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Survey Language:	English
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 Geo Coding 	
Country:	US
Region:	CA
Latitude:	0.0
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Radius:	0.0

California Black-Serving Institutions Application

College/University

West Los Angeles College

Website

www.wlac.edu

Address

9000 Overland Ave. Culver City, CA 90230

College/University President

Dr. James Limbaugh

College/University President Email Address

LIMBAUJM@WLAC.EDU

College/University President Phone Number

310-287-4325

Application Lead Contact Information

First Name

Angel

Last Name

Viramontes

Phone

310-287-4473

Email Address

viramo@wlac.edu

Position

Dean, Student Services & Equity Programs

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.

WLAC is committed to enhancing campus engagement of Black students, to eliminate Disproportionate Impacts across multiple academic benchmarks (i.e. course success, , persistence & goal attainment) and to create a college culture that celebrates Black Excellence. Our determination to obtain BSI designation is one outcome of a multi-year, sustained self-examination and reforms of our culture, academic outcomes, college systems and their impact against Equity. The participation of WLAC students, faculty, and staff bolstered our prioritization of racial Equity in our Educational Master Plan. WLAC's Mission Statement was formally amended through our participatory governance structure to include "racial equity, social justice, and environmental responsibility" and reflects our institutions' evolving appreciation of systems burdening students throughout their educational journey. The first of our college-wide goals focuses on Equity and Anti-Racism; including our objectives to Establish Comprehensive Racial Equity Learning Program, create additional inclusive community spaces, Establish permanent Equity committee, and increase faculty and staff mentorship for historically marginalized students. To advance our initiatives, WLAC has a sustained Racial and Social Justice Task Force that addresses enrollment trends, success outcomes data, and incorporates voices of faculty, staff, students. WLAC has also expanded the footprint of our permanent BSU/Umoja Program with dedicated offices for a coordinator, a counselor, a kitchenette, and a large gathering space.

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

23.9% for Spring 2025

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

2,395

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.

In preparing for submission of our Student Equity Plan and Educational Master Plan the college's administrators, service leads, and faculty leaders convened regularly in 25-26 to review outcomes data, identify key performance

indicator priorities, and to revise practices not explicitly focused on improving student outcomes. Among the various outputs of those convenings were revised key performance indicators that will guide student equity success initiatives for the coming years. For the general student population, we found it necessary to reallocate funding and human resources to improve specific service outcomes; such as increasing financial aid and other material benefits along with increasing the proportion of students with student education plan. Our theory of change, in part, is that facilitating access (at point of entry) to available resources (CA Promise, Pell, Work Study, Basic Needs resources, support from categorical programs) and more effective onboarding (expanding “completion-minded” advisement, integrated major/career exploration) will enable students to make more resource-informed commitments to their academic journey. In short, we are providing students with compelling reason to move from application to fully enrolled student, rationale and supports to successfully complete English and Math during the 1st and 2nd term of study, and improve persistence with meaningful student programming throughout winter/summer terms. To achieve the above objectives, we are introducing pathway support via comprehensive Success Teams with Case Management to begin the Fall 2025 term. The core success teams will be comprised of pathway counselors, caseload managers, and peer success coaches. The work of the team will be supported by various resource members, including our Office of Institutional Effectiveness (data), core student service managers (Admissions, Financial Aid, General Counseling), and ready engagement of special support programs and academic support areas (i.e. College and Career Prep Division). Our emerging Success Teams are also initiating training toward full integration of ConexEd, WLAC’s CRM. Beyond the enhancement to our communications, the CRM introduces dashboards that enable the Team to review student milestone completion, service outcomes, and additional data tools that review service utilization that is disaggregated by race, gender/sex, age, and college student status (ex. First generation college student). This tool enables us to prioritize service campaigns that directly address students in our Disproportionately Impacted student groups.

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.

Data provided by the California Community College Chancellor’s Office (Datamart), along with local institutional data continually affirms the college is improving academic outcomes Students of Color and narrowing Disproportionate Impacts. We must, however, continue our efforts and with targeted interventions to eliminate DI for First Generation and Black/African American students in completion of Math/English in the First Year, persistence from primary to secondary term, and completion of a degree within three years. In response, the college is effectively breaking through operational silos toward holistic support framework. Programs like our Black Scholars United (BSU), Umoja Scholars (launching in Fall 2025), Athletics, and College & Career Program (CCP) are collaboratively planning on formalized onboarding that lead to Noncredit certificate in Academic Foundations, a +30 unit course sequence with Umoja trained faculty leading on-ground and synchronous hybrid classes to enhance student engagement, newly articulated Ethnic Study courses in Chicano and African American History, and cultural celebrations that connect the history of their recent ancestors and living, modern examples of Black Excellence. We are further braiding our resources through coordination with Special Support Programs, including Career Center, TRIO SSS, EOPS, Rising Scholars, and Adult Workforce to enhance student programming. These partnerships are making it possible for our students to access workforce readiness workshops, to benefit from industry apprenticeship opportunities, and employment opportunities through our on-campus job fairs. We are building faculty and Classified professional mentoring networks by increasing the number of instructional faculty that have been trained in Culturally Responsive Pedagogy, building a professional mentor network for students and engaging students with leaders from programs serving vulnerable populations (ex. LGBTQIA+ Center, DREAM Resource Center, etc.) to build allyships. This year, our reconstituted BSU & Umoja partners established ambitious benchmarks that we are optimistic we can reach; including 100 full-fledged BSU & Umoja student participants, 85% course completion rates in Umoja designated courses, 85% persistence rates (Fall to Spring, Spring to Fall) among Umoja students, and 100% comprehensive student education planning for all Umoja students. When we achieve these metrics by the close of the 2025-2026 academic year, West will have eliminated our Disproportionate Impacts burdening Black/African American students.

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

West launched our permanent Black Scholars United program and space in Fall 2022. The following year, West applied for and gained approval to have an A2Mend chapter. This past semester, West was admitted to the Umoja community of

schools during the Spring 2025 term and our first academic cohort launches in Fall 2025. During that same Spring term, West was accepted as a college chapter among the Men of Color Action Network. The mission for the Black Scholars United/Umoja program is to enhance engagement for Black students, improve their outcomes such as success, retention, persistence, and goal attainment, and to create a college culture that is responsive to their needs. BSU aims to erode racial disparities in access and degree completion by providing high-quality services and programs, in collaboration with academic and support services across campus. Our vision is to be a gateway to success for all Black students at West Los Angeles College through the preservation of Black Culture and Community where Black students thrive, lead, and graduate with confidence and purpose. BSU's Theory of Change is rooted in African-Centered Education (ACE) and Student Involvement Theory as frameworks to promote cultural identity and heritage of African-descended students, fostering agency, academic confidence, and social justice. By creating culturally responsive environments, offering intrusive advising, and engaging cohort-based learning, BSU increases academic persistence and completion. Utilizing the strength of our early outreach programs (TRIO EOC, Upward Bound, Outreach & Recruitment), we have made significant progress with students and their families to encourage and demystify the path to higher education through direct services (i.e. workshops, summer programming on our campus, culturally enriching field trips), and promoting credit and noncredit opportunities through our college for "upskilling" and other career readiness. West is a leader within our district in the growth of Dual Enrollment and cross-institutional professional development among our K-12 colleagues toward strengthening the recruitment, onboarding and readiness of Dual Enrollment students and instructional faculty. Beyond K-12 institutions, our long-standing partnerships, like with 100 Black Men of LA, has assured that West is the preferred host to educational conferences, community and college fairs, and dual enrollment opportunities for our community-based organizations. When students are on our campus, they are greeted and served by Classified professionals that regularly participate in equity-focused professional development activities. Among the enhancements to our service model is an intentional focus on "normalizing" the utilization of services students often consider a last resort. Our staff highlights the availability and special distribution of food services and physical wellness services provided through the Wildcat Den and our college's commitment to students mental health and wellness; including teletherapy services. As an example, and effective Fall 2025, West is fully opening a newly revamped space that merges the resources of our Student Health Center and Basic Needs so that students can receive wrap-around services within in a single location. West has developed a five-year set of objectives for our BSU/Umoja program. Our intent is to steadily scale the reach of our services to students and to grow our initiatives to match the needs of our services. In our second year, we intend to launch an Umoja Dual Enrollment course sequence to smooth the transition of high school students to college. We intend to identify an HBCU partner toward increasing the university transfer rate of WLAC students. In our third year, we look to grow our reach to 250 students in BSU/Umoja and to develop/sustain four active Umoja cohorts: Dual Enrollment, First Year Experience, Second Year Experience, and our Completion Cohort. By year 4, we seek to grow our program to 400 while maintaining 85% retention and persistence rates. We also intend to finalize a Memorandum of Agreement/Understanding with HBCU partner(s) and begin recruitment. We will invest in 5th BSU/Umoja cohort intently focused on the successful transition of student to their destination HBCU. By year 5, we intend to publish our journey and present at regional and national student affairs conferences.

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. [531783-143404975-Education-Master-Plan-2025-2030.pdf](#)

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. 531783-143405137-WLAC-Data-for-BSI-application---2025.pdf](#)

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. 531783-146850640-WLAC-Data-for-BSI-application---2025.pdf](#)

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.

West's multi-year investments in racial equity has produced the following resources to support our student of color: Culturally Relevant Pedagogy Practices (CRPP) Grant toward institutionalization of a continuously expanding and sustainable community of practice centered on closing equity gaps, a majority of faculty actively engaged in equity work, closing achievement gaps burdening Black students, and increasing graduation, transfer, and job placement rates for Black students. Black Scholars United (BSU/Umoja) Program space. Space is fully furnished (couch, lounge seating, etc.) to create a warm and welcoming environment and student cubbies for tutoring/study sessions. The program space can also be converted to feature conference table for student advisory sessions, and ample chairs to host information sessions and guest presenters. BSU program space has a dedicated kitchenette and adjacent satellite food pantry. BSU program space is bookended by two dedicated offices for BSU/Umoja coordinator and BSU/Umoja Counselor. Student Athlete Study Hall – designated study space (equipped with overhead projector and 11 PC stations) for WLAC's student athletes, of which 94% identify as Black or African-American. A2Mend Chapter dedicated to supporting the academic, psychological, and professional success of Black male students in higher education. Among the benefits to students are access to professional mentors, scholarships, invitation and participation in an annual summit focused on the success of Black males in higher education, and professional development focusing on enhancing anti-racist practices and mindset of our professionals. Men of Color Action Network (MOCAN) professional network that has supported our development and delivery of wrap-around services, developing sense of community, and visibility of students from minoritized backgrounds. Racial and Social Justice Taskforce, a standalone committee comprised of administrators, faculty, staff, and students that intentionally examines data and opportunities to support students of color, create a sense of community among practitioners, and a base for advocacy. The work of the Racial and Social Justice Taskforce influences our Student Success Committee that reports to academic senate.

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

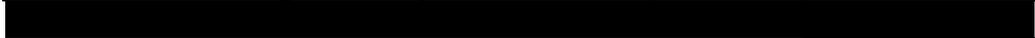
- (1) Has at least 10 percent of the college's or university's enrolled student population identifying as Black and or African American students or has at least 1,500 Black and or African American students enrolled at the college or university.
- (2) Submits an initial or renewal application, as applicable,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

[Privacy](#)

Data for BSI application (2025)

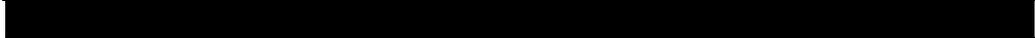
		WLAC
The percent of the institutions enrolled student population identifying as Black / African American for the current term	Spring 2025	23.9%
The number of students identifying as Black/African American enrolled at the college or university for the current term	Spring 2025	2,395
The number of all students enrolled at the college or university for the current term	Spring 2025	10,001
		WLAC
The number of degree and certificate programs completed by all students .	2021-22	3,356
	2022-23	3,202
	2023-24	3,032
		WLAC
The number of degree and certificate programs completed by Black / African American students .	2021-22	848
	2022-23	747
	2023-24	807
		WLAC
The number of all students , who completed degree and certificate programs within normal time .	2021-22	1,291
	2022-23	1,373
	2023-24	1,249
		WLAC
The number of Black / African American students, who completed degree and certificate programs within normal time .	2021-22	299
	2022-23	265
	2023-24	324
		WLAC
The number of all students , who completed degree and certificate programs up to 300 percent of normal time to degree completion .	2021-22	3,007
	2022-23	2,795
	2023-24	2,627
		WLAC
The number of Black / African American students, who completed degree and certificate programs within normal time .	2021-22	712

students, who completed degree and certificate programs up to 300 percent of normal time to degree completion.	2022-23	646
	2023-24	690



WLAC

The student transfer rates for all students , to four-year colleges and universities.	2021-22	See next tab
	2022-23	See next tab
	2023-24	See next tab



WLAC

The student transfer rates for Black / African American students , to four-year colleges and universities.	2021-22	
	2022-23	
	2023-24	

All Student Transfers		WLAC
2021-22		
CSU		377
UC		111
ISP		46
OOS		76
TOTAL		610
2022-23		
CSU		301
UC		104
ISP		33
OOS		70
TOTAL		508
2023-24		
CSU		251
UC		65
ISP		25
OOS		46
TOTAL		387

Black/African American		WLAC
2021-22		
CSU		93
UC		9
ISP		14
OOS		44
TOTAL		160
2022-23		
CSU		57
UC		16
ISP		15
OOS		41
TOTAL		129
2023-24		
CSU		66
UC		11
ISP		13
OOS		46
TOTAL		136

Source: CSU and UC reports, CCCCO data mart for ISP and OOS Source: CSU and UC reports, CCCCO data on demand for ISP and OOS



August 5, 2025

Central Office for the Advancement of Black Student Success
401 Golden Shore, Long Beach, CA 90802

Subject: Commitment to Black and African American Student Success

Dear BSI Governing Board,

On behalf of West Los Angeles College, I am proud to submit our application for designation as a California Black-Serving Institution (BSI). Our college is deeply committed to cultivating an educational environment where Black students are supported, celebrated, and empowered to thrive. We have centralized racial equity

We have developed and continue to expand a range of initiatives designed to promote academic success, increase retention and graduation rates, and foster a sense of belonging for our Black student community.

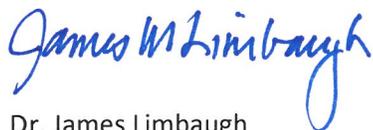
Our efforts include:

- **Expansion of spaces designated for our Black Student Union:** We have allocated dedicated offices for program personnel (e.g., coordinator, counselor), a larger gathering space, and kitchenette.
- **Umoja Integration:** West is debuting our first Umoja student cohort in Fall 2025. Beyond a coordinated course sequence, our students will benefit from case management support model, an annual calendar of events & recognition ceremonies, and leadership development conferences.
- **Culturally relevant curriculum** that honors Black history, identity, and contributions across disciplines.
- **Comprehensive support services**, including financial aid assistance, mental health counseling, and career readiness programming.
- **Professional development for faculty and staff** focused on anti-racist pedagogy and equity-centered teaching practices. Our investment in Culturally Relevant Pedagogy faculty trainings and partnerships with the Men of Color Action Network and A2MEND is accelerating our implementation of an anti-racist framework.
- **Strategic partnerships with community organizations** to strengthen outreach and engagement with prospective Black students.

Our approach is data-informed, student-centered, and continuously evolving through collaboration with students, faculty, staff, and community stakeholders.

We are honored to apply for this designation and look forward to contributing to the statewide movement to advance Black student success. Please feel free to contact us if additional information is needed.

Sincerely,



Dr. James Limbaugh

President
West Los Angeles College

limbaujm@wlaac.edu

(310) 287-4325