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Custom Variable 1 :	
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 Geo Coding 	
Country:	US
Region:	CA
Latitude:	0.0
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California Black-Serving Institutions Application

College/University

Loyola Marymount University (LMU)

Website

https://lmu.edu

Address

1 LMU Dr., Los Angeles, CA 90045

College/University President

Thomas Poon, Ph.D.

College/University President Email Address

Thomas.Poon@lmu.edu

College/University President Phone Number

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Application Lead Contact Information

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Position

Vice Provost for Enrollment Management

State your institution's commitment to address Black and/or African American student success and explain how your commitment is consistent with your institution's mission.

Loyola Marymount University's mission is rooted in a Catholic Jesuit tradition and centers on three pillars: the encouragement of learning, the education of the whole person, and the service of faith and the promotion of justice. Each pillar emphasizes the importance of diversity within the community and advocates for inclusion and respect for all individuals. In alignment with a mission focused on social justice, diversity, equity, inclusion, and anti-racism, LMU actively engages in outreach efforts, mentorship opportunities, and the establishment of relevant support systems aimed at closing equity gaps. By enhancing access to programs that resonate with BIPOC community members, LMU strives not only to promote student success but also to enrich the overall university experience, ensuring that all students feel valued and supported in their educational journeys. LMU is committed to addressing Black and African American student success by implementing targeted programs and support services designed to enhance academic achievement and personal development. This includes initiatives aimed at increasing access and providing resources. The university prioritizes creating a nurturing environment and fostering relationships that empower students to thrive academically and socially.

Please state the percent of the institutions enrolled student population identifying as Black/African American for the current term.

11.9%

Please state the number of students identifying as Black/African American enrolled at the college or university for the current term.

1,212

Describe the academic goals for the institution to achieve within the five-year period in which the initial designation is awarded. The goals described in this section should outline the institution's plans to improve retention, time-to-degree or time-to-certificate completion, and graduation rates of Black and African American students.

LMU currently reports an average six-year graduation rate of 77% for Black and African American students, an achievement that reflects the university's commitment to fostering academic success among its diverse student body. Notably, this rate significantly exceeds the national average (per IPEDS Data Explorer for related years 2021-22). LMU's Black and African American students also demonstrate an impressive average retention rate of 89%. This figure

surpasses the overall retention average for LMU students by one percentage point, highlighting the effectiveness of support systems, resources, and initiatives aimed at promoting inclusivity and success among underrepresented groups at LMU. LMU's commitment to fostering a supportive community is exemplified by current university outreach and resource programs, including Upward Bound, First To Go, Ignacio Student Support Services, The Learning Community (TLC), ACCESS, and the Computer Science Summer Institute. These initiatives are strategically designed to cultivate mentorship and community-building opportunities, creating an inclusive environment that encourages academic excellence and co-curricular involvement. They also emphasize collaborative learning and peer support, which are critical components of student success during the transition into college. LMU's commitment also extends to the Academic Community of Excellence (ACE) and McNair Scholars programs. Both equip underrepresented students with the strategies, tools, and resources to apply to master's and doctoral programs. Students learn to maximize their college years to establish connections and strengthen their preparation for and enrollment in graduate and professional school. ACE scholars may also receive support from experienced alumni and their peers. Additionally, LMU implements financial aid initiatives that provide grants to alleviate financial barriers. LMU's institutional goal is to improve the first-year retention and six-year graduation rates to above 91% and 83%, respectively. Plans to achieve this include expanding first-year programming for all students, including programming focused on community, integration into college academics and life, as well as a focus on values and resilience. The institution also plans to increase the number of full-time faculty members in first-year courses, including faculty of color, and support for learning communities.

Describe the academic equity goals your institution aims to achieve within the five-year period of the initial designation as a California Black-Serving Institution. Specifically, outline how these goals will improve academic equity gaps in retention, time-to-degree or time-to-certificate completion, and graduation rates between your Black and African American students and the overall student population. Provide data-driven benchmarks and strategies for achieving these objectives.

LMU's average six-year graduation rate of 77% for Black and African American students is only a few percentage points below the overall student graduation rate of 80%, underscoring LMU's commitment to promoting success among its diverse population. It also emphasizes the ongoing need for continued efforts to further improve these outcomes. LMU's graduation rate for Black and African American students significantly exceeds the national average (per IPEDS Data Explorer for related years 2021-22). Additionally, LMU's Black and African American students are achieving incredible success, as evidenced by their average retention rate of 89%, a full percentage point above the overall campus average. Although LMU's retention and graduation analyses show that there is no statistical difference in student success based on demographic variables (e.g., race, ethnicity, gender, etc.), as the university works on institutional goals, it continues to strive for equity in student success. In addition to focusing on first-year experiences, the university has developed and is committed to supporting a systematic equity-focused data governance, management, and analysis plan that prioritizes the experiences and outcomes of underrepresented students. This includes:

- Routinize the collection and intersectional analysis of student experience and outcomes data for undergraduate and graduate students.
- Re-evaluate existing policies on data protection to ensure privacy and security of student data, with particular focus on the protection of vulnerable populations.
- Develop systems to collect and analyze data on why students leave LMU.
- Assess gaps in data collection and analysis so that factors for student success can be identified and addressed.
- Disseminate disaggregated data analyses to the campus community.

Programs like Upward Bound, First To Go, Ignacio Support Services, The Learning Community (TLC), ACCESS, Seaver Computer Science Summer Institute, Academic Community of Excellence, and the McNair Scholars program exemplify LMU's dedication to fostering a supportive community. These strategic initiatives are designed to promote mentorship and community-building, which create an inclusive environment that encourages academic excellence and co-curricular involvement. These support systems and initiatives do more than just enhance retention and graduation rates; they empower students to excel academically, socially, and personally.

Identify institutional memberships, charters, or affiliations to organizations dedicated to the advancement of Black and or African American Students.

Student Leadership Organizations

- African Student Association Celebrates African and Pan-African cultures and the diversity of African culture.
- Black Student Union (BSU) The BSU aims to be a support network for LMU students of African descent, addressing important political, social, and cultural issues to enrich and educate members. Open to all LMU students, the BSU seeks to uplift the African American community both on campus and beyond.
- Brothers of Consciousness (BOC) is a club that works to promote Jesuit values, such as being a person for others, and to increase Black male leadership on campus. BOC engages the community through service, activism, and social events.

Caribbean and West Indian Students' Association (CWISA) is an organization that provides opportunities for students to explore and experience Caribbean and West Indian culture. The group aims to create a space for West Indian (CWI) students, students of CWI descent, and anyone else who identifies with the culture or wants to learn more about it. • The First To Go Program is committed to advancing educational transformation and justice by providing first- generation college students with critical resources and opportunities for academic, professional, and personal development. • Kuumba is a hip-hop dance crew for BIPOC students, created to provide a safe space where LMU students can express their feelings through dance. Kuumba is Swahili word meaning creativity and is the sixth principle of Kwanzaa. • Sisters in Solidarity is an on-campus organization for Black women, dedicated to promoting unity and cultural engagement. The group addresses mental, physical, and overall well-being issues, fostering sisterhood and empowerment. Black Greek Organizations • Alpha Kappa Alpha Sorority, Inc. • Delta Sigma Theta Sorority, Inc. • Kappa Alpha Psi Fraternity, Inc. • Sigma Gamma Rho Sorority, Inc. • Zeta Phi Beta Sorority, Inc. The Black Greek Council cultivates community, collaboration, and discussion among the Black Greek Letter Organizations at LMU to improve the community and support academic excellence. Academic Organizations • National Society of Black Engineers (NSBE). As one of the largest student-governed organizations in the U.S., NSBE's mission is to increase the number of culturally responsible Black engineers who excel academically and professionally, while positively impacting their communities. The organization focuses on supporting the academic and career success of Black and African American STEM majors through leadership training, professional development, mentoring, and career placement services. • School of Education's Black Graduate Student Association: Imani. Imani, meaning 'Faith' in Swahili and rooted in Kwanzaa principles, encourages belief in community and the strength of struggle. The purpose of BGSA: Imani is to empower members of LMU's graduate community who identify as Black, African American, multicultural, or part of the Black Diaspora, providing networking opportunities with students, alumni, staff, and faculty. The goal is to create a supportive presence for these individuals within the university. • LMU Association of Black Journalists. The National Association of Black Journalists (NABJ) offers innovative training, career advancement opportunities, and advocacy initiatives for Black journalists and media professionals worldwide. LMU's student-led chapter strives to prepare students for a career in journalism or media to ensure diversity and inclusion in the industry. • Black Law Students Association (BLSA): The Black Law Students Association aims to promote academic excellence among its members by enhancing academic preparedness and exam skills, fostering community engagement, improving employment and training opportunities, solidifying connections with Black law students and graduates, and raising awareness of issues affecting Black individuals and people of color nationally and internationally. • Black Students in Business is a vibrant and inclusive community committed to empowering Black students with a passion for business. • Black Filmmaker Rebellion was created as a space for Black filmmakers at predominantly white institutions, fostering a thriving community where students collaborate, access resources, and engage with industry professionals. Faculty, Staff, and Alumni • Black Faculty & Staff Association - Loyola Marymount University • African American Alumni Association - Loyola Marymount University • Presidential Black Leadership Advisory Council • Inclusive History and Images Project

Attach your institution's strategic plan to address the academic goals and academic equity goals your institution aims to achieve within the five-year period of the initial designation as a California Black-Serving Institution. The strategic plan should include, but not be limited to, all the following: (A) a mission statement that addresses the applicant's commitment to serve Black and or African American students; (B) outreach services to potential Black and or African American students; (C) existing and/or proposed academic or basic needs support services to assist in the academic success of Black and/or African American students. Support services described in this section may include campus affinity centers, coursework, activities or events; (D) an outline of the planned allocation of resources during the five-year period in which the initial designation awarded; (E) an outline of how the institution is using or will use existing resources to provide culturally relevant professional development for the applicant's faculty and staff in pursuit of Black Serving Institution goals.

[1. 922020-143404975-LMU-Strategic-Plan.docx](#)

4-year College/University applicants submit the following for the previous three academic years: (A) Submit graduation rates for the previous three academic years for all students within the normal time and up to 150 percent of the normal time to degree completion. (B) Submit graduation rates for Black and African American students, within the normal time and up to 150 percent of the normal time to degree completion.

Community College applicants submit the following for the previous three academic years: (A) The number of degree and certificate programs completed by all students, and by Black and or African American students. (B) The number of all students, and of Black and or African American students, who completed degree and certificate programs within normal time and up to 300 percent of

normal time to degree completion. (C) The student transfer rates for all students, and for Black and or African American students, to four-year colleges and universities.

1. [922020-143405137-LMU-Graduation-Rates.docx](#)

Please Submit a certification, in writing, by the chief administrative officer of the college or university, of the applicant's commitment to address Black and African American student success that is consistent with the applicant's mission.

1. [922020-146850640-BSI-Letter-from-Dr.-Poon.docx](#)

Describe the campus resources available to promote equity and inclusion for Black and African American students. Include details on academic support programs, cultural centers, mentorship opportunities, student organizations, financial aid initiatives, and any other institutional efforts designed to foster an inclusive and supportive campus environment.

LMU offers various resources through the Ethnic and Intercultural Services Department (EIS) to promote equity and inclusion for Black and African American students. EIS creates a supportive environment that encourages individual growth and cultural expression while fostering academic excellence. Within EIS, the Office of Black Student Services (OBSS) emphasizes building a community founded on trust, respect, and love. Through cultural celebrations, mentorship programs, and workshops, OBSS fosters a strong sense of belonging and connection among students while also promoting cultural awareness and expression. OBSS aims to promote and celebrate African culture and heritage, enhancing students' understanding of the history, achievements, and current challenges faced by Africans and African Americans. It seeks to guide students in self-discovery and informed decision-making for their futures, while developing leaders who will drive positive change in both the campus and their home communities after graduation. The program emphasizes co-curricular activities that complement classroom learning, fosters a strong sense of community among African and African American students at LMU, and connects them to service opportunities rooted in social justice. Through major events and programs like Umoja week, the Dr. Reverend Martin Luther King Jr. Brunch, Black History Month events, and Kente Graduation, OBSS empowers a student-driven community that fosters a sense of belonging, counter storytelling, and a deep sense of community between students, staff, and faculty. EIS also oversees Intercultural Advancement, including award-winning student opportunities like the Intercultural Facilitators, a program dedicated to developing an environment that encourages intercultural awareness, understanding, and interaction at LMU. Other Intercultural Advancement initiatives include: the Social Justice Series, aimed at discussing issues that matter to LMU students; the National Dialogue on Race, an annual campus-wide dialogue about race in America, in the community at large, and on LMU's campus; an Intercultural Retreat; and an Intercultural Summit. They also host an Intercultural Competency Certificate program that includes specialized courses designed to maximize student learning capacity by connecting theory to practice. Students who complete the program receive an Intercultural Competency Certificate, and a citation is printed on their transcript that indicates advanced training in the area of Human Relations. The Learning Community (TLC) program is dedicated to supporting first-year students who identify with the Black and African experience at LMU. Its goals are to develop leadership skills, foster a sense of community, and promote both academic and co-curricular success. The program includes various components such as a summer experience prior to the first year, an African American studies course, networking and mentoring opportunities, service-learning initiatives, and professional development. In addition to EIS, LMU hosts several student organizations that enhance inclusivity, including the Black Queer + QTPOC Space, Indigenous Student Union, Kuumba Hip Hop Dance Crew, Muslim Student Association, Black Fitness Collective, One Pride, Sensational Starlettes, and Theater in Color. These groups provide platforms for cultural expression and community building, further strengthening the supportive campus environment for Black and African American students. The Mbongi Spot is a space on campus designed to serve, encourage, and celebrate those who identify as part of the African diaspora within the greater LMU community. While any recognized student organization is welcome to request use of the space, events held there must be tailored to at least one of The Mbongi Spot's pillars and purpose: Black Student Success, Communal Engagement, and Social Justice. Rooted in the importance of holistic health and spiritual wellbeing, this space is intended to ensure the overall success of Black students, including not only their academic success, but their physical, mental, and emotional health as well. As previously outlined, the Academic Community of Excellence (ACE) and McNair Scholars programs serve as a vital resource for underrepresented students aiming to pursue advanced degrees. They address the unique challenges students may face in navigating the path to graduate and professional school. Overall, the McNair Scholars and ACE programs are more than just an academic support system; they instill confidence and foster a resilient mindset in students. By providing access to resources, mentorship, and a nurturing community, LMU's McNair Scholars and ACE

programs help underrepresented students not only envision their future in graduate education but also empower them to achieve their goals, making them competitive candidates for master's and doctoral programs.

Include any additional information that the governing board should consider in evaluating your institution's readiness to be identified as a Black Serving Institution.

Among the Black and African American population from LMU's Class of 2024, 96% were employed, enrolled in graduate school, or pursuing service or military within six months of graduation. In recent years, employers of LMU's Black and African American student community have included American Federation for Aging Research, Americorps, Children's Hospital Los Angeles, Gilead Sciences, Keck School of Medicine at USC, LA Clippers, Los Angeles Dodgers Foundation, Microsoft, Pfizer, Smithsonian National Museum of African American History and Culture, and the University of Chicago. Black students who chose to go straight to graduate school pursued master's and doctoral degrees at some of the top graduate institutions in the country. LMU also offers career events specifically for Black students, including the Annual African American Alumni Association Student-Alumni Mixer, where students meet successful LMU alumni who are eager to mentor them in their academic and career journey. In preparation for this event, LMU's Career and Professional Development (CPD) office, along with the Office of Black Student Services (OBSS), offers workshops to help students learn how to network successfully and confidently.

An applicant is eligible for designation if the applicant meets all the following requirements:

- (1) Has at least 10 percent of the college's or university's enrolled student population identifying as Black and or African American students or has at least 1,500 Black and or African American students enrolled at the college or university.
- (2) Submits an initial or renewal application, as applicable, to the Statewide Central Office for the Advancement of Black Student Success on or before the application deadline

[Privacy](#)

The LMU Strategic Plan can be found online at
<https://resources.lmu.edu/strategicplan2021-2026/>

Drawing on its Catholic heritage, LMU recognizes that a transformative educational environment is grounded in the principles of belonging and understands that differences in talents and perspectives enhance the entirety of the institution. These values not only align with LMU's overarching mission but also actively contribute to the enrichment of the larger LMU community. The [university's strategic plan](#) lays out a clear commitment to fostering an inclusive atmosphere that honors the dignity of all individuals.

Central to this plan is the acknowledgement that enhancing diversity and implementing anti-racist practices are essential steps toward improving educational quality. By increasing BIPOC representation among students, faculty, staff, and leadership, the university aims to create a more vibrant and dynamic community where diverse perspectives are not only welcomed but celebrated.

The plan outlines specific actions aimed at transforming the student experience. This includes a comprehensive review of the curricula that ensures diverse voices and histories are adequately represented. Additionally, it emphasizes professional development opportunities for faculty, equipping them with the necessary tools and knowledge to create inclusive classrooms.

Beyond the classroom, the strategic plan encourages increased co-curricular engagement with similar issues. This extends to the support of student life programs that build community and promote inclusivity and activism. LMU continually aims to develop a strong network of support for Black and African American students, empowering them to thrive on campus and beyond.



Graduation Rates

LMU's graduation rates for 2016, 2017, and 2018 fall cohorts for all students and Black/African American students within the normal time and up to 150 percent of the normal time to degree completion.

	All Students			Black/African American Students		
Fall Cohort	N	4-Year	6-Year	N	4-Year	6-Year
2016	1328	73.7	81.5	124	72.6	79.8
2017	1445	70.9	79.8	143	64.3	71.8
2018	1510	67.9	78.9	173	68.8	78.6



To The Committee on the designation of California Black-Serving Institution,

Loyola Marymount University's (LMU) commitment to addressing the success of Black and African American students aligns deeply with its Catholic mission in the Jesuit and Marymount traditions. Our mission emphasizes the values of faith, service, and social justice, which are woven into the fabric of the university's educational approach. Recognizing that diversity and inclusion are essential components of a vibrant academic community, LMU actively strives to create an environment where every individual feels respected, valued, and empowered to thrive.

Central to LMU's mission is the principle of *cura personalis*, or care for the whole person, which extends to the university's focus on supporting Black and African American students. By prioritizing their success, LMU acknowledges the historical and systemic challenges these students face and actively works to dismantle barriers and foster an equitable educational experience. This commitment is reflected in various initiatives, programs, and resources to support their academic and personal growth.

LMU's strategic plan emphasizes anti-racism, diversity, equity, and inclusion, recognizing that enhancing representation and adopting inclusive practices are crucial for improving educational quality for all students. This plan includes targeted actions to increase BIPOC representation among students, faculty, and staff, nurturing a more inclusive campus culture. By embedding these values into all facets of university life, LMU creates opportunities for Black and African American students to lead, engage, and succeed.

LMU's The Learning Community (TLC) program supports first-year students who identify with the Black and African experience. Celebrating 25 years on campus in 2025, this critical initiative aims to cultivate leadership skills, foster a sense of community consciousness, and promote academic and co-curricular success. Key components of the TLC program include a summer experience prior to the academic year, an African American studies course, networking and mentoring opportunities, service-learning initiatives, and professional development activities. Through these elements, TLC seeks to create a nurturing environment that empowers participants to thrive at LMU.

Key student-run organizations that support the Black community at LMU include the Black Student Union, which provides a supportive network for students of African descent, and the Brothers of Consciousness and Sisters in Solidarity, which focus on empowering Black male and female students, respectively. In addition, academic support programs like the National Society



of Black Engineers and the Black Graduate Student Association provide mentoring and networking opportunities, creating pathways for personal and professional development.

**Loyola Marymount
University**

LMU seeks designation as a California Black-Serving Institution (BSI) to further enhance resources and opportunities for Black students. This designation aligns with LMU's social justice mission, allowing the university to garner funding and support specifically geared toward initiatives that address the academic and social needs of Black and African American students. By becoming a BSI, LMU aims to elevate its work in this area, increasing visibility and fostering partnerships that can lead to transformative change.

Ultimately, LMU's commitment to the success of Black and African American students prepares them not only for academic achievement but also for leading with compassion and insight in an increasingly diverse and complex world. This holistic approach reflects LMU's dedication to nurturing, empowering, and advocating for all students, in alignment with its mission of fostering a just, inclusive, and dynamic educational environment.

Thank you for considering our application for the Black-Serving Institution designation.

Sincerely,

A handwritten signature in black ink, appearing to read "Thomas Poon".

Thomas Poon, Ph.D.

President

Loyola Marymount University