

Diversity, Equity, Inclusion, Access, Culture and Climate Committee (DEIA-CCC)

Agenda

Wednesday, April 8th, 2026

2:00 p.m.–3:30 p.m.

In person, AS 125

1. Call to Order

- a. The meeting was called to order at approximately 2:00 p.m.

2. Attendance/Quorum:

- a. Jeannette Acevedo Rivera– Co-Chair, Ash Preston– Co-Chair, Kelly Janousek, Neil Hultgren, Shabnam Sodagari, Thalia Campos, Nina Wooldridge, Laura Escobar, and Camryn Littleton.
- b. Guest presenters – Josh Scepanski, Sonia Muñoz-Duran, Dina Perrone

NB: This section was edited after the minutes were approved in order to accurately represent the attendance at the meeting.

3. Approval of agenda: April 8th, 2026

- a. a. A motion was made and seconded to approve the agenda.
- b. b. The agenda was approved.

Approval of minutes: March 11th, 2026

- a. One correction was noted on page two regarding the capitalization of a presenter's first name.
- b. With the correction noted, a motion was made and seconded to approve the March 2026 minutes.
- c. The minutes were approved.

4. Reports and announcements

- a. Members shared upcoming campus programs, events, and opportunities, including:
- b. The deadline for students to register for cultural graduation celebrations was announced as Friday, April 10, 2026. Members were encouraged to remind graduating students to register as soon as possible.
- c. The second annual TransLiberation Summit, “Embodied and Empowered,” was announced for Friday, April 17, 2026. The student-focused event is open to all students and will include skill-building opportunities, community organizations, research, lunch, and campus partner participation.
- d. Komba Connecta, described as the first Latino male-identified student conference in collaboration with the Latine Resource Center, was announced and flyers were shared.
- e. “Celebration and Resistance,” a Central American event, was announced for the following week, with one day focused on celebration and another on education.

- f. Noche de Banda was announced as the first banda night hosted on campus. The event is for students age 21 and older and is free.
- g. An Earth Month event focused on environmentalism and racism was announced in collaboration with the Lab Resource Center and other campus partners.
- h. Additional announcements included recruiting peer mentors and faculty mentors for student support programs, as well as a “Place to Stay” event scheduled for the following day.

5. New business:

- a. Graduate Studies presentation - Dina Perrone
 - i. The presenter provided an overview of Graduate Studies at CSULB, including its reporting structure, small staff, and role in supporting graduate education across the full student lifecycle from recruitment and admission through enrollment, graduation, and alumni engagement.
 - ii. Graduate Studies highlighted CSULB’s commitment to affordable, high-quality graduate education and its role in supporting upward mobility, workforce development, and innovative scholarship.
 - iii. The presentation noted that CSULB serves more than 5,500 graduate students across over 100 master’s programs, 44 teaching credential programs, 30 Beach EDGE programs, 15 post-baccalaureate certificates, and five doctoral programs.
 - iv. Beach EDGE was discussed as a blended bachelor’s/master’s pathway that allows undergraduate students to take graduate-level courses that double count toward both degrees. The model was described as a way to increase access by shortening time to degree and reducing cost.
 - v. Application, admission, and enrollment trends were reviewed. Graduate applications have declined, with international applications particularly impacted by the current national environment, visa challenges, and restrictions affecting students from certain countries.
 - vi. The presenter discussed Graduate Studies surveys, including an entry survey, an exit survey, and an alumni survey. Survey data show that many students choose CSULB for its location and affordability, with many graduate students coming from Long Beach and the surrounding areas.
 - vii. Graduate Studies discussed recruitment and application support, including one-on-one appointments for current students, alumni, and community members; application material reviews for personal statements and resumes; participation in regional graduate fairs; marketing efforts; Beach EDGE pathways; and nonresident tuition waivers as a recruitment tool.
 - viii. Current graduate student demographics and student needs were reviewed, including the large number of first-generation graduate students and

concerns about making friends, financial challenges, housing, physical and mental health care, and balancing community and tuition needs.

- ix. The Graduate Center's efforts to strengthen graduate student belonging and retention were highlighted, including a campuswide graduate student orientation, monthly graduate student newsletter, Canvas communication space, networking events, peer mentoring, open house events with campus resources, identity panels, wellness support, writing support, statistical consulting, and hidden curriculum workshops for graduate students.
 - x. Professional development and graduation initiatives were also discussed, including internship opportunities, editing support, headshots, the student research competition, CSU Next Step career development modules, writing retreats, thesis/dissertation support, and efforts to reduce administrative barriers to graduation.
- b. The GenXL Mentorship Program and University Center for Undergraduate Advising presentation
- i. Presenters provided an overview of the University Center for Undergraduate Advising (UCUA), including its role in advising undeclared students, students exploring or changing majors, students on academic warning, and students navigating academic disqualification or reinstatement.
 - ii. UCUA was described as a campus safety net for students who need support identifying academic options, developing GPA recovery strategies, using grade forgiveness, selecting alternative majors, or returning to the university after disqualification.
 - iii. Presenters also described UCUA's transition-focused programs, including GenXL, Finish in Four/Through in Two, and the Beach Transfer Transition Center.
 - iv. The Beach Transfer Transition Center was described as a resource for incoming transfer students that helps students connect with campus resources and peers through transfer ambassadors, workshops, newsletters, college-specific programming, study and event space, and collaborations with campus partners.
 - v. GenXL was presented as CSULB's first-generation mentorship program. The program was relaunched in 2019 after earlier iterations under Partners for Success and has evolved to include faculty mentors, peer mentors, peer mentor leads, and first-generation mentees.
 - vi. Each summer, GenXL recruits approximately 200 incoming first-generation first-time first-year students, with priority outreach to Long Beach Unified/Long Beach College Promise students. The program also includes approximately 20 peer mentors and 20 faculty mentors.

- vii. The program uses a pod model consisting of one faculty mentor, one peer mentor, and approximately ten mentees. Peer mentor leads and staff support the mentors and students, including referrals when sensitive student issues arise.
- viii. Many peer mentors and peer mentor leads were previously mentees in the program, creating a leadership pipeline for first-generation students.
- ix. Program goals include supporting the transition from high school to college, connecting students to campus resources, building a sense of belonging, strengthening student networks, and supporting retention at CSULB.
- x. Mentees are asked to participate for the full academic year, attend required beginning-of-semester events, meet with faculty mentors at least twice per semester, meet with peer mentors at least six times per semester, attend at least one event each semester, and complete feedback surveys.
- xi. Faculty mentors receive professional development funding after serving two semesters, and peer mentors are paid student employees working up to 10 hours per week.
- xii. Engagement strategies include Beach Bucks cards for faculty mentor/mentee meetings, house competitions, mentor and mentee events, workshops, finals and midterm support activities, social events, and incentives such as graduation cords for mentees who complete program responsibilities.
- xiii. Events and workshops highlighted included first-generation basketball tailgate activities, nacho/movie events, midterm survival kits, tax workshops, resource workshops, finals kits, D-Stress Fest, arts and crafts, slime-making, food, and use of a shared student space with the Beach Transfer Transition Center.
- xiv. Presenters shared that student feedback has been positive, with students reporting that GenXL helped them feel less alone and more connected. Fall 2025 survey results included high program ratings, strong agreement that the program helped students succeed, and high recommendation rates. Fall-to-spring retention and GPA trends were also highlighted as positive outcomes.
- xv. GenXL demographics were reviewed, including a majority of mentees identifying as Hispanic/Latinx. The program will be highlighted in connection with the Seal of Excelencia application due to its intentional support of Latinx students.

6. Committee Discussion:

- a. The committee discussed how presentations throughout the year continue to highlight the importance of making campus resources visible, accessible, and coordinated across units.

- b. Members noted that many support services exist, but students may not know about them unless information is shared through trusted channels such as classrooms, faculty, peers, advising spaces, student organizations, and social media.
- c. The presentations reinforced themes related to belonging, retention, first-generation student support, graduate student visibility, transfer student transition, and the need for sustainable staffing and resources.
- d. Identify highlights and priorities for inclusion in the end-of-year report and recommendations to the President
 - i. Members noted that the May 13, 2026 meeting will be the final meeting of the academic year and may include representatives from centers and programs previously invited to present.
 - ii. The committee will use the final meeting to discuss recommendations and themes for the end-of-year report to the President.

7. Adjournment: 3:30 PM