

INSTITUTIONAL EFFECTIVENESS PLAN



In Knowledge There Is Opportunity



2020 / 2021



*Not everything that is faced can be changed.
But nothing can be changed until it is faced.*



wrote the late **James Baldwin**.

THE HISTORY OF OUR COLLEGE

Long Island Business Institute (LIBI) was founded in 1968 as a business school in Commack, New York, offering the Court Reporting Program. In 1995, LIBI was certified as an occupational college by the New York State Board of Regents and authorized to award the Associate of Occupational Studies (AOS) degree in court reporting.

Since becoming a college, under the guidelines of the New York State Education department, LIBI has also offered programs for Accounting Professionals, Legal Secretaries, Medical Transcribers, Medical Secretaries, and practitioners of Office Technology, leading either to diplomas/certificates or to AOS degrees. In addition to the diploma and degree programs, LIBI has also added certificate programs in Court Reporting, Computer Applications and English as a Second Language.

In 2001, the first LIBI Branch Campus opened in Flushing, New York, offering several diplomas and AOS degree business programs, as well as Computer Applications, and an English as a Second Language Certificate program to accommodate the large Asian and Hispanic immigrant populations in the area.

LIBI earned national accreditation in 1994. Since then, due to a number of contributing factors, most importantly evolving job market trends, many of the original programs were discontinued and replaced with majors in high-demand areas with strong job prospects.

A change of ownership occurred in 2004 and the LIBI Corporation was established as the new owners of Long Island Business Institute. In 2006, LIBI's president, Dr. Philip Stander retired, and Donna E. McCullough was named Interim President in January 2007. Monica W. Foote was named President in September of 2008.

In 2008, the Flushing Campus was officially re-designated as the Main Campus. The Main Campus now offers AOS degree programs in Accounting, Business Management, Hospitality Management, Homeland Security and Security Management, and Office Technology with Medical Office Option. Beginning in April of 2007, the Court Reporting program was re-introduced at the Flushing campus; however, due to the highly-specialized nature of the discipline the decision was made in September 2008 after President Foote's arrival that the Court Reporting Program would no longer be offered to new students at this location. A teach out of this program was initiated immediately after that decision was taken and, in the Spring of 2013, the last student of the group admitted between April 2007 and August 2008 finished the program.

The strategic plan for the College continues to call for the Court Reporting Program to be offered exclusively at our Commack campus. Commack is specially geared to ensure student success in the field, since it is staffed with well-qualified and experienced court

reporting faculty and a Campus Director who is a forty-year veteran of the field. As of December 2020, there are 589 students at the Flushing campus, 456 students at the NYC Extension Center and 69 students enrolled in the Court Reporting program in Commack.

In February of 2018 the Extension Center was relocated from Canal Street and Broadway (Manhattan's Chinatown) to midtown near Times Square. The decision to move was made due to growing and ongoing dissatisfaction from the faculty and students with the inconvenient commute between the Main Campus in Flushing and the Extension Center. The move cut commute time faculty and students in half (with no need to transfer trains), effectively enabling the college to operate at both ends of the number 7 subway line and serve both the midtown Manhattan area and Flushing seamlessly.

Who Do We Teach?

Only 1.5% of our student body have no risk factors for dropping out of college. Our students' biggest risk factors for dropping out are:

1. being a single parent
2. being low-income
3. being the sole income earner for their family and having to work full-time while going to school
4. being a member of a minority group
5. being an ESL student
6. being a student without a high school credential

Nearly all of our students are first-generation college students. On average our students carry **3 risk-factors**. Of those who withdraw, almost 70% have an average of 4 risk factors, while almost 20% have 5 or more.

Almost 90% of our first-time, full-time freshmen are Pell eligible and women constitute 75% of our institution's Pell recipients. The average age of our first-time, full time freshman is 35.

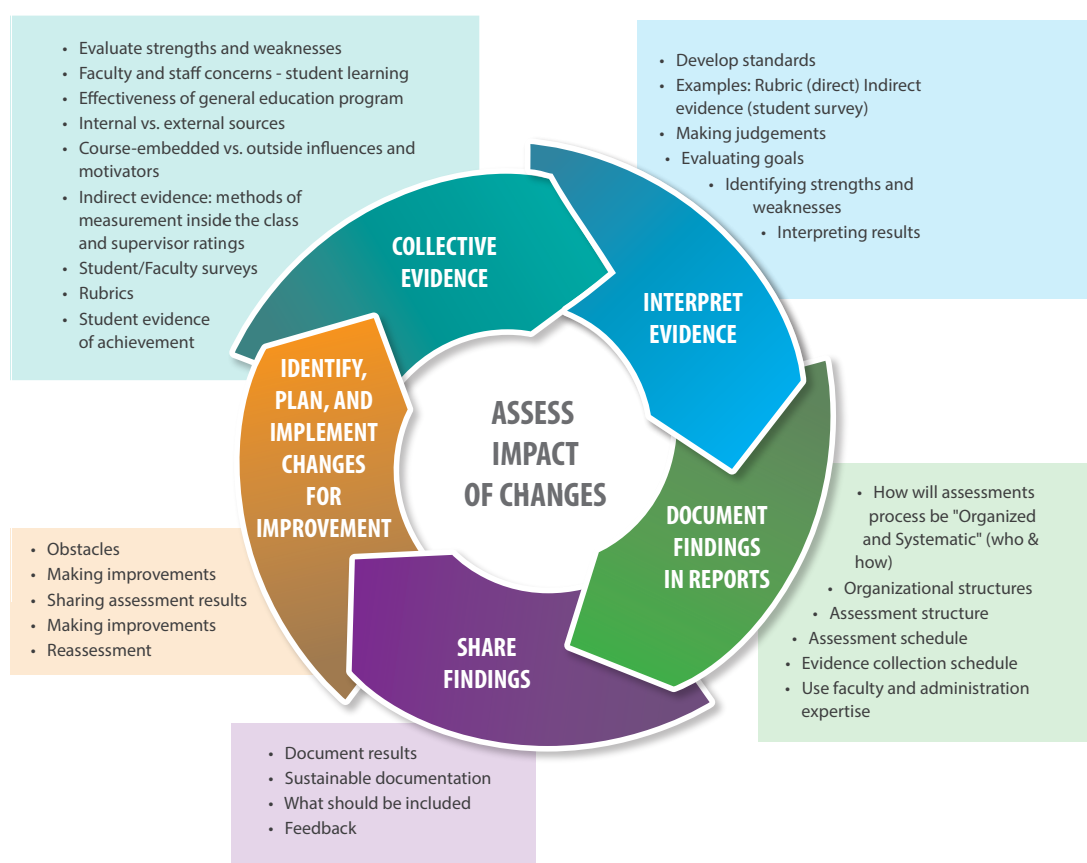
Institutionally, nearly 53% of our students are Asian, 26% are Hispanic, 13% Black/African American, 6% are White, and 2% are two or more races or prefer not to say.

In a recent survey, 25% of our students responded that they frequently experience food insecurity.

INSTITUTION EFFECTIVENESS: A CYCLE

Institutional Effectiveness at LIBI is a continuous process stemming directly from our college mission, vision, the most current strategic plan, and the values we hold as an institution. We focus our planning and assessment efforts on the goals and objectives identified by each department at the college.

Various aspects of our goals are assessed cyclically by each department and the Director of Institutional Effectiveness to ensure each entity is contributing to continuous improvement of the institution. The institutional effectiveness process itself is also reviewed and revised as necessary to meet the evolving needs of the college.



Once the IEP is published, faculty and staff from across the institution meet with their department heads to determine improvement objectives relating to appropriate initiatives and specific to their divisions. These objectives are the main focus of institutional planning and ensure that all plans of action set forth by the departments are guided by priorities identified in the IEP. The follow-up, collection of results, and the analysis of achievement

are done annually in conjunction with any other activities appropriate to ensuring we are "closing the loop" and coming up with executable improvement actions.

LIBI WORKS 2020 – 2022

In 2016, LIBI adopted the simple theme of "LIBI Works" that plays on words and institutional objectives and aims to encourage a singular focus among the departments and divisions. Each department must fill in their own goal to complete the statement and to ensure that they are continually and unwaveringly working at all times to make that statement true. Broadly, this concept translates into strategic, long and short term, goals that are easy to relate to and articulate. It just works!

Institution-wide: LIBI *works* to provide accessible and affordable educational opportunities to historically underserved student populations.

Institution-wide: LIBI *works* to engage and respond effectively to the needs of the job marketplace and to the community we serve.

Institution-wide: LIBI *works* to increase institutional effectiveness.

Academics: LIBI *works* to advance educational excellence.

Student Services: LIBI *works* to provide comprehensive and effective services to students.

Information Technology (IT): LIBI *works* to enhance infrastructure in support of the college mission.

LIBI WORKS DETAIL:

Institution-wide: LIBI *works* to provide accessible and affordable educational opportunities to historically underserved student populations.

1. Access, affordability, student success.
2. Provide accessible and affordable educational opportunities.
 - a. Reduce barriers to enrollment. Keep tuition low, give access to government and institutional financial aid, provide flexible course offerings, allow for remediation and developmental education.

- b.** If they need to borrow, given the low tuition, ensure student borrowers understand their responsibilities and demonstrate responsible loan default management.
- c.** Ensure financial and human resources are deployed and utilized to maximize student success.

Institution-wide: LIBI works to engage and to respond effectively to the needs of the job marketplace and to the community we serve.

LIBI aims to develop and to deliver programs that anticipate and respond to the needs of local employers and to the needs of the communities in which we are located.

- 1.** Address the changing needs of the communities we serve, and the rapidly evolving business needs through dynamic and proactive planning.
- 2.** Seek input from local business, industry leaders, and trade and community associations to explore new programs and initiatives, and to determine evolving business needs.
- 3.** Develop and expand program-specific advisory boards to collect input into the long-term viability of existing programs and services.
- 4.** "Close the loop" by utilizing feedback to augment courses/programs currently offered or to initiate new programs.
- 5.** Promote strategic business, industry, and community partnerships.
- 6.** Enhance collaboration with business and industry partners to meet post-pandemic workforce training needs.
- 7.** Improve student retention through a holistic approach that includes student-centered instruction, co-curricular opportunities and support initiatives aimed to increase student engagement such as advising, tutoring, and continuing to senior colleges using established transfer pathways.
- 8.** Improve completion and transfer rates by implementing systems that support students' academic and career plans.

Institution-wide: LIBI works to increase institutional effectiveness.

- 1.** Assess and analyze strengths and weaknesses of programs and services for purposes of improvement. Utilize results of each department's administrative assess-

ment to identify and implement strategies to ensure the college exceeds delineated measures in the future.

2. Improve planning and evaluation procedures both from a departmental and institutional perspective. Starting from a micro-level of employee evaluations and performance plans to course assignments to customer service to a macro-level of allocating institutional funds.
3. Strengthen employee communications and engagement by using technology to facilitate communication between and among administration, faculty, and staff.
4. Formally and informally recognize excellence frequently.
5. Strengthen college operations by implementing procedures designed to reduce costs and to reduce waste as stewards of capital and of the environment.

Academics: LIBI works to advance educational excellence.

1. Each academic division engages in planned cyclical outcomes assessments. Program and course outcomes assessments take place in accordance with the schedule published by the Provost. Results will be used to incorporate changes to the programs.
2. Establish a culture that promotes excellence in teaching and learning by supporting and recognizing curricular innovation.
3. Explore and implement innovative formats of instruction, including paired courses, team teaching, and learning communities.
4. Remove barriers to sharing best practices. Promote the Open-Classroom Initiative. Encourage faculty, who serve as mentors, to invite junior faculty to observe them in their classrooms. Encourage faculty who are struggling with a class to invite mentors into their classrooms. Develop methods to recognize faculty accomplishments.
5. To contribute to the achievement of the educational excellence goal, it is the sincere belief of the academic administration that faculty should have opportunities for professional self-improvement and development. Further, faculty must be prepared on a multi-pronged level to face the changing needs of non-traditional student populations entering college.
 - a. Articulate clear expectations for professional development. Incorporate professional development goals into performance evaluations of the faculty. Work with instructors to identify individualized areas for professional growth.

Provide faculty with discipline-specific professional development opportunities.

- b.** Provide professional development opportunities to faculty that incorporate multicultural perspectives into their instruction. Develop supplemental resources that foster cultural awareness.
 - c.** Provide professional development opportunities that broaden instructors' understanding of socio-economic, domestic, and mental health challenges faced by students from diverse, low-income, and immigrant communities.
 - d.** Offer professional development and training in a variety of formats.
- 6.** Update curriculum to prepare students for evolving needs of the job marketplace.
- a.** Develop and implement strategies to enhance students' soft skills.
 - b.** Use problem-based learning (PBL) projects to provide students with the opportunity to develop soft and hard skills.
 - c.** Utilize assignments and activities across the curriculum designed to develop students' critical thinking skills.
 - d.** Agree on and develop a measure for soft skills core competencies by department.
 - e.** Provide resources to develop innovative curricula.
- 7.** Invest in technology to support instruction.

IT: LIBI works to enhance infrastructure in support of the college mission.

- 1.** Update and strengthen technology upon which the college relies.
- 2.** Enhance communication mechanisms and technologies to enable smooth communications among faculty, staff, and administration.
- 3.** Utilize technology-based tools and solutions to assist academic advising and the registrar, to enhance student experiences, and to improve processes.
- 4.** Deploy a cybersecurity plan in compliance with Federal Financial Aid requirements – Protecting Student Information – Compliance with Controlled Unclassified Information (CUI) and Gramm-Leach-Bliley Act (GLBA). Initiate a self-assessment effort to understand LIBI's readiness to comply with NIST 800–171 Rev 2.

Student Services: LIBI works to provide comprehensive and effective services to students.

- 1.** Evaluate needs of students to determine which support services should be developed or expanded.
 - a.** Develop and deliver programs that anticipate and respond to student needs, including modifying and creating services based on student backgrounds, needs, and goals.
- 2.** Assess and improve the processes of recruitment, admissions processing, registration, orientation, advising and retention.
 - a.** Assess admission, enrollment, and retention patterns and determine future enrollment management goals.
- 3.** Promote student success.
 - a.** Offer continued academic support for students.
 - b.** Continue to expand options for academic support services.
 - c.** Expand offerings of Adult Education Units (AEU).
 - d.** Expand pathways to 4-year college transfer by identifying new articulation partners.
 - e.** Provide programs and services that address the needs of students from diverse backgrounds.
 - f.** Enhance partnerships with industry.
 - g.** Administer Graduate Satisfaction Surveys and Employer Surveys to help the academic departments make needed changes.
 - h.** Improve Job Placement Rates.
 - i.** Establish co-curricular activities and experiential learning opportunities for students.
 - j.** Incorporate student goal planning to orientation and first-semester activities.
 - k.** Re-introduce the Commit to Graduating Meeting to be held by the Provost with all first-semester students.
 - l.** Develop student success initiatives such as Commit to Complete; Semester awards such as Dean's List –GPA of 3.5, Provost's Circle –GPA of 3.7, LIBI Scholars—GPA 4.0.

INSTITUTIONAL SURVEYS

Institutional Surveys administered regularly include:

- Freshmen Satisfaction Survey
- Student Evaluation of Instructors
- Graduate Satisfaction Survey
- Employer Survey
- Drug and Alcohol Survey
- Officevibe

ACADEMIC ASSESSMENT PLAN

Since 2017, we have continued to implement and to improve upon our processes to address the assessment of institutional-level student learning outcomes. The Provost tracks and monitors assessment of student learning outcomes at the institutional level, program level, and course level. Curriculum mapping is used to assess the interrelatedness between the program student level outcomes and institutional level goals.

Although the Provost is the key administrator overseeing academic assessment, the assessment of student learning outcomes is a faculty-driven process conducted at the academic department level. The systematic analysis of outcomes data is used to inform improvement initiatives. As we continue to progress through the assessment cycle, we can see the symbiotic relationship between the improved teaching and learning process and assessment.

We want to note that we are keenly aware that assessment of student learning is an ongoing process that has to take root and to be institutionalized in order to see long-term results in improved student learning. The shortcomings of academic programs that emerge in the process cannot, in the majority of instances, be fixed instantaneously; however, we are systematically devoting resources and communicating the findings to stakeholders so that we are consistently building a culture of assessment that is meaningful, and our commitment is borne out in improved results over time.

Because the college is also involved in an ongoing evaluation of the institution's as-

assessment processes and outcomes, we are paying close attention to ensure that faculty members understand how these activities tie back to the programmatic and institutional missions. We anticipate that additional resources will have to be provided to our adjunct faculty to assist them with interpreting assessment results.

SYSTEMIC AND SUSTAINABLE ASSESSMENT ACROSS THE COLLEGE

LIBI utilizes a number of different methods to assess student proficiency in core academic skill areas, to identify strengths, weaknesses and opportunities to improve curriculum and instruction. Departmental final exams and capstone projects provide the most immediate assessment of skill mastery. Student-instructor course evaluations, along with classroom observations provide assessment of instruction.

Outside of academic assessment, the college looks at rates of transfer to 4-year colleges as a way to gauge the quality of the academic foundation we provide.

Job placement, career readiness, and feedback from employers are also used to more broadly assess and to understand the strengths and weaknesses of our programs.

2020-2021 Assessment Areas	LIBI Works Goals
Advising: Third week welcome meetings; Commit to Complete Meeting (i.e. 30-Day Orientation); Link to resources (i.e. tutoring, external organizations)	Access and Success Retention Graduation
Remedial course completions; Utilize human resources to maximize student success (i.e. faculty staffing in courses); Utilize assessment results to update curriculum	Access and Retention Advance Educational Excellence
Increase transfer pathways by identifying new senior college partners; Improve placement in-field	Access and Success
Prepare students for evolving needs of the job market; Identify soft skill competencies that will be tracked across the curriculum from Freshman Experience to Capstone Courses	Access and Success Institutional Effectiveness

PATHWAY FORWARD

How Will We Ensure Our Graduates Remain Competitive?

When we started our initial institutional conversations in 2016-2017 about the addition of a more academic and liberal arts-focused option to our program offerings, we were inevitably led to the traditional question as to which type of higher education is more effective – an employment-focused occupational/career education, or an academic and liberal-arts-focused education.

While our initial conclusions were that, based on the published data, on average, the graduates of both types of associate degrees out-earn high school graduates, some of the studies we reviewed actually showed that the return on investment is greater for graduates of occupational degrees and certificates than for those with academic two-year credentials.¹

Upon closer consideration, however, it became apparent that some of those studies were combining nursing occupational degrees and certificates as well as cosmetology certificates while also combining academic associate degrees studies in the humanities and the arts on the opposing side to skew the comparison averages in favor of occupational credentials. It should be emphasized here that our research indicates that degrees in the arts and humanities typically have lower returns on investment for their degree holders than technical fields – which, we suspect, contributes substantially to the controversy and general lack of consensus in the higher-education community with respect to conclusions on the comparisons between the two types of degrees.

Understanding that there is no clear answer in the field of higher education as to which type of degree is more beneficial or effective for associate-level graduates, we determined that the best course of action would be to strike an optimized balance between academic and occupational skills instruction.

We looked to the Associate of Science (A.S.) degrees as the "middle ground" and designed curriculum in Homeland Security and Business Management. We aimed to combine instruction in the two areas in a way that was complementary, informed by the needs of local employers and the needs of the more global job-marketplace, as well as the inter-institutional feedback from our articulation partners. We have been working on writing A.S. curriculum for the remaining programs as we feel that we can provide two distinct tracks for each major we offer. We plan to submit A.S. versions of the remaining programs for approval by the first quarter of 2022.

¹ Certificates: A fast track to careers. (n.d.). Retrieved March 30, 2016, from www.bls.gov/careeroutlook/2012/winter/art01.pdf

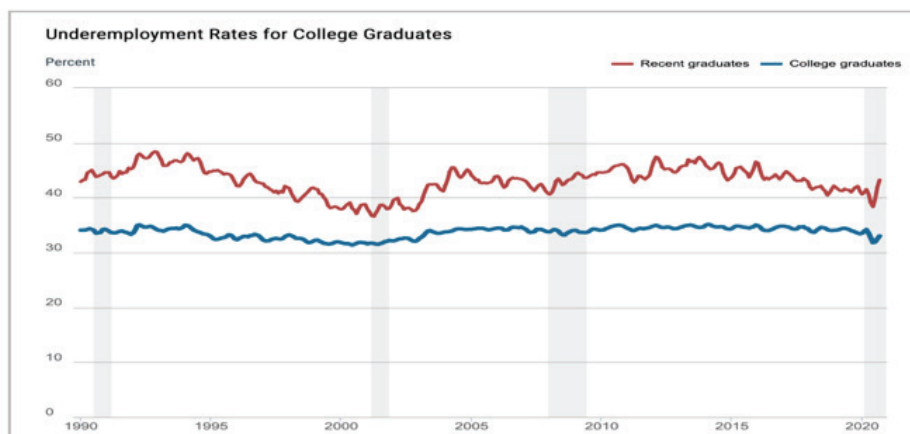
RATIONALE

At the heart of our strategic plan for new programs is the level of economic value the job marketplace will place on (and pay for) the skills learned in whatever programs we develop. Our faculty and academic administrators are keenly aware that even the most academically or occupationally effective programs will perish if the demand for those skills ceases to exist in the labor market. With this in mind, LIBI has historically been cautious not to open new programs until, and unless, we have market research to indicate that the program is in demand by the job marketplace and that it has economic staying power.

In keeping with our institutional mission and vision, we have a dual aim: to prepare our diverse body of students for gainful employment in their field of study or to enable them to successfully transfer to a four-year institution. As a for-profit institution, we are also acutely aware that we are publicly held to a far more rigid standard of accountability than institutions in other sectors.

This means we must offer only programs that we have irrefutable evidence showing that the programs culminate in real-life results. The criteria we are held to do not permit our graduates to spend years underemployed; thus, when determining the addition of new programs this is an important factor we consider. "On average, 43% of college graduates are underemployed in their first job. When examined by major, underemployment rates vary by 50 percentage points, from 29% in engineering to 80% in personal and culinary services, a more than twofold difference in risk."²

Underemployment



Sources: U.S. Census Bureau and U.S. Bureau of Labor Statistics, Current Population Survey (IPUMS); U.S. Department of Labor, O*NET.

Notes: The underemployment rate is defined as the share of graduates working in jobs that typically do not require a college degree. A job is classified as a college job if 50 percent or more of the people working in that job indicate that at least a bachelor's degree is necessary; otherwise, the job is classified as a non-college job. Rates are seasonally adjusted and smoothed with a three-month moving average. College graduates are those aged 22 to 65 with a bachelor's degree or higher; recent college graduates are those aged 22 to 27 with a bachelor's degree or higher. All figures exclude those currently enrolled in school. Shaded areas indicate periods designated recessions by the National Bureau of Economic Research.

² Burning Glass Technologies, calculation from National Center for Education Statistics, Digest of Educational Statistics 2017, "Table 322.10. Bachelor's degrees conferred by postsecondary institutions, by field of study,".

With the aim to create programs that will yield employable graduates, we compiled data on which skills were most highly in demand by the job marketplace. Research demonstrates that “the demand for employees to possess a strong competency in soft skills has increased as the workplace has modernized globally”³ “resulting in a growing evidence base demonstrating these skills rival academic or technical skills in their ability to predict employment and earnings”⁴. Since soft skills are transferrable across occupations and are in high demand by employers (because “employers need employees with soft skills in order to adapt to changing market conditions”)⁵, we believe that it is necessary and responsible for a career college, like LIBI, to provide programs that place a greater focus on soft skill acquisition. In fact, literature informed by studies conducted by Harvard, the Carnegie Foundation, and Stanford Research Center, suggests that hard (technical) skills contribute to only 15% of one’s success while remaining 85% of job success comes from having sound soft skills.⁶

Companies employing our students have also become increasingly focused on the importance of soft skills; specifically, retaining and promoting those who are dependable, resourceful, ethical, self-directed, have effective communication and problem-solving skills, and are adaptable.

While Deloitte’s 2016 Global Human Capital Trends report shows that executives regarded soft skills as important for fostering employee retention, improving leadership, and building a meaningful culture, 92 percent of Deloitte’s respondents rated soft skills as a **critical priority**.⁷

In 2019 LinkedIn’s Global Talent Trends report confirmed Deloitte’s findings and concluded that only 8 percent of hiring managers say that it’s more important to hire for hard skills alone.⁸



3 Certificates: A fast track to careers. (n.d.). Retrieved March 30, 2016, from www.bls.gov/careeroutlook/2012/winter/art01.pdf

4 Balcar, J. (2014). Soft skills and their wage returns: Overview of empirical literature. *Review of Economic Perspectives*, 14, 3-15.

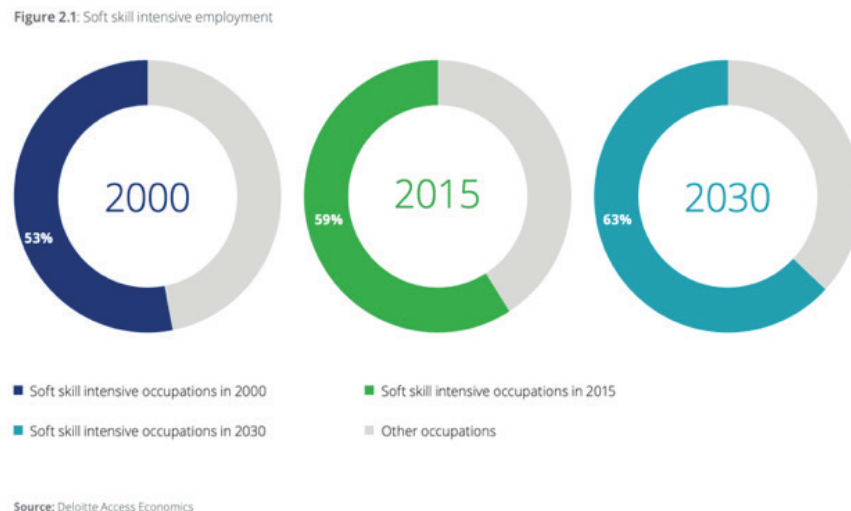
5 Kautz, T.D., Heckman, J., Diris, R., ter Weel, B., & Borghans, L. (2014). *Fostering and measuring skills: Improving cognitive and non-cognitive skills to promote lifetime success*. Cambridge, MA: National Bureau of Economic Research.

6 “Study: Boosting Soft Skills Is Better Than Raising Test Scores.” National Soft Skills Association, 13 Feb. 2015, doi: <https://www.nationalsoftskills.org/research-publications/>.

7 Soft Skills for Business Success, May 2017, www2.deloitte.com/content/dam/Deloitte/au/Documents/Economics/deloitte-au-economics-deakin-soft-skills-business-success-170517.pdf.

8 “2019 Global Talent Trends Report.” LinkedIn Talent Solutions, 2019. <https://business.linkedin.com/content/dam/me/business/en-us/talent-solutions/resources/pdfs/global-talent-trends-2019.pdf>

Given that the projections for soft skill intensive employment are expected to continue to rise through 2030 and beyond, our institutional decisions must involve a heavier emphasis on incorporating soft skill training into all of our programs.



One way of accomplishing this is through a thorough review of the criteria companies widely considered to be “industry titans” look for when they hire.

In an interview conducted by Adam Bryant of The New York Times, Laszlo Bock, Senior Vice President of People Operations for Google laid out some important things all colleges should be thinking about as higher education moves forward.

It turns out that the number one thing Google looks for in potential employees “is general cognitive ability, and it’s not I.Q. It’s learning ability. It’s the ability to process on the fly”.⁹ In that interview Brock goes on to explain why Google values *humility and ownership*. “It’s feeling the sense of responsibility, the sense of ownership, to step in,” he said, to try to solve any problem — and the humility to step back and embrace the better ideas of others. “Your end goal,” explained Bock, “is what can we do together to problem-solve. I’ve contributed my piece, and then I step back.”¹⁰

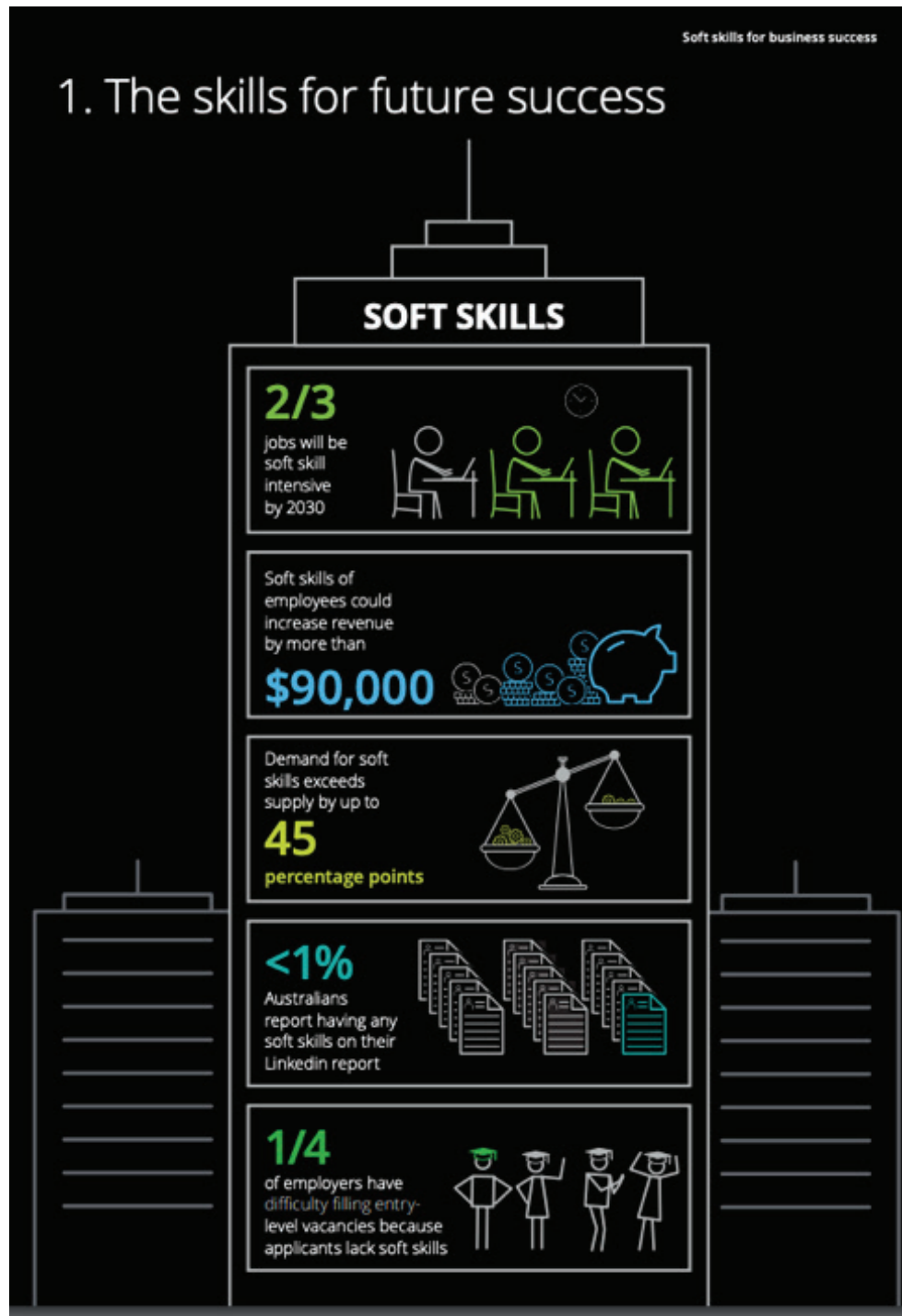
His parting thoughts in that interview are: “Too many colleges don’t deliver on what they promise. You generate a ton of debt, you don’t learn the most useful things for your life. It’s [just] an extended adolescence.”

Learning from the mistakes of others, and our own, we must ensure that our institution does not become stagnant, stale, and live up to the final musings of Mr. Brock.

9 Friedman, Thomas L. “How to Get a Job at Google.” The New York Times, 22 Feb. 2014, www.nytimes.com/2014/02/23/opinion/sunday/friedman-how-to-get-a-job-at-google.html.

10 Friedman, Thomas L. “How to Get a Job at Google.” The New York Times, 22 Feb. 2014, www.nytimes.com/2014/02/23/opinion/sunday/friedman-how-to-get-a-job-at-google.html.

WHAT IS IMPORTANT AND HOW DO WE GET THERE?



TEACHING SOFT SKILLS

It should be acknowledged that without institutionally formalized activities, faculty frequently fail to be deliberate about setting up activities to integrate soft skills into their instruction. It should also be acknowledged that sometimes these skills are picked up to varying degrees through routine classroom activities; however, given the emergent importance of developing soft skills in our students, we should avoid leaving it to chance.

The U.S. Department of Labor (DOL) developed a modular curriculum focusing on young adults (ages 14-21) called "Skills to Pay the Bills: Mastering Soft Skills for Workplace Success.". The basic structure of the program is comprised of modular, hands-on activities that focus on six key skill areas: communication, enthusiasm and attitude, teamwork, networking, problem solving and critical thinking, and professionalism.¹¹

Utilizing this framework as our springboard, we will be starting a comprehensive review of courses and graded activities to determine the adequacy of coverage for each articulated soft skill category. We will be considering the curriculum as well as the co-curricular activities methodically utilizing an agreed-upon matrix for assessment. Faculty will be asked to design or to adapt existing activities so that there is a heavy emphasis on independent research, group work, communication between both the peers, and the peers and the instructor, time management, and presentation skills.

Issues we presently have and must address:

TEACHING SOFT SKILLS TO ESL STUDENTS

As mentioned, soft skills are "abilities and traits that pertain to personality, attitude, and behavior rather than to formal or technical knowledge" (Moss & Tilly, 2001, p. 44). They form a cluster of personal and people-oriented skills such as communication, teamwork, critical thinking, creativity and research skills, which increase individuals' chances for employability, job promotion and success.¹² For these reasons we must design creative and effective ways to teach soft skills to our students who require ESL work in addition to their college classes. As a matter of pedagogical principle, our classrooms aim to provide a learning environment where trust, initiative, and taking risks are encouraged and with that we have a solid springboard into incorporating a heavier emphasis on soft skills.

¹¹ <https://www.dol.gov/agencies/odep/program-areas/individuals/youth/transition/soft-skills>

¹² Moss, P. & Tilly, C. (2001). Stories employers tell: Race, skill, and hiring in America. USA: Russell Sage Foundation Publications.

Many of our students at the Main Campus in Flushing come from English as Second Language (ESL) backgrounds.

Flushing Campus - Academic Year 2019-2020 Student Enrollment by Remediation Level & Previous Education							
Remedial Level	Ability To Benefit	College Degree	Foreign High School	High School Equivalency	High School	Some College	Grand Total
ATB Students - Without ESL	0.7%	0.0%	0.0%	0.1%	0.0%	0.0%	0.8%
ESL Advance	5.7%	1.5%	11.6%	1.0%	2.7%	0.0%	22.5%
ESL Intermediate	4.8%	0.5%	9.4%	0.9%	2.0%	0.0%	17.5%
ESL High Beginner	7.8%	0.8%	15.5%	0.5%	1.1%	0.0%	25.7%
ESL Low Beginner	0.0%	0.3%	10.1%	0.0%	0.1%	0.0%	10.5%
Non-Matriculating	1.1%	0.2%	1.5%	0.1%	0.6%	0.0%	3.4%
Regular - No Remediation	6.9%	1.8%	4.0%	1.3%	5.0%	0.5%	19.5%
Grand Total	27.0%	5.1%	52.2%	3.8%	11.5%	0.5%	100%

Over the next year we plan to formally add innovative approaches such as the Three-Stage Debate Pedagogical Model to Teach Soft Skills to various courses. We will be compiling data but it will be at least two years before we will be able to begin measuring the impact of these additions on the employability of our graduates.

TABLE 3
Three-Stage Debate Pedagogical Model to Teach Soft Skills

DEBATE STAGE	PEDAGOGICAL TASKS	TARGET SOFT SKILLS
PRE-DEBATE	Team discussion on what to research Researching collaboratively and individually on the topic Brainstorming with team-members to identify issues, design and propose solutions and models Preparation/Outlining of arguments and counter-arguments /Team-split Speech preparation – structuring, prioritising, signposting	Teamwork Lifelong learning and information management Critical thinking and problem-solving skills Leadership Communication skills Professional ethics and morals* Entrepreneurship*
ACTUAL DEBATE	SPEAKER Speech delivery with rebuttals/ presentation of case/model/ arguments/counter-model/counter-arguments Accepting Point of Information (POI)/Quick analysis and response to POI NON-SPEAKER/TEAM-MATE Note-taking while listening to the speech Collaboration with team-mates for consistency NON-SPEAKER/OPPOSITE SIDE Note-taking and analysis to outline rebuttals/counter-arguments Raising POI to weaken a strong point given by the speaker Sharing of ideas in response to important points raised by the speaker	Communication skills Critical thinking and problem-solving skills Lifelong learning and information management Teamwork Leadership Entrepreneurship* Professional ethics and morals* (* = Depending on the choice of motions)
POST-DEBATE	Listening to the adjudicator's comments and suggestions on how to improve debating techniques, speech structure/organisation, delivery and effective language use Debriefing and discussion with team-mates, adjudicator, and opponents for improvement of analysis, use of information, logic, raising or responding to POI, etc. Reflection on how to address issues; define the motion; improve research, preparation teamwork and other aspects of the debate	Communication skills Critical thinking and problem-solving skills Lifelong learning and information management Teamwork Leadership

ENROLLMENT AND RETENTION MANAGEMENT PLAN

A successful enrollment management plan (EM) cannot exist in isolation. In order for an enrollment management plan to be effective, it must be linked to the strategic institutional plan and to the financial plan, as well as to the academic and student services plans.

Further, no conversation on institutional effectiveness can take place without a discussion on how enrollment affects graduation rates. With all other factors, such as the same faculty teaching the courses they have in the past, tuition remaining static, aid availability

remaining static, and access to tutoring remaining steady, we must look closer at the student recruitment and onboarding processes.

The challenges experienced by LIBI, and most other colleges in the U.S., demand that a more deliberate and systematic approach be taken to enrollment planning. As we sustained a drop in retention and graduation over the last two years, we must examine the shifts in the incoming student demographics.

UNDERGRADUATE ADMISSIONS FALL 2019			
	TOTAL	MALE	FEMALE
Number of applicants	555	185	370
Percent admitted	86%	85%	87%
Percent admitted who enrolled	71%	55%	79%

Below, we outline these shifts in recruitment and enrollment over the last two years to see if we could better understand the resulting shifts in retention and the level of increased remediation.

STUDENT OUTCOMES STRONGLY CORRELATE TO DEMOGRAPHICS

As noted, the Main Campus of LIBI is located in downtown Flushing, near a major retail and commercial area at the intersection of Main Street and Roosevelt Avenue. In fact, our intersection is surpassed only by Times Square and Herald Square for the busiest intersection in New York City. It should be noted that overall, the fastest-growing nationality in New York State and on Long Island is Chinese.¹³ According to the Census Bureau, 48.6% of New York City's citizens are speakers of a non-English language, which is higher than the national average of 21.9%. In 2018, the most common non-English language spoken in New York City was Spanish, while Chinese (Incl. Mandarin, Cantonese) was the second.¹⁴ However, Flushing, where 69% of residents are Asian and 16% Hispanic (Ngu, 2020) has been dubbed the neighborhood where English is least spoken.¹⁵ Through the evolving demographic shifts, this is the community in which our Main Campus has been operating for two decades (LIBI Flushing opened as a Branch in 2001).

According to COMMUNITY HEALTH PROFILES 2018: FLUSHING AND WHITESTONE, 51%

13 "Yearbook of Immigration Statistics: 2011 Supplemental Table 1". U.S. Department of Homeland Security. Retrieved November 10, 2013.

14 <https://datausa.io/profile/geo/new-york-ny>

15 <https://blogs.baruch.cuny.edu/jshu/?p=22>

of Flushing residents have limited English proficiency versus 23% city-wide.¹⁶

**HAVE LIMITED
ENGLISH
PROFICIENCY**



Originally, Flushing emerged as a satellite of the original Chinatown in Manhattan but steadily grew as the destination for new immigrants, eventually developing its own identity and overshadowing the original Manhattan Chinatown in scale and draw.¹⁷ As our mission dictates, we serve the communities in which our campuses are located.

Over the last four years, the Main Campus has had a more substantial influx of lower-level English speakers than we have seen in previous years. These applicants meet the Ability-to-Benefit benchmarks prescribed by the Department of Education, but their English language skills are different from the applicants we saw even as recently as four years ago. We attribute this to the new wave of immigration from Northern China where English instruction differs from that in Taiwan. The Taiwanese immigrant footprint in Flushing gave way to various provinces from Mainland China, including a large population from the Fujian province in China, and now ethnic, non-Taiwanese Chinese constitute the dominant proportion of the overall population in Flushing. Our enrollment has mirrored these shifts, in fact, in 2018-2019 the Main Campus was nearly 75% Asian and in 2019-2020 the student body at the Flushing Campus was almost 76% Asian.

Hispanic or Latino of any race constitute 14.9% of the population in Flushing.¹⁸ Interestingly, this is borne out quite accurately in the demographic composition of the Main Campus, as 17.7% and 16.4% of our student body attending in Flushing over the last two years identified as Hispanic. In fact, the resemblance between the community we serve and the demographic shift at the Main Campus is even more reinforced when we look at the student body who identifies as Black or African American. African Americans constitute 4.2%¹⁹ of Flushing's racial fabric, and 4.9% of our Main Campus in 2018-2019 and 5.9% in 2019-2020. Native Americans constitute 0.1% of Flushing and between 0.1% and 0.4% of the Main Campus.

Although we are not a community college by classification, our Main Campus certainly

¹⁶ <https://www1.nyc.gov/assets/doh/downloads/pdf/data/2018chp-qn7.pdf>

¹⁷ Melia Robinson (May 27, 2015). "This is what it's like in one of the biggest and fastest growing Chinatowns in the world". Business Insider. Retrieved December 21, 2020.

¹⁸ Table PL-P3A NTA: Total Population by Mutually Exclusive Race and Hispanic Origin - New York City Neighborhood Tabulation Areas*, 2010 Archived June 10, 2016, at the Wayback Machine, Population Division – New York City Department of City Planning, March 29, 2011. Accessed June 14, 2016.

¹⁹ Table PL-P3A NTA: Total Population by Mutually Exclusive Race and Hispanic Origin - New York City Neighborhood Tabulation Areas*, 2010 Archived June 10, 2016, at the Wayback Machine, Population Division – New York City Department of City Planning, March 29, 2011. Accessed June 14, 2016.

looks and feels like one. Our students live locally, and the campus is nearly a perfect carbon copy of the racial breakdown of the community. From this perspective, we are happy to note, that LIBI is staying true to its mission of serving the communities in which our campuses are located.

Academic Year 2018-2019 Flushing Campus	
Ethnicity	%
American Indian or Alaska Native	0.1%
Asian	74.5%
Black or African American	4.9%
Hispanic	17.7%
Non-Resident Alien	0.2%
White	0.5%
Unknown	2.0%
Grand Total	100%

Academic Year 2019-2020 Age Groups - Flushing Campus	
Age Groups	%
18 - 24	13.5%
25 - 34	36.8%
35 - 44	29.9%
45 - 54	14.1%
55 - 64	4.8%
65 +	0.9%
Grand Total	100%

In comparison, taking the student populations at our three locations together, the numbers look as follows:

Academic Year 2018-2019	
Ethnicity	%
American Indian or Alaska Native	0%
Asian	51%
Black or African American	15%
Hispanic	26%
Non-Resident Alien	0%
Unknown	0%
Two or more races	0%
White	6%
(blank)	2%
Grand Total	100%

Academic Year 2019-2020	
Ethnicity	%
American Indian or Alaska Native	0.2%
Asian	52.6%
Black or African American	12.9%
Hispanic	25.7%
Non-Resident Alien	0%
Unknown	0.1%
Two or more races	0.4%
White	5.8%
(blank)	2.1%
Grand Total	100%

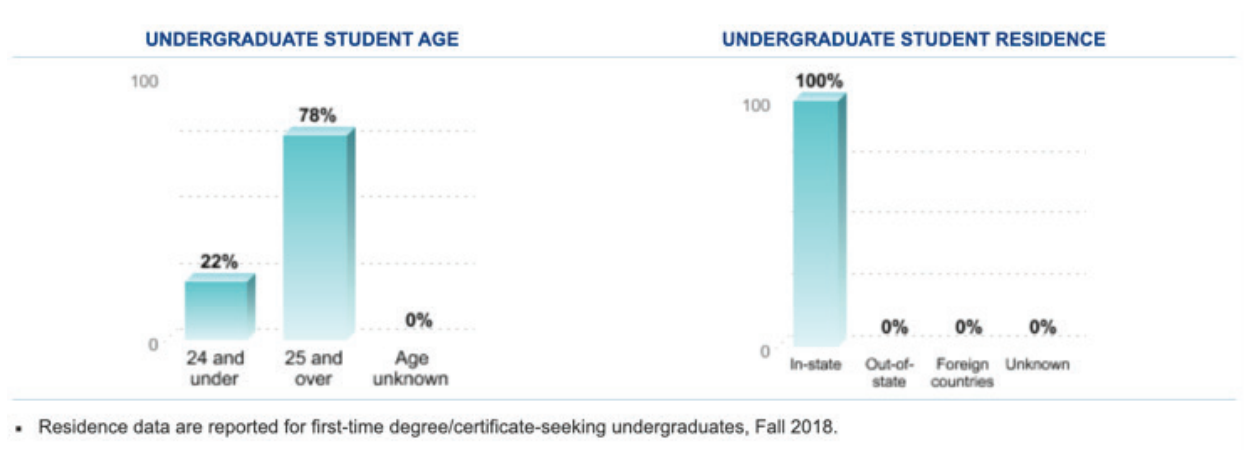
According to Data USA, “the 5 largest ethnic groups in New York City are White (Non-Hispanic) (31.9%), Black/African American (Non-Hispanic) (21.7%), Asian (Non-Hispanic) (14.1%), Other (Hispanic) (14%), and White (Hispanic) (10.4%). 48.6% of the people in New York, NY speak a non-English language, and 84.3% are U.S. citizens.”²⁰

Even as we look at the college collectively, LIBI skews heavily Asian due to the size of the Main Campus. Our Hispanic student populations make up 26% of the college as a whole and mirror the published reported demographics for New York City. At 13%-15% Black/African American, our campuses are about 5 percentage points below New York City's published demographics for this group. Our white, non-Hispanic, students are also sharply underrepresented relative to the New York City population at large.

Academic Year 2018-2019 Age Groups - Flushing Campus		
Age Groups	Count	%
18 - 24	147	15.4%
25 - 34	413	43.3%
35 - 44	217	22.7%
45 - 54	134	14.0%
55 - 64	37	3.9%
65 +	6	0.6%
Grand Total	954	100%

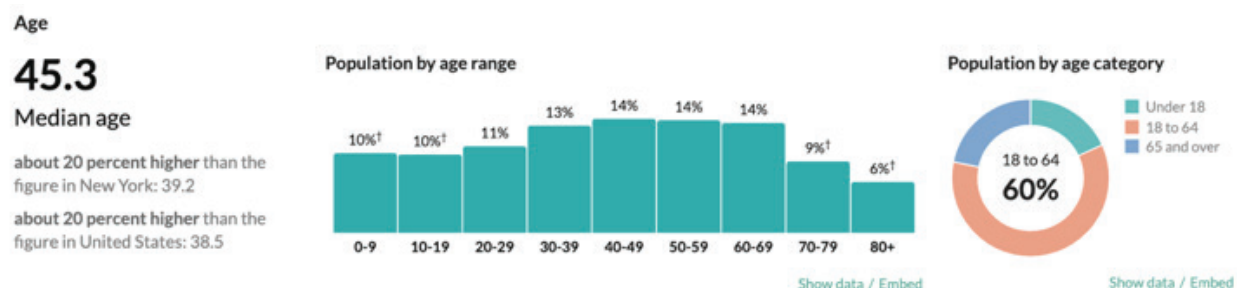
In 2019, 83% of entering students were “full-time, first-time” students and only 22% of them were 24 years old and under. This statistic alone makes us significantly non-traditional and adult focused in terms of our student population. As we noted previously, our student demographics are increasingly reflective of the age demographics of the community we in which we are located; 4 out of 5 are working adults beyond “traditional” post-secondary age of entry.

²⁰ <https://datausa.io/profile/geo/new-york-ny>



In terms of age, the campus is also consistent with the demographic make-up of Flushing. “Most inhabitants [of Flushing] are middle-aged and elderly: 22% are between the ages of between 25 and 44, 30% between 45 and 64, and 18% over 65. The ratio of youth and college-aged residents is lower, at 17% and 7%, respectively.²¹ In fact, the median age in Flushing is 45 and about 20% higher than both the median age in New York (39.2) and in the United States (38.5).²²

A more detailed breakdown of the ages in Flushing from censusreporter.org confirms that Flushing is indeed heavily middle age with fewer than a quarter of the population being traditional college-aged. In fact, the Main Campus, with 15.4% of students being between ages of 18-24 is in line with the 17% of overall Flushing population that is classified as college-aged. Our largest age group is 25-34 (43.3%) and together with the 35-44-year-olds, they constitute 66% of the Main Campus student population (this age group constitutes about half of the population of Flushing).



Again, we are able to see the correlation between the demographic make-up of the community we serve and the age demographics of the Main Campus. Due to our dual mission as a career college and a pathway to 4- year degrees, however, we are careful not to be

²¹ Most inhabitants are middle-aged and elderly: 22% are between the ages of between 25 and 44, 30% between 45 and 64, and 18% over 65. The ratio of youth and college-aged residents was lower, at 17% and 7%, respectively.

²² <https://censusreporter.org/profiles/79500US3604103-nyc-queens-community-district-7-flushing-murray-hill-whitestone-puma-ny/>

seen as frivolously taking taxpayer funded state and federal aid on behalf of our students if they have no intention of seeking employment or to continue their education once they finish their studies at LIBI. Due to the higher age breakdown of Flushing we need to ensure that proper interview processes are followed during the application intake phase, and that applicants are made fully aware that there will be an expectation of gainful employment or transfer to a senior college upon graduation. If applicants do not demonstrate their intent to pursue one of these pathways, those applicants are turned down for admission (our acceptance rates range between 77%-83%). Although it should be mentioned that it would be a tremendous benefit to the community we serve if we were permitted to use financial aid to offer enrichment courses as our non-profit peers at the community colleges do.

The challenges of serving an economically underprivileged, older, immigrant community of color are many, varied, and unique; however, we also understand that the year 2030 marks an important demographic turning point in U.S. history according to the U.S. Census Bureau.²³

"The 2030s are projected to be a transformative decade for the U.S. population. The population is expected to grow at a slower pace, age considerably and become more racially and ethnically diverse. Net international migration is projected to overtake natural increase in 2030 as the primary driver of population growth in the United States, another demographic first for the United States."²⁴

–U.S. Census Bureau

Moreover, according to the Census Bureau's projections, the Two or More Races population is projected to be the fastest-growing over the next several decades, followed by single-race Asians and Hispanics of any race. For Asians, the driving force behind their growth is high net international migration.²⁵ Given the projected growth to 2030 and over the next several decades in the population we serve, we find ourselves uniquely well positioned for growth if we address some of the challenges we presently face. Again, in the context of ESL/ELL communities, we must answer the question of what are the "non-negotiable knowledge" and skills essential to enabling adult learners to meet the real-world demands of postsecondary training and employment? As mentioned previously, remedial

23 [https://www.census.gov/newsroom/press-releases/2018/cb18-41-population-projections.html#:~:text=By%202030%2C%20all%20baby%20boomers%20will%20be%20older%20than%20age%2065.&text=%E2%80%9CBy%202034%20\(previously%202035\),under%20the%20age%20of%2018.%22](https://www.census.gov/newsroom/press-releases/2018/cb18-41-population-projections.html#:~:text=By%202030%2C%20all%20baby%20boomers%20will%20be%20older%20than%20age%2065.&text=%E2%80%9CBy%202034%20(previously%202035),under%20the%20age%20of%2018.%22)

24 [https://www.census.gov/newsroom/press-releases/2018/cb18-41-population-projections.html#:~:text=By%202030%2C%20all%20baby%20boomers%20will%20be%20older%20than%20age%2065.&text=%E2%80%9CBy%202034%20\(previously%202035\),under%20the%20age%20of%2018.%22](https://www.census.gov/newsroom/press-releases/2018/cb18-41-population-projections.html#:~:text=By%202030%2C%20all%20baby%20boomers%20will%20be%20older%20than%20age%2065.&text=%E2%80%9CBy%202034%20(previously%202035),under%20the%20age%20of%2018.%22)

25 US Census Bureau. (2019, October 10). Older People Projected to Outnumber Children. The United States Census Bureau. [https://www.census.gov/newsroom/press-releases/2018/cb18-41-population-projections.html#:~:text=By%202030%2C%20all%20baby%20boomers%20will%20be%20older%20than%20age%2065.&text=%E2%80%9CBy%202034%20\(previously%202035\),under%20the%20age%20of%2018.%22](https://www.census.gov/newsroom/press-releases/2018/cb18-41-population-projections.html#:~:text=By%202030%2C%20all%20baby%20boomers%20will%20be%20older%20than%20age%2065.&text=%E2%80%9CBy%202034%20(previously%202035),under%20the%20age%20of%2018.%22)

English and math, soft skills, as well as habits of mind such as persistence, and time and workload management skills must be included for the benefit of adult learners.

A DIFFERENT PERSPECTIVE

As we examine some of the institutional challenges, we face serving a specific sector of the student population (half of our students identify as Asian and 75% identify so at the Main Campus) our narrative must necessarily begin to address the uniqueness of the needs of the students we serve. These unique challenges must be measured against institutions that experience similar challenges. We feel that the only fair way to do that is to measure ourselves by benchmarks used by Asian American and Native American Pacific Islander-serving institutions (AANAPISIs). Of the one hundred thirteen AANAPISIs authorized by the U.S. Department of Education under the Higher Education Opportunity Act, 2008 (HEA, Title III, Part A, Section 320; CFDA# 84.031L), forty-seven are two-year institutions.

An institution is eligible to be an AANAPISI if at least 10 percent of its students are Asian American or Pacific Islander, and if at least 50 percent of its entire student body has demonstrated financial need. LIBI not only meets, but significantly exceeds, the outlined criteria and we will seek to obtain the classification.

We analyzed the data from the 47 two-year institutions classified as AANAPISI, using Department of Education statistics provided on the NCES (National Center for Education Statistics) website. These 47 institutions are all public community colleges and serve over 650,000 enrolled students across the Lower 48, Hawaii and Micronesia. Two compete directly with us in Queens and Brooklyn. The 47 AANAPISI colleges range in size from 1300 to 56,000 students across rural to large urban settings. We analyzed data from colleges in California (27) Texas (5) Hawaii (3) Illinois (2) Massachusetts (2) Minnesota (2) New York (2) Virginia (1) Washington (1) and Micronesia (2).

This analysis points to what we already know—we are competitive, more efficient and more effective in serving this population than these publicly-subsidized community colleges.

The numbers are as follows. Against our two-year graduation rate of 24%, the average of these 47 institutions for 2015 and 2016 was 10.4% and 10.8% respectively. Only three institutions even had above a 20% graduation rate, and only one—at 23% was close to ours. The minimum graduation rate for this group in 2015 was 2% and for 2016 was 1%. These are state and municipally subsidized and controlled community colleges, and none surpassed our on-time graduation rate, with the mean and median graduation rate at 43% of

LIBIs.

What does this mean for students and taxpayers? LIBI graduates at 2-3x the competition's rate for the same types of students. Thus, our students are more than twice as likely as the peer institutions to enter the workforce on time, and while community college's net price appears competitive, the resulting cost to taxpayers (92% of students at our closest peer don't graduate on time) is high.

Although our graduation rates have declined over the past two years due to shifting student demographics and record low unemployment, a LIBI student is STILL 2.3x as likely to finish on time at LIBI than at these often well-funded community colleges. While our net cost of \$14,949 translates into an associate degree cost of about \$22,423, we have an on-time graduation rate 3x that of our closest competitor, Queensborough Community College (counted as a AANAPISI institution) rendering the apples-to apples cost comparison (they charge \$5,619 per year, or \$8,426) substantially less competitive, when adjusted. In fact, on this measure, LIBI is less expensive, with the Queensborough graduate "costing" over \$25,000.

Graduation Rate		2015	2016
LIBI		24.0%	24.0%
Peer Average		10.4%	10.8%
Peer Median		10.0%	10.0%
Peer Maximum		23.0%	23.0%
Peer Minimum		2.0%	1.0%
Number of Institutions		47	
Students		651594	
Maximum Enrollment		56151	
Minimum Enrollment		1373	

The CUNY system reports an overall Asian/Pacific Islander enrollment at nearly 14% at the Community College level. Their enrollment is exactly in line with the overall Asian population of New York City. Although Queensboro and LaGuardia are the two institutions in the system enrolling the largest numbers of Asian students, their numbers are still half that of LIBI at 24.6% and 17.7% respectively for the Fall 2019 semester.

Since the numbers reported by CUNY only take into consideration first-time, full-time freshmen we have produced the comparison below. LIBI's First-time, Full-time freshmen who identified as Asian for the corresponding period made up over 50% of the institutional enrollment.

It is clear that direct comparisons to local institutions are difficult.

LIBI's First-time, Full-time Freshmen Breakdown (Institution-wide):

Academic Year 2018-2019 First-time, Full-time Students Institutional Wide	
Ethnicity	%
American Indian or Alaska Native	0.2%
Asian	52.7%
Black or African American	16.3%
Hispanic	27.8%
Non-Resident Alien	0.1%
Two or more races	0.4%
White	0.7%
Unkown	1.9%
Grand Total	100%

Academic Year 2019-2020 First-time, Full-time Students Institutional Wide	
Ethnicity	%
American Indian or Alaska Native	0.06%
Asian	55.77%
Black or African American	12.23%
Hispanic	27.85%
Non-Resident Alien	0.06%
Two or more races	0.44%
White	0.75%
Unkown	2.76%
Grand Total	100%



**First-time Freshmen Enrollment by Race/Ethnicity and College: Percentages
Fall 2019**

	American Indian/Alaska Native	Asian/Pacific Islander	Black	Hispanic	White
Baruch	0.1	47.6	8.9	18.0	25.5
Brooklyn	---	30.2	19.3	17.0	33.5
City	0.3	30.7	19.2	33.9	15.9
Hunter	0.1	42.7	9.5	21.3	26.4
John Jay	0.4	15.5	17.1	48.2	18.8
Lehman	0.4	8.6	28.0	56.6	6.4
Medgar Evers	0.2	2.5	83.9	12.0	1.5
NYCCT	0.5	20.9	32.8	36.7	9.0
Queens	0.4	35.2	10.4	26.3	27.8
Staten Island	0.3	10.2	20.5	21.8	47.2
York	1.6	19.2	48.0	26.6	4.7
Labor & Urban Studies	---	---	85.7	14.3	---
Total Senior Colleges	0.4	26.4	22.7	28.7	21.8
BMCC	0.3	12.5	34.0	44.3	8.9
Bronx	0.3	2.6	33.0	62.4	1.8
Guttman	0.4	6.4	34.4	53.7	5.1
Hostos	0.2	2.7	36.1	58.7	2.2
Kingsborough	0.2	14.7	36.4	20.9	27.8
LaGuardia	0.6	17.7	24.9	46.5	10.2
Queensborough	1.2	24.6	31.1	32.0	11.1
Total Community Colleges	0.5	13.8	32.4	43.0	10.3
TOTAL UNIVERSITY	0.4	20.6	27.1	35.3	16.6

Table: ENRL_0028_HIST

CUNY Office of Institutional Research and Assessment

4/23/2020

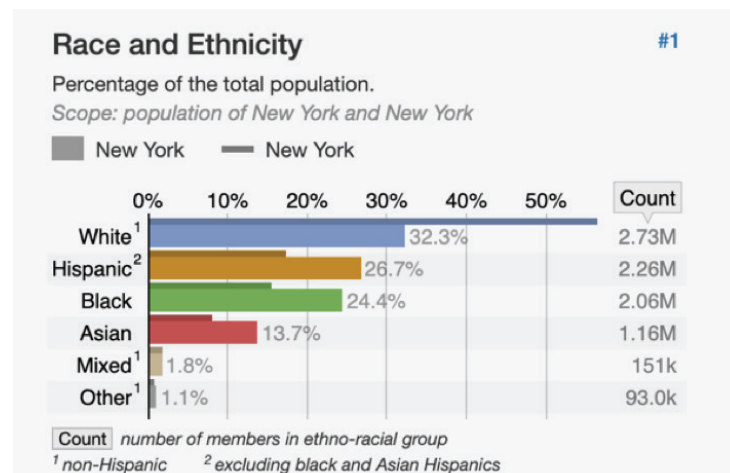
First-time Freshmen Enrollment by Race/Ethnicity and College: Percentages
Fall 2018

	American Indian/Alaska Native	Asian/Pacific Islander	Black	Hispanic	White
Baruch	0.1	48.3	7.0	15.3	29.3
Brooklyn	0.3	32.4	14.2	18.8	34.3
City	0.2	37.7	14.0	31.1	17.0
Hunter	—	41.5	10.7	20.4	27.4
John Jay	0.5	13.9	13.5	50.3	21.8
Lehman	0.3	10.7	25.3	58.6	5.1
Medgar Evers	0.3	2.9	78.7	16.7	1.4
NYCCT	0.5	22.7	30.6	37.9	8.3
Queens	0.4	38.2	7.1	22.0	32.4
Staten Island	0.3	11.5	19.2	23.9	45.1
York	1.1	25.1	40.5	26.8	6.5
Total Senior Colleges	0.3	26.8	21.3	28.8	22.6
BMCC	0.4	11.9	31.8	46.4	9.5
Bronx	—	3.2	28.3	66.5	2.0
Guttman	0.4	5.1	28.1	59.3	7.0
Hostos	0.2	2.4	32.0	64.4	1.1
Kingsborough	0.3	15.5	31.2	21.5	31.5
LaGuardia	0.6	19.4	23.1	46.7	10.2
Queensborough	1.5	24.0	29.3	32.3	12.8
Total Community Colleges	0.5	13.7	29.6	45.0	11.2
TOTAL UNIVERSITY	0.4	20.7	25.2	36.4	17.3

Table: ENRL_0028_HIST

CUNY Office of Institutional Research and Assessment

4/23/2020

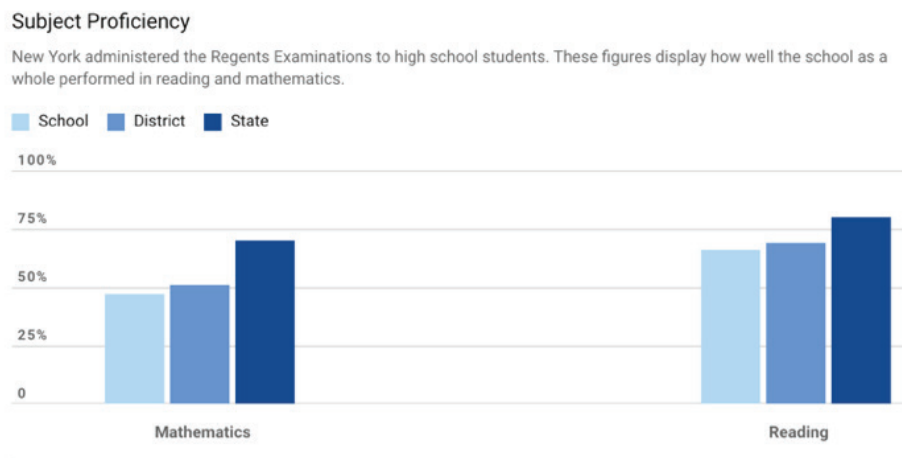


Source: <https://statisticalatlas.com/place/New-York/New-York/Race-and-Ethnicity>

Proper enrollment plans should be discussed in the context of local high schools that can be potential “feeders” for institutions of higher education. Unfortunately, the high schools closest to LIBI, Flushing High School and John Bowne, show similar alarming statistics – three quarters of the student body at both schools are classified as “economically dis-

advantaged” and over 70% receive free lunch.^{26 27} Graduation rates at both high schools are well below the state median, with Flushing High School showing a College Readiness Index of 22.7/100.

Looking deeper into the preparation levels of students graduating from our neighboring high schools, it is easy to see why increased remediation has to occur at the college level.



Source: <https://www.usnews.com/education/best-high-schools/new-york/districts/new-york-city-public-schools/flushing-high-school-13432>

LIBI is a “commuter” college and we rely heavily on the local population for our student enrollment. The new immigrant populations with serious language deficiencies, coupled with severely underprepared high school students, has created a cycle of remediation we have not been able to break. Looking at the struggling academic measures of the high schools closest to us, we are tempted to conclude that socioeconomic factors of our shared community affect their performance as much as ours.

The pivotal question we must ask ourselves institutionally is, whether we should stay true to our mission at the cost of our performance benchmarks?

















Our curriculum is a challenging mixture of occupational skill acquisition (hard skills) with academically rigorous courses designed to enable students to be either job-ready or prepared to transfer to 4-year colleges. Over the last four years, and more profoundly over the last two, we have seen the need for increased remediation in English, and to a lesser degree, in math. Because our programs are offered year-round and students do not get the traditional breaks other colleges offer, our students are able to complete 100% of their programs in 2 years, even if they do some remediation. Our programs are set up so that students take remedial courses along with courses in their major so that their remediation

²⁶ <https://www.usnews.com/education/best-high-schools/new-york/districts/new-york-city-public-schools/john-bowne-high-school-13433>

²⁷ <https://www.usnews.com/education/best-high-schools/new-york/districts/new-york-city-public-schools/flushing-high-school-13432>

rarely impedes their progress to completion. Unfortunately, over the last two years, we have noticed that more students require extended English remediation. At issue is the fact that students pass an independently administered test and qualify for admission. When students begin classes, however, we have noticed deficiencies in levels of English proficiency that is required to progress through our rigorous curriculum. We should underscore that we have worked hard to ensure our curriculum stands at a high level and we are very proud of the extensive process we underwent to achieve that. We have 16 articulation partnerships with non-profit senior colleges who all take our credits in transfer and honor our curriculum. This enables our graduates, in most cases, to begin as first semester juniors. In order to sign each articulation agreement each college independently, with its faculty in corresponding departments, reviews our curriculum for compatibility. We are proud of the fact that our curriculum has been deemed to be on par with the curriculum students receive in their first two years at these notable institutions.

Long Island Business Institute's ARTICULATION AGREEMENTS

 SUNY EMPIRE STATE COLLEGE	SUNY EMPIRE STATE COLLEGE 516-997-4700 www.esc.edu	 ST. JOHN'S UNIVERSITY	ST. JOHN'S UNIVERSITY 718-990-2000 www.stjohns.edu
 Alfred State <small>SUNY College of Technology</small>	SUNY ALFRED STATE COLLEGE 607-587-4215 www.alfredstate.edu	 ST. FRANCIS COLLEGE <small>SMALL COLLEGE. BIG DREAMS.</small>	ST. FRANCIS COLLEGE 718-522-2300 www.sfc.edu
 OSWEGO <small>STATE UNIVERSITY OF NEW YORK</small>	SUNY OSWEGO 315-312-2500 www.oswego.edu	 Manhattanville COLLEGE	MANHATTANVILLE COLLEGE 914-694-2200 www.mville.edu
 METROPOLITAN COLLEGE OF NEW YORK MCNY <small>FOUNDED 1944</small>	METROPOLITAN COLLEGE OF NY 212-343-1237 www.mcny.edu	 Southern New Hampshire University	SOUTHERN NEW HAMPSHIRE UNIVERSITY 1-800-409-7648 www.snhu.edu
 MERCY COLLEGE	MERCY COLLEGE 1-877-637-2946 www.mercy.edu	 EXCELSIOR COLLEGE	EXCELSIOR COLLEGE 1-888-647-2388 www.excelsior.edu
 DOMINICAN COLLEGE	DOMINICAN COLLEGE 1-845-359-7800 www.dc.edu	 HOFSTRA UNIVERSITY	HOFSTRA UNIVERSITY 516-463-6600 www.hofstra.edu
 St. Joseph's College <small>NEW YORK</small>	ST. JOSEPH'S COLLEGE 718-940-5300 www.sjcy.edu	 CONCORDIA COLLEGE NEW YORK	CONCORDIA COLLEGE NEW YORK 914-337-9300 www.concordia-ny.edu
 University of Hartford	UNIVERSITY OF HARTFORD 1-860-768-4100 www.hartford.edu	 Farmingdale State College <small>State University of New York</small>	FARMINGDALE STATE COLLEGE 631-420-2000 www.farmingdale.edu

ADDRESSING THE ISSUES

The answer is very complicated and requires us to delve into our strategic plan for the college. The short answer, however, is certainly not to dilute our curriculum to enable struggling students to pass. Our mission is to educate the students who have been historically underserved by higher education, (and we posit, indeed by the entire educational system) because they come from low-income backgrounds. The cornerstone of our institution is the goal to give students the right to participate in a high-quality education to which they would normally not have access, either because of cost, bureaucracy, fear, or discrimination. In 2018, an estimated 25% of Flushing residents lived in poverty, compared to 19% in all of Queens and 20% in all of New York City.²⁸

ECONOMIC STRESS				
	Flushing and Whitestone	Queens	NYC	Lowest %
Poverty (percent of residents)	25%	19%	20%	7% Upper East Side
Unemployment (percent of people ages 16 and older)	6%	8%	9%	4% Upper East Side
Rent Burden (percent of renter-occupied homes)	57%	53%	51%	37% Park Slope and Carroll Gardens

Note: Unemployment data may differ from rates presented in other published sources. See technical notes in the [public use dataset](#) for more details.

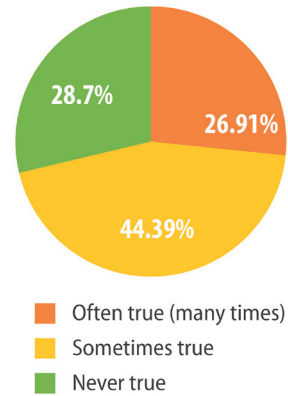
Sources: Poverty: American Community Survey as augmented by NYC Opportunity, 2012-2016 (community district and NYC), 2016 (borough); Unemployment and Rent Burden: U.S. Census Bureau, American Community Survey, 2012-2016; Avertable deaths: NYC DOHMH, Bureau of Vital Statistics, 2011-2015

Rent burdened households pay more than 30% of their income for housing and have difficulty affording food, clothing, transportation and health care. Fifty-seven percent of Flushing residents are rent burdened, a higher rate than residents citywide.

Based on responses from 223 students (about a quarter of our overall student population), 26.9% indicated that they either could not pay, or underpaid their rent often, while another 44% said that it was sometimes true over the last 12 months. Only 28.7% of the students who responded said that paying their rent was never a problem.

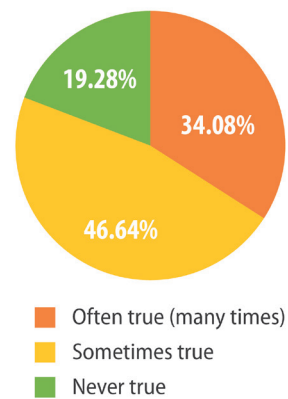
28 <https://www1.nyc.gov/assets/doh/downloads/pdf/data/2018chp-qn7.pdf>

Q4. In the past 12 months, you could not pay or underpaid your monthly rent.		
Answer Choices	Responses	
Often true (many times)	26.91%	60
Sometimes true	44.39%	99
Never true	28.70%	64



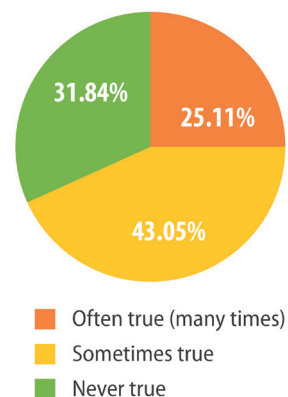
Consistent with existing published data, about 34% of the 223 students who answered this survey indicated that they often worried whether their food would last them until they got money to buy more.

Q1. In the last 12 months, you or members of your household worried whether your food would run out before you got money to buy more.		
Answer Choices	Responses	
Often true (many times)	34.08%	76
Sometimes true	46.64%	104
Never true	19.28%	43

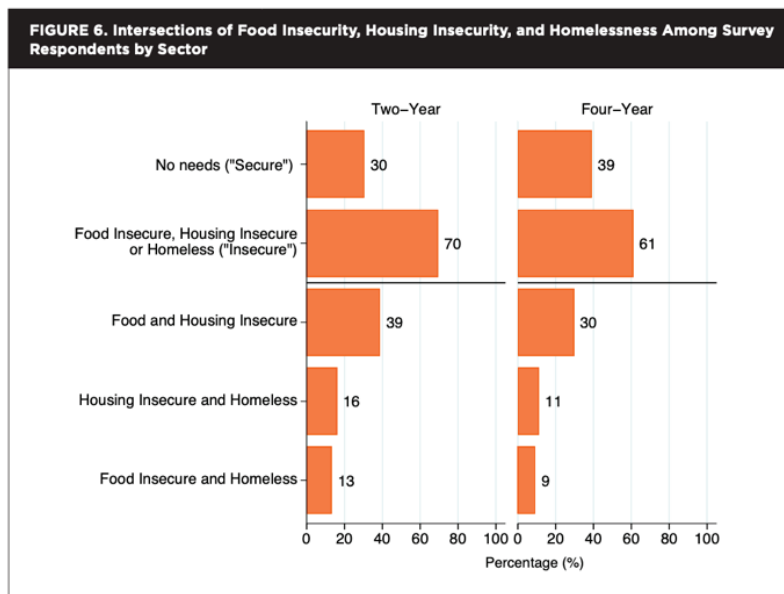


Drilling down further into the data, 25% of the 223 students who responded indicated that they frequently experienced food insecurity over the last 12 months.

Q2. In the last 12 months, the food that you bought just didn't last enough, and you didn't have money to get more.		
Answer Choices	Responses	
Often true (many times)	25.11%	56
Sometimes true	43.05%	96
Never true	31.84%	71

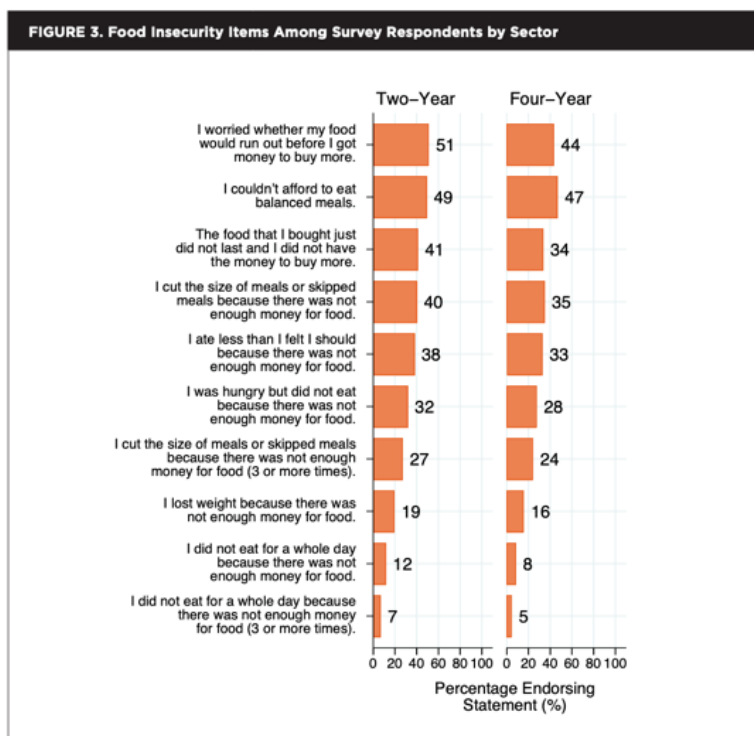


Our data compare strongly with the data published by the Hope Center for College, Community, and Justice (the Hope Center). In surveying 86,000 college students, they found only 30% of those who responded had no needs and could be classified as "secure"; 31.8% of our students said they were food and shelter secure.



Source: 2018 #RealCollege Survey

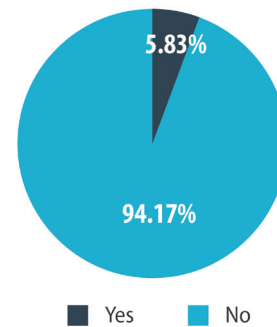
Source: https://hope4college.com/wp-content/uploads/2019/04/HOPE_realcollege_National_report_digital.pdf



Source: 2018 #RealCollege Survey

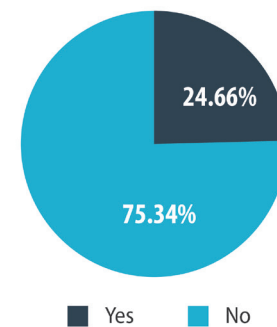
Source: https://hope4college.com/wp-content/uploads/2019/04/HOPE_realcollege_National_report_digital.pdf

Q6. Since starting college, have you ever been homeless?		
Answer Choices	Responses	
Yes	5.83%	13
No	94.17%	210
ANSWERED		223
SKIPPED		0



Although only 5.8% of our student sample indicated that they were homeless at one point since starting college, 24.6% indicated that they had to move in with others because of financial problems.

Q5. In the past 12 months, did you move in with other people (even for a little while) because of financial problems?		
Answer Choices	Responses	
Yes	24.66%	55
No	75.34%	168
ANSWERED		223
SKIPPED		0



The Hope Center found that "basic needs insecurity is more pronounced among older students, particularly students ages 26 and older. Overall, 74% of students surveyed ages 26 to 30 experience housing insecurity (compared with 40% for 18–20 year olds)".²⁹

Our data, certainly a much smaller scale, does not support that older adults experience housing insecurity at a larger rate than 18-24 year-olds. In our sample of 223 students, 29.79% of the 18-29 year-olds indicated that they had to move in with others for financial reasons, 25% of those 31-40 years-old who answered affirmative to this question, and 17% of those over 40 did so.

Unlike the non-profit sector colleges, our college's tax status does not permit us to apply for government grants that would support a more robust research effort to help us

²⁹ Goldrick-Rab, S., Baker-Smith, C., Coca, V., Looker, E., & Williams, T. (2019, April). College and University Basic Needs Insecurity: A National #RealCollege Survey Report. The Hope Center. https://hope4college.com/wp-content/uploads/2019/04/HOPE_realcollege_National_report_digital.pdf

better understand this scantily studied student demographic. One conclusion is certain, the more we dive into the data we collect, the more we realize that higher education will have another awakening moment when our student demographic, which is projected to significantly increase, goes mainstream. We understand that the more new immigrants from Asia our Main Campus educates, the more we become increasingly looked at as a "niche" college with issues specific to our institution; however, to abandon this student demographic would be to abandon our institutional mission.

AFFORDABILITY, ACCESS, AND SUCCESS VS. AFFORDABILITY, READINESS, AND ACCESS

Institutional goal: LIBI works to reduce barriers to enrollment. Keep tuition low; give access to government and institutional financial aid; provide flexible course offerings; allow for remediation and developmental education.

Knowing the pervasiveness of basic needs insecurity among our student body, increasing tuition would be irresponsible.

We are well aware that "higher and increasing tuition prices create an affordability dilemma for low-income students which influence their participation decision-making".³⁰ We know that by offering students affordable, high quality education we are helping some of the poorest New Yorkers. **Tuition at LIBI has been frozen since 2009.** From 2008 to 2018, the average tuition at four-year public colleges increased in all 50 states. On average, tuition has increased by 37%, and net costs have increased by 24%. According to a report from the Center on Budget and Policy Priorities, lackluster state funding is a major reason for rising costs.³¹ We are keenly aware that increasing tuition would only necessitate that our students assume student loan debt, and we feel that would be detrimental given their economic circumstances. Naturally, increasing tuition would permit us to increase certain resources and to offer more programs, but the mantra we live by is to "do the right thing" for our students – and the right thing is not to increase tuition.

In using the US Department of Education College Affordability and Transparency List Tool, we see that the national average tuition for 2-year for-profit schools is \$15,290. With our tuition at \$10,416, LIBI's tuition is substantially below the national average. In fact, it appears that we missed the cut-off for the lowest (bottom 10%) tuition for our sector for this

³⁰ (Casse & Manno, 1998; Finney & Kelly, 2010; Heller, 1997, 1999; Kim, 2004, 2010; Wellman, 2006).

³¹ <https://www.cnn.com/2019/10/24/college-costs-have-increased-in-all-50-states-over-the-past-10-years.html>

academic year by \$646.00. We should note that one institution was listed 6 times due to their various locations. If they were counted as one institution, we would have made the list for 2020. We are also based in one of the most expensive cities in both the nation and on the planet, which makes our affordability versus the national average, at 68%, even more dramatic. We note that per bestplaces.net, Queens NY has a cost of living index of 178.2 versus the 100 national average.

U.S. Department of Education
College Affordability and Transparency List

Downloads Links Help

Which colleges have the highest and lowest tuition and net prices?

Use the options below to generate a report on the highest (top 5%) and lowest (bottom 10%) academic year charges for each sector. Tuition reports include tuition and required fees. Net price is cost of attendance minus grant and scholarship aid. Data are reported by institutions and are for full-time beginning students.

Choose Sector: **2-year, private for-profit** Choose Report Type: **Lowest Tuition**

National Average: **\$15,290**

Print Download

TUITION, FEES, AND ESTIMATED STUDENT EXPENSES

ESTIMATED EXPENSES FOR FULL-TIME BEGINNING UNDERGRADUATE STUDENTS

- Beginning students are those who are entering postsecondary education for the first time.

ESTIMATED EXPENSES FOR ACADEMIC YEAR	2017-2018	2018-2019	2019-2020	2020-2021	% CHANGE 2019-2020 TO 2020-2021
Tuition and fees	\$14,475	\$10,266	\$10,266	\$10,416	1.5%
Books and supplies	\$1,200	\$1,200	\$800	\$800	0.0%

As an increasingly English-challenged population continues to immigrate to our core areas, from the Global Financial Crisis of 2009 basically until the COVID crisis, the unemployment rate across New York City declined, as GDP expanded in an unbroken way for a decade. Our typical student was drawn into what was, for this period, an ever-expanding workforce, where an increasing minimum wage lured high school graduates who lack postsecondary education into jobs that usually disappear in recessionary periods. According to the Bureau of Labor Statistics, New York City's unemployment rate (monthly, seasonally adjusted) stood at 10.1% in January 2010; this declined to 3.4% in February 2020. Full year unemployment fell from 9.5% for 2010 to 3.9% in 2019. In fact, Flushing/Whitestone and Sunset Park (all areas that are heavily Asian) had business growth of at least 50 percent during the recovery, nearly four times faster than the citywide rate. However, even with unemployment rates low, available data from the Office of the New York State Comptroller, New York City Public Information Office, the median wage for immigrant workers was substantially less than for native-born workers.³²

32 <https://www.osc.state.ny.us/files/reports/osdc/pdf/report-7-2016.pdf>

Given the population we serve, the question we continue to return to is whether there is a logical extension for ensuring “readiness” not just access and success without setting off regulatory alarms for not having sufficiently strong outcomes? Access, *readiness*, and success, however, is the right path to take to preserve access and eventual success to underserved groups.

By the definitions of the national completion agenda our students, students who are underserved by higher education, are the most vulnerable and the least likely to achieve success without readiness. Unfortunately, the research and extensive national debates about equity in higher education have focused primarily on the serious gaps in access for black and Hispanic students.³³ Largely left out of the national higher education conversations are low-income immigrants from Asia with finely distinct identities whose chances of success are diminished by the “model-minority” myth.

A National Report on The Needs and Experiences of Low-Income Asian American And Pacific Islander Scholarship Recipients summarizes the problem succinctly. Discussing the issue of available data, it needs to be noted that most of what is published is either about a “narrow segment of the population” or represents “the population as monolithic, leading to inaccurate conclusions of their alleged overrepresentation on campuses, high levels of academic achievement, lack of psychosocial challenges, and impressive rates of retention and graduation. This homogenization of AAPIs [Asian American And Pacific Islanders] within higher education is symptomatic of the “model minority myth,” the central tenet being the false assumption that Asian Americans across all ethnic and class groups are inherently and universally intelligent, high-achieving, successful and hard-working, and as such do not experience troubles, difficulties or challenges.”³⁴

The report points out that there needs to be an effort to collect and disaggregate data by key demographic characteristics, such as ethnicity, gender, social class, and immigration status to better identify and provide support to underserved students based on distinct identity that may influence students' experiences. We can't agree more with their stance. Having such data available to us would not only allow for a far more accurate measurement of our own performance, but it would help develop greater cultural competence in higher education as a whole as we prepare for growth in this demographic subset. As the report points out “analysis of disaggregated data on the AAPI population uncovers a wide array of demographic characteristics that are distinct from any other racial group in the U.S.—more than 48 different ethnic groups, over 300 spoken languages, stratified so-

33 Rachel Baker, Daniel Klasik, and Sean F. Reardon, “Race and stratification in college enrollment over time,” AERA Open 4.1 (2018): 1–28, available at <http://journals.sagepub.com/doi/pdf/10.1177/2332858417751896>; Peter Hinrichs, “An empirical analysis of racial segregation in higher education,” Working Paper 21831 (National Bureau of Economic Research, 2015); Julie Renee Posselt and others, “Access without equity: Longitudinal analyses of institutional stratification by race and ethnicity, 1972–2004,” American Educational Research Journal 49.6 (2012): 1074–1111

34 Chaudhari, P., Chan, J., & Ha, S. (2013). APIASF SCHOLAR PERSPECTIVES: A NATIONAL REPORT ON THE NEEDS AND EXPERIENCES OF LOWINCOME ASIAN AMERICAN AND PACIFIC ISLANDER SCHOLARSHIP RECIPIENTS. Asian & Pacific Islander American Scholarship Fund. https://apiascholars.org/wp-content/uploads/2019/04/APIASF_2013_perspectives.pdf

cioeconomic statuses, and distinctions across immigration history, culture, and religion".³⁵

AID CONSIDERATIONS

LIBI generously supplements state and federal aid for which our students qualify with institutional grants. Our students show great financial hardship, and we try to help meet their needs. Controlling for first-time, full-time status, students received an average of \$741 in institutional grants and scholarships in 2018-2019. In 2017, students (not controlling for first-time full-time status) received on average of \$497.90 in institutional aid. In 2018, the average amount of institutional aid totaled \$431.04 and \$441.63 in 2019.

The following table shows the total amount of grants and percent of revenue that was dedicated to support students through institutional grants. Institutional grants do not have to be paid back and students can apply for them to bridge any need after Pell and TAP are applied.

Institutional Grants Awarded by Academic Year			
Academic Year	2017- 2018	2018- 2019	2019-2020
Institutional Grants Expenditure	906,674.50	743,967.00	826,730.90
Revenue / Expenditure Juxtaposed in %	7%	6%	6%
Description: Percentage of expenditure in Institutional Grants in relation to Institutional Revenue*			

In order to qualify for federal Pell grants, our students fill out the FAFSA. The information students must provide "is used in a complex formula that provides an "Expected Family Contribution" or EFC as its output. While over a hundred pieces of information are required to precisely calculate the EFC, for the vast majority of students, the EFC is **determined by income, family size, and number in college**".³⁶

35 Chaudhari, P., Chan, J., & Ha, S. (2013). APIASF SCHOLAR PERSPECTIVES: A NATIONAL REPORT ON THE NEEDS AND EXPERIENCES OF LOWINCOME ASIAN AMERICAN AND PACIFIC ISLANDER SCHOLARSHIP RECIPIENTS. Asian & Pacific Islander American Scholarship Fund. https://apiascholars.org/wp-content/uploads/2019/04/APIASF_2013_perspectives.pdf

36 Dynarski, S., Scott-Clayton, J., & Wiederspan, M. (2013). Simplifying tax incentives and aid for college: Progress and prospects. In J. Brown (Ed.), Tax policy and the economy, volume 27 (pp. 161–201). Chicago, IL: University of Chicago Press

LIBI'S STUDENT DATA

2017 - 2018 FAFSA			2018 - 2019 FAFSA			2019 - 2020 FAFSA		
Age	Student Count	%	Age	Student Count	%	Age	Student Count	%
<20	0	0%	<20	2	0.2%	<20	11	1.1%
20 - 29	391	43%	20 - 29	333	39.8%	20 - 29	306	31.2%
30 - 39	322	35%	30 - 39	291	34.8%	30 - 39	358	36.5%
40 - 49	139	15%	40 - 49	141	16.9%	40 - 49	188	19.1%
50 - 59	50	5%	50 - 59	56	6.7%	50 - 59	94	9.6%
60+	14	2%	60+	13	1.6%	60+	25	2.5%
Ethnicity	Student Count	%	Ethnicity	Student Count	%	Ethnicity	Student Count	%
Asian	462	50.4%	Asian	469	52.9%	Asian	575	58.6%
Black	191	20.9%	Black	130	14.7%	Black	94	9.6%
Hispanic	226	24.7%	Hispanic	258	29.1%	Hispanic	258	26.3%
White	7	0.8%	White	7	0.8%	White	5	0.5%
Other	30	3.3%	Other	23	2.6%	Other	50	5.1%
Gender	Student Count	%	Gender	Student Count	%	Gender	Student Count	%
Male	252	28%	Male	254	30.5%	Male	243	24.7%
Female	664	72%	Female	578	69.5%	Female	738	75.2%
Other	0	0%	Other	0	0%	Not Specified	1	0.1%

Our students' FAFSA information aligns with our previous observations about the shifts in our student demographics. Over the last two years, the average age of students who filled out the FAFSA has increased. In 2017-2018 our students ages 20-29 made up 42.7% of those who received Pell, while in 2019-2020 this age bracket made up 31.2% of the institutional Pell recipients. The 30-39 year-old students made up 35.2% of Pell recipients in 2017-2018 award year, while in the 2019-2020 this age group made up 36.5% of Pell recipients. Our 40-49 year-old Pell recipients have increased by 4 percentage points over the last 2 years, from 15.2% to 19.1%. The same 4 percentage point increase occurred in the 50-59 age group, comprising 5.5% of recipients in the 2017-2018 period and 9.6% in 2019-2020.

As noted, our student population has gotten increasingly Asian and that is clearly evident in our institutional Pell recipient profile. Asian student recipients have grown by 8 percentage points (from 50.4% to 58.6%) from 2017-2018 award year and 2019-2020. Our Black/Af-

rican American Pell recipients have decreased from 20.9% to 9.6% over the last two years, and our Hispanic students receiving Pell have seen an increase of 5 percentage points in 2018-2019 and roughly 2 percentage points in 2019-2020 versus the 24.7% in 2017-2018 award year.

We also continue to become more female. Over 75% of our Pell recipients are female, up from 72.5% in the 2017-2018 award year.

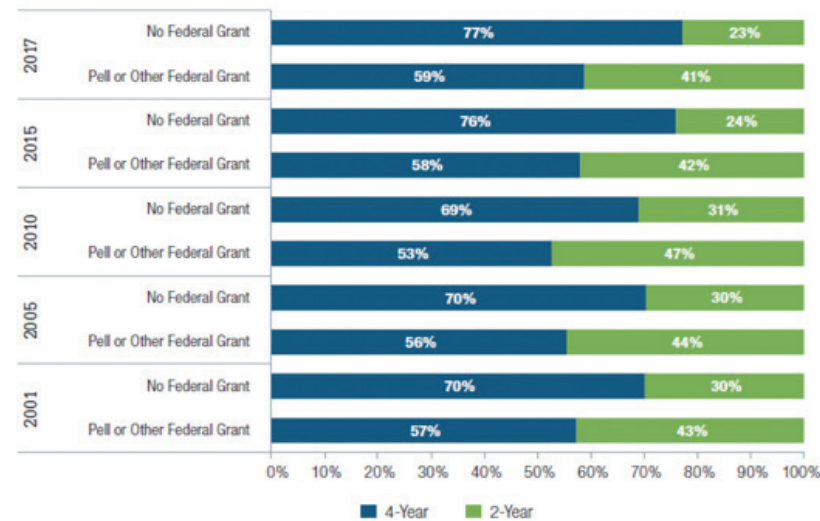
Only 11% of our first-time, full-time students did NOT receive Pell, significantly fewer than the rates published by IPEDS (see Equity Indicator 2a below). This leads us to the obvious conclusion that our students come from lower economic backgrounds than the national 2-year college average. In 2017 the IPEDS data show that 23% of students in 2-year institutions did not receive any federal grants. In comparison, 11.2% of our student population did not receive federal grants. That 11.2% breaks as: 6.4% Asian 1.9% White, and 2.2% Hispanic. We must point out that the fact that between 87-89% of our students qualify for federal assistance grants substantially adds to the risk-factors for dropping out of college. Significant data exist showing students' socioeconomic backgrounds impact their progress once in college.

FIRST-TIME, FULL-TIME STUDENTS ACADEMIC YEAR 2017 - 2018			
Race / Ethnicity	PELL Recipients	Students WITHOUT PELL	Grand Total
American Indian or Alaska Native	0.2%	0.0%	0.2%
Asian	44.8%	6.4%	51.2%
Black or African American	18.5%	0.6%	19.1%
Hispanic	21.9%	2.2%	24.1%
Race/Ethnicity Unknown	0.1%	0.0%	0.1%
Two or more races	0.5%	0.0%	0.5%
Unkown	2.1%	0.1%	2.2%
White	0.7%	1.9%	2.6%
Grand Total	88.8%	11.2%	100%

FIRST-TIME, FULL-TIME STUDENTS ACADEMIC YEAR 2018 - 2019			
Race / Ethnicity	PELL Recipients	Students WITHOUT PELL	Grand Total
Asian	49.8%	6%	55.9%
Black or Afrian American	13.8%	1%	14.3%
Hispanic	22%	2.1%	24.1%
Two or more races	0.1%	0%	0.1%
Unkown	2.3%	0.2%	2.5%
White	0.7%	2.2%	3%
Grand Total	89%	11%	100%

FIRST-TIME, FULL-TIME STUDENTS ACADEMIC YEAR 2019 - 2020			
Race / Ethnicity	PELL Recipients	Students WITHOUT PELL	Grand Total
American Indian or Alaska Native	0.1%	0%	0.1%
Asian	50.7%	7.7%	58.3%
Black or Afrian American	8.3%	1.1%	9.3%
Hispanic	22.7%	2.7%	25.5%
Two or more races	0.5%	0.1%	0.6%
Unkown	3.8%	0.2%	4%
White	0.4%	1.8%	2.2%
Grand Total	87%	13%	100%

Equity Indicator 2a: Percentage distribution of full-time, first-time degree-seeking undergraduate students who did and did not receive Pell or other Federal Grants by level of institution attended: 2001, 2005, 2010, 2015, and 2017



Indicator Status: High Inequality and Widening Gap

The difference in the percentages of Federal Grant recipients and non-recipients attending 4-year rather than 2-year colleges widened from 13 percentage points in 2001 to 18 percentage points in 2017.

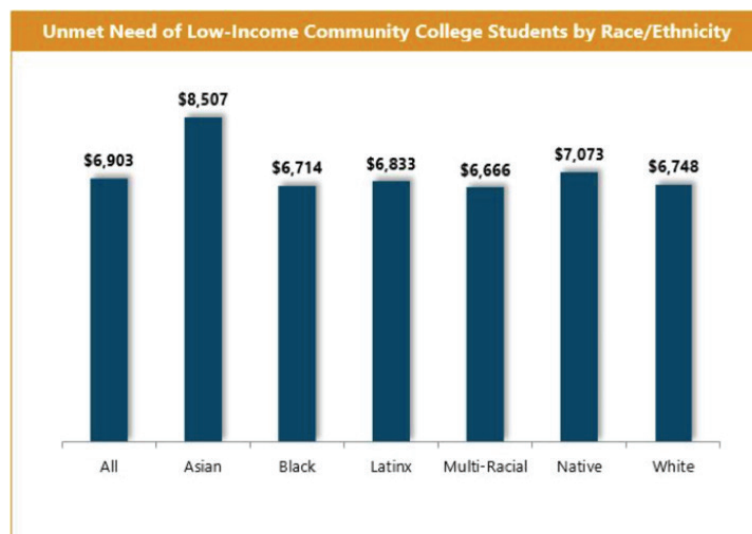
NOTE: Federal Grant aid is comprised primarily of Pell Grants but also includes Federal Supplemental Educational Opportunity Grants (FSEOG) and grants from federal agencies other than the U.S. Department of Education such as the Department of Veterans Affairs and the Department of Labor.

SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), as included in *Digest of Education Statistics 2018*, [Table 331.20]. Retrieved from https://nces.ed.gov/ipeds/data/digest/d18/tables/dt18_331.20.asp?current=yes.

Below is a breakdown of the GPAs of Pell recipients at the completion of their programs. Overall, 59% of our students who received the Pell grant in 2017-2018 and graduated in 2018-2019, graduated with GPAs between 3.0 and 4.0. Our Asian students make up the largest group of Pell recipients, followed by our Hispanic students. More specifically, Asian students make up 61% of all graduating Pell recipients with 48 percentage points of those graduating with a GPA of 3.0-4.0 (put another way, 78.6% of Asian students receiving Pell achieve this GPA). Our Black/African American students make up 14% of graduating Pell recipients with 3% graduating with a GPA of 3.0-4.0 (21% of African American Pell recipients achieve 3.0-4.0). Our Hispanic students make up 22% of the graduating Pell recipients with 6% graduating with a GPA of 3.0-4.0 (27% of Hispanic Pell recipients achieve 3.0-4.0).

Pell Recipients Starting in Academic Year 2017-2018 GPA at Completion of Program 2018 - 2019			
Race / Ethnicity	2.0 - 2.99	3.0 - 4.0	Grand Total
Asian	13%	48%	61%
Black or Afrian American	11%	3%	14%
Hispanic	16%	6%	22%
Two or more races	0%	1%	1%
Unkown	1%	1%	2%
Grand Total	41%	59%	100%

It needs to be noted that, "among all racial/ethnic minorities, Asian-American students have the highest dollar amount of unmet need. For example, Asian-American students in the bottom income quartile (dependent students earning less than \$27,900 and independent students earning less than \$7,200) have an average unmet need of \$8,507. This is significantly higher than the average unmet need of \$6,903 among all students in the bottom income quartile. This remains true for Asian-American students across all income quartiles and types of institution."³⁷



Source: <https://www.clasp.org/blog/asian-american-students-have-highest-amount-unmet-need>

³⁷ Pham, Duy. "Asian-American Students Have Highest Amount of Unmet Need." CLASP Center for Law and Social Policy, 6 Dec. 2018, www.clasp.org/blog/asian-american-students-have-highest-amount-unmet-need.

LOANS

We strongly believe that state and federal grants as well as institutional aid, not loans, are the right way to make higher education accessible to the low-income and high-risk for dropping out student body we serve.

Pell and TAP enable most of our students to attend without bearing any out-of-pocket costs. We also provide robust institutional aid, as mentioned above, to enable students to avoid having to borrow in order to benefit from a college education.

Students who do borrow tend to be from the Court Reporting program located in Com-mack, NY. Students at this location do not qualify for Pell and TAP either because of their family income or because they already have a college degree and are re-training to be-come a Court Reporter. Approximately 28-30% of our students entering the Court Report-ing program already hold a 4-year degree, another 14% hold an Associate Degree, and another 32% have some college.

It needs to be underscored that the number of students who do borrow at LIBI is very small. Due to the very small institutional loan portfolio, each student who defaults has the ability to significantly affect our published cohort default rates. The FY 2017 national cohort default rate was 9.7% and 14.7% for proprietary institutions and 15.2% for public 2-3 year institutions.

COHORT DEFAULT RATES			
THREE-YEAR OFFICIAL COHORT DEFAULT RATES			
FISCAL YEAR	2017	2016	2015
Default rate	9.0%	15.9%	12.5%
Number in default	4	7	7
Number in repayment	44	44	56



School Default Rates
FY 2017, 2016, and 2015

[RETURN TO RESULTS](#)

Record 1 of 1								
OPE ID	School	Type	Control	PRGMS		FY2017	FY2016	FY2015
020937	LONG ISLAND BUSINESS INSTITUTE 136-18 39TH AVENUE, 5TH FLOOR FLUSHING NY 11354-2997	Associate's Degree	Proprietary	Both (FFEL/FDL)	Default Rate	9	15.9	12.5
					No. in Default	4	7	7
					No. in Repay	44	44	56
					Enrollment figures	2,278	1,923	1,529
					Percentage Calculation	1.9	2.2	3.6

ENROLLMENT: To provide context for the Cohort Default Rate (CDR) data we include enrollment data (students enrolled at any time during the year) and a corresponding percentage (borrowers entering repayment divided by that enrollment figure). While there is no direct relationship between the timing of when a borrower entered repayment (October 1 through September 30) and any particular enrollment year, for the purpose of these data, we have chosen to use the academic year ending on the June 30 prior to the beginning of the cohort year (e.g., FY 2017 CDR Year will use 2015-2016 enrollment).

FY 2017 Official National Cohort Default Rates with Prior Year Comparison and Total Dollars as of the Date of Default and Repayment

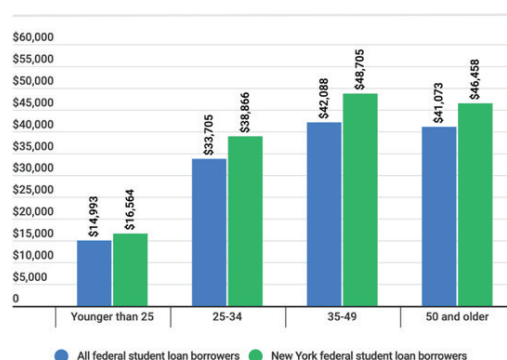
	Fiscal Year 2017 Official				FY 17 Official	FY17 Official	FY17 Official	Fiscal Year 2016 Official				FY 16 Official	FY16 Official	FY16 Official
	# of Schools	Borrower Default Rate (%)	# of Borrowers Defaulted	# of Borrowers Entered Repayment	Dollars as of the Date of Default	Dollars as of the Date of Repayment	Dollars as of the Date of Default and Repayment	# of Schools	Borrower Default Rate (%)	# of Borrowers Defaulted	# of Borrowers Entered Repayment	Dollars as of the Date of Default	Dollars as of the Date of Repayment	Dollars as of the Date of Default and Repayment
Public	1,648	9.3%	228,059	2,361,384	\$2,628,903,671	\$39,959,305,273	6.6%	1,659	9.6%	236,948	2,467,803	\$2,797,940,348	\$41,548,493,814	6.7%
Less than 2 yrs	149	13.1%	1,154	8,816	\$8,333,081	\$69,393,569	12.0%	149	12.7%	1,184	9,277	\$8,702,073	\$72,724,674	12.0%
2-3 yrs	784	15.2%	97,795	644,831	\$790,416,619	\$5,916,027,587	13.4%	797	15.9%	116,647	730,146	\$946,518,235	\$6,755,971,723	14.0%
4 yrs (+)	715	7.1%	121,110	1,707,737	\$1,830,153,971	\$33,973,884,117	5.4%	713	6.8%	119,117	1,728,380	\$1,842,720,040	\$34,719,797,417	5.3%
Private	1,718	6.7%	71,397	1,050,118	\$1,178,636,509	\$25,917,549,520	4.5%	1,726	6.6%	71,515	1,069,593	\$1,178,950,025	\$26,250,413,731	4.5%
Less than 2 yrs	48	16.4%	935	5,589	\$6,050,104	\$38,509,211	15.7%	48	16.6%	1,296	7,778	\$9,507,577	\$60,901,532	15.6%
2-3 yrs	143	15.4%	6,051	34,507	\$63,786,465	\$423,188,546	15.1%	142	15.2%	4,471	29,332	\$40,594,393	\$330,784,484	12.3%
4 yrs (+)	1,527	6.5%	64,411	1,010,022	\$1,108,799,940	\$25,455,851,763	4.4%	1,536	6.3%	65,748	1,032,483	\$1,128,848,065	\$25,858,727,715	4.4%
Proprietary	2,311	14.7%	125,687	854,352	\$1,391,060,482	\$13,595,324,306	10.2%	2,353	15.2%	149,892	985,335	\$1,650,023,004	\$15,602,339,615	10.6%
Less than 2 yrs	1,264	16.7%	21,759	130,379	\$152,995,711	\$1,008,510,417	15.2%	1,279	17.6%	25,779	146,113	\$188,317,656	\$1,162,070,976	16.2%
2-3 yrs	682	18.0%	35,366	196,592	\$320,551,423	\$2,090,715,825	15.3%	713	17.7%	39,526	222,347	\$372,797,460	\$2,421,569,857	15.4%
4 yrs (+)	365	13.1%	68,532	527,381	\$917,513,348	\$10,496,098,064	8.7%	361	13.7%	84,587	616,875	\$1,088,907,888	\$12,018,698,782	9.1%
Foreign	383	2.9%	316	18,870	\$11,891,155	\$488,860,397	2.3%	392	3.1%	332	18,545	\$11,550,134	\$466,547,665	2.5%
Unclassified	0	0.0%	0	0	0	\$7,206	0.0%	0	0.0%	0	0	0	0	0%
TOTAL	6,060	9.7%	417,429	4,276,724	\$5,209,691,817	\$79,961,046,702	6.5%	6,130	10.1%	458,687	4,533,276	\$5,638,463,511	\$83,867,794,825	6.7%

We view student loans as a slippery slope for low-income students and price a LIBI education such that loans can be largely avoided. For instance, only 29 students out of 455 starting their studies in the Fall of the 2018-2019 reporting year, received loans. As a Center for an Urban Future report suggests, "Nearly a quarter of undergraduate students in New York State who take out student loans either default or are at high risk of default after five years, driven by disproportionately high default rates at the state's for-profit schools".³⁸

Our school does not appear on the list of offenders because the number of loans taken by our students is one of the lowest in the state. We are particularly proud of the fact that we provide a quality education without encumbering our students with debt.

New York federal student loan borrowers younger than 25 owe more than national average — and more comparisons

Average federal student loan burden by age group



Source: [Student Loan Hero](#)

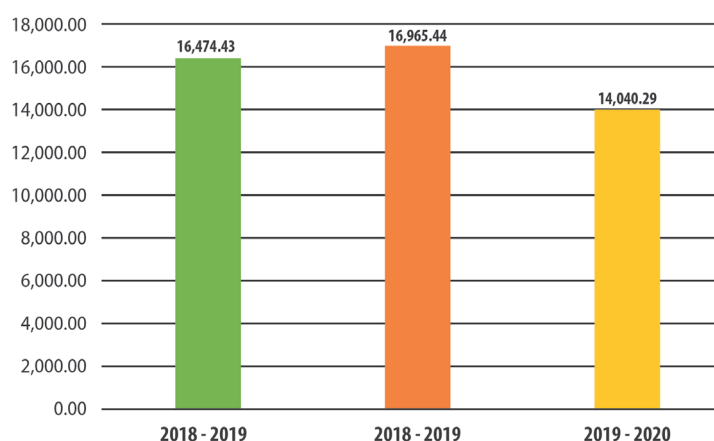
38 Center for an Urban Future, Dvorkin, E., Bowles, J., & Shaviro, C. (2018, December). DEEPER IN DEBT: FOR-PROFIT SCHOOLS DRIVING STUDENT LOAN DEFAULT IN NEW YORK STATE. <https://nycfuture.org/research/for-profit-schools-driving-student-loan-default-in-new-york>

All of our student borrowers are enrolled in the Court Reporting program at our Commack Branch Campus. The average age of our student borrowers ranges from 29-31, depending on the award year. As indicated, many of our Commack students already hold an undergraduate degree and enroll at LIBI to retrain and to seek professional skills.

The loan amounts of the few who borrow are between 36%-50% of what others in their age bracket borrow nationally, and within New York State.

Academic Year	Student Count	Total Loan	Average Loan	Average Age
2017 - 2018	14	230,642.00	16,474.43	31
2018 - 2019	9	152,689.00	16,965.44	29
2019 - 2020	7	98,282.00	14,040.29	30

Average Student Loan per Academic Year



Additional Considerations

Institutional goal: LIBI works to reduce barriers to enrollment. Keep tuition low, give access to government and institutional financial aid, provide flexible course offerings, allow for remediation and developmental education.

WHAT IS STUDENT SUCCESS?

Broadly academia defines student success as "retention, graduation, and educational attainment".³⁹ In practice, this definition is woefully oversimplified and incomplete.

The students we serve don't have a seamless transition to college, and most importantly, it is not their fault. Some of our students are not academically prepared; some feel guilty for going to college because their family is struggling financially to support them while they go to school and can't work; some have to work several part-time jobs just so that there is no additional financial strain on their families as they try to go to school. Most of our students are the first ones in their families to go to college; and uniquely to us, most are the first ones in their families to go to college in the West. It takes a lot for our students to attempt college, and our advising program has been designed and tweaked over time to address the evolving needs of our students.

Over the last decade we have worked diligently to study the student data we collect to better understand the key risk factors that contribute to dropping out. These data provide us with the ability to develop systems that enable our students to address their risk factors and to achieve academic success. As our mission dictates, we welcome students who have been historically underserved by higher education and denied significant academic, economic, and social opportunities, and those who have encountered organizational, instructional, or interpersonal barriers in reaching their educational goals.

With the exception of learning and physical disabilities, the risk factors we refer to and track are situational rather than intrinsic. The "critical" risk factors that contribute to a student's classification as "at-risk" for dropping out are overwhelmingly situational-- meaning that they are either entirely, or nearly entirely, related to a student's life circumstances.

EXAMPLES OF SUBGROUPS THAT COMPRISE THE NONTRADITIONAL STUDENT POPULATION

Nontraditional students can include, but are not limited to, the following broad, overlapping subgroups: LIBI's students fall largely into the subgroups in bold.

- **Single parents (adult single parents, teen single parents, and children living in single parent house- holds);**

³⁹ Kuh, G. D. (2004). Student engagement in the first year of college. In M. L. Upcraft, J. N. Gardner, & B. O. Barefoot (Eds.), *Challenging and supporting the first-year student: A handbook for improving the first year of college* (pp. 86–107). San Francisco, CA: Jossey-Bass.

- **Married students (divorced, widowed);**
- **Students with dependent children;**
- **Students working full-time;**
- Part-time students;
- **Financially independent students;**
- Military personnel (active duty, reservist, and veteran);
- **Adult learners (ready adult);**
- Dislocated workers;
- **Low-income students (low-income adults);**
- **Working poor;**
- Unemployed poor;
- **Public assistance recipients;**
- Homeless students (accompanied homeless youth);
- **High school non-completers (GED students);**
- **Historically underrepresented minorities (e.g. African American and Hispanic males);**
- Distance learners (online learners);
- **English as a Second Language (ESL) students;**
- **First-generation students;**
- Undocumented students;
- Students with disabilities (physical, mental, and learning disabilities);
- Older adults (senior citizens, retirees);
- **Under-prepared students;**
- Students from foster care;
- Orphans;
- Wards of the court;
- Minors

We have looked for correlations between certain risk factors and a student's likelihood of succeeding academically and we can say with a significant level of certainty that students with one or more of these factors are at an increased risk for dropping out:

- first in family to attend college
- income level (low income/lack of resources)
- employment status (including high number of work hours)
- immigration status
- marital status/single parent household
- dependents/dependent care issues
- limited English proficiency
- not finishing high school
- delayed entry into post-secondary education

Many of our students hold full-time or close to full-time jobs. This seems to fit the nationwide narrative since “low-income working learners are disproportionately Black and Latino, women, first-generation college-goers, and new citizens and residents of the United States for whom English may not be the primary language spoken in the home”.⁴⁰ We see that the more hours our students work, the more they struggle in their courses and the lower their grades are. Having to “stop-out” because of the need to work more is a frequently given reason by our low-income students. This is true of students who have high GPAs and low ones. Data from the Georgetown Center on Education and the Workforce seems to confirm our assertion, concluding that “low-income working learners are less likely to earn a credential overall, even if they come from the upper end of the academic performance distribution”.⁴¹

To better understand the phenomenon of students choosing immediate economic gain, an analysis of our data is necessary. Of the students who voluntarily stopped-out, **21% had a GPA between 3.0 and 4.0; indeed**, this confirms the point made by Georgetown Center on Education and the Workforce, that low-income students are less likely to earn their credentials *even if they are doing well academically*. Students who had GPAs between 2.0 and 2.99 who were forced to pause their studies made up **16%** of the total group in 2019-2020. Together, **37% of students who had GPAs** that would allow them to continue in good academic standing had to withdraw from college to take care of their immediate life needs. Students who stopped-out and had **GPAs below 2.0 made up 63% of the cohort**.

40 CEW Georgetown Center on Education and the Workforce, CARNEVALE, A., & SMITH, N. (2018). Balancing Work And Learning Implications for Low-Income Students. CEW Georgetown Center on Education and the Workforce. <https://1gyhoq479ufd3yna29x7ubjn-wpengine.netdna-ssl.com/wp-content/uploads/Low-Income-Working-Learners-FR.pdf>

41 Source: Georgetown University Center on Education and the Workforce, Balancing Work and Learning: Implications for Low-Income Students, 2018

Student Withdrawal by Academic Program & GPA 2019 - 2020								
Academic Programs	2.0 - 2.99		3.0 - 4.0		Below 2.0		Grand Total	
	Count	%	Count	%	Count	%	Count	%
Accounting	18	2%	33	4%	58	7%	109	13%
Additional Classes	-	0%	-	0%	-	0%	-	0%
Business Management	34	4%	36	4%	196	23%	266	31%
Court Reporting	11	1%	7	1%	9	1%	27	3%
Court Reporting Certificate	2	0%	3	0%	-	0%	5	1%
Homeland Security and Security Management	6	1%	1	0%	13	2%	20	2%
Hospitality Management	11	1%	17	2%	87	10%	115	14%
Non-Matriculated	-	0%	-	0%	-	0%	-	0%
Office Technology	52	6%	77	9%	177	21%	306	36%
Grand Total	134	16%	174	21%	540	63%	848	100%

While in school, our students typically work in low-paying, service jobs for the sake of a paycheck to sustain themselves and their families. Unlike their non-low-income peers, our students are not gaining high-impact skills through their jobs that are mostly in sales and food services. We note that the Georgetown Center on Education and the Workforce maintains that "to be valuable and propel workers up the career ladder, work experience should relate to the student's field of study and include reflective learning on the job: structured space for students to reflect on their work experience and how it connects to what they are learning in the classroom. Reflective learning on the job, the work-based equivalent of metacognition, is essential because it empowers working learners to think intentionally about their future career trajectory and development, identify potentially relevant skills to develop, and develop a lifelong learning disposition"⁴². It must be underscored that economic disparities for our students extend much beyond connecting what they are learning in the classroom with the jobs they hold. The lack of ability to participate in internships, for example, because they cannot afford to decrease their workhours, prevents them from building "social capital", interfacing with professionals who can mentor them, and who may help with job placement after graduation. The cycle that low-income students are caught in, choosing survival versus investing in their future, is a vicious one.

Of the **2,071 students** who started in the 2019-2020 academic year, 407 of the first-time, full-time students withdrew. The average age for these 407 first-time, full-time students was 35, making them nearly a decade older than the national average. According to

42 Source: Georgetown University Center on Education and the Workforce, Balancing Work and Learning: Implications for Low-Income Students, 2018

NewAmerica.org, the average college student is 26.4 years of age⁴³. As our students are also first-generation college students (FGCS), and it is worth mentioning that nationally 28% of FGCS are age 30 and above.⁴⁴

Looking at our data for this academic year more closely, we can see that the students who withdrew carried an average of 4 risk factors for dropping out. Of the 407, first-time, full-time students, 94% were students of color and 88% met the threshold for being classified as low-income. To present the most accurate picture of the risk-factors we utilized FAFSA filings to obtain data for these classifications.

For 80% of the 407 who withdrew, English was not their native language. Of the entire cohort who withdrew, 63% reported being the sole income providers for their families, and 15% were single parents. Eleven percent were new immigrants.

Each risk factor alone adds a significant strain on a student's ability to remain in school; the students who withdrew have an average of 4 such risk factors. We are not using these observations as an excuse for the attrition, but we must provide a context of who our students who struggle are. It should be noted that students who withdraw often allude to having to do so due to factors across multiple domains, reiterating the reality that there are complex interactions among the various risk factors. It is for this reason that our advising team must be finely attuned to the complex, multidimensional needs of our vulnerable student populations.

***"Income still has an enormous influence on whether someone goes to college — and whether that person graduates"*⁴⁵.**

43 <https://www.newamerica.org/in-depth/varying-degrees/perception-vs-reality-typical-college-student/#:~:text=The%20average%20college%20student%20is%2026.4%20years%20of%20age>

44 <https://firstgen.naspa.org/files/dmfile/FactSheet-01.pdf>

45 Lipka, S. (2020, February 27). 'I Want to See You Here': How to Make College a Better Bet for More People. The Chronicle of Higher Education. https://www.chronicle.com/article/i-want-to-see-you-here-how-to-make-college-a-better-bet-for-more-people/?cid2=gen_login_refresh&cid=gen_sign_in

STUDENT WITHDRAWALS BY ACADEMIC PROGRAM & RISK FACTORS First-time, Full-time Academic Year 2019 - 2020									
Academic Programs	Risk Factors by Academic Programs							Student Count	AVG. Number of Risk Factor per student
	Single Parent	Sole Income	Low Income	New immigrant	ESL	Minority	ATB		
Accounting	6%	46%	88%	15%	90%	100%	37%	52	4
Business Management	18%	73%	89%	11%	80%	94%	33%	132	4
Court Reporting	29%	71%	29%	0%	0%	57%	0%	7	2
Homeland Security and Security Management	29%	64%	71%	7%	0%	86%	21%	14	3
Hospitality Management	12%	71%	95%	17%	76%	88%	36%	59	4
Non Matriculated	0%	17%	17%	0%	100%	100%	33%	12	3
Office Technology	15%	60%	95%	8%	88%	98%	37%	131	4
GRAND TOTAL	15%	63%	88%	11%	80%	94%	34%	407	4

Some interesting observations about the differences between academic programs can be made.

Our Court Reporting campus is located in Commack, NY – a suburb in Suffolk County, where 92% of residents own their homes. According to niche.com the median home value is \$495,000 well over the \$217,500 national average.⁴⁶ The risk factor of low-income is the lowest, at 29%, of all of our programs for students attending our Commack campus. Interestingly, single parenthood as a risk factor for dropping out is the highest in our Court Reporting program. This is consistent with the demographic of our students at this location. In the corresponding year 2019-2020, 91.2% of the Commack students were female. Nearly 30% of the students are between 30-39 years old, while the largest age distribution (20-29) falls at nearly 47% of the student body.

Many of the students come to us to retrain for a flexible profession that would allow them to control their work hours due to family obligations. Court reporting involves a highly

⁴⁶ <https://www.niche.com/places-to-live/commack-suffolk-ny/>

specialized skillset and an excellent command of the English language, which is why our students at this campus have zero risk factors such as new immigrants, English as Second Language (ESL) learners, or students who do not hold a high school diploma (ATB).

Students who drop out of this program generally have half of the risk factors that our students in the urban campuses do. The biggest reasons why students are at risk for dropping out of Court Reporting is due to single parenthood and being a sole income earner. Again, this is very consistent with the life circumstances of our students at this location.

This program requires a tremendous time investment outside of class as students must practice to achieve 225wpm (words per minute) in order to graduate. Our program is approved by National Court Reporters Association (NCRA), and we must meet their established standards and strict requirements for membership.

Academic Year 2019-2020 LIBI COMMACK		
Age	Count	%
<20	2	1.4%
20 - 29	69	46.6%
30 - 39	44	29.7%
40 - 49	23	15.5%
50 - 59	10	6.8%
60 +	0	0.0%
Grand Total	148	100.0%

Academic Year 2019-2020 LIBI COMMACK		
Gender	Count	%
Male	13	8.8%
Female	135	91.2%
Grand Total	148	100.0%

Students who withdrew from the Business Management major had the highest percentage of sole income occurrences of any program. In other words, based on FAFSA filings, 73% of the students in Business Management were the sole income providers for their families, more so than any other program. Accounting and our non-matriculated students had the lowest instances of being sole income providers.

Of the students who withdrew from the Office Technology and Hospitality Management, 95% were low-income. Together these two programs constitute nearly half, 190 students, of the 407 withdrawals. Put another way, of the 47% of the students who withdrew, 95% were low-income students. Business Management students constitute 132 students, or 32%, of the 407 who withdrew. Of the 132 students in that major, 89% were low-income students.

While only 13% of students who withdrew were in the accounting major, 88% of those stu-

dents were low-income. In addition, 90% of the students who withdrew from the Accounting major were ESL, but only 15% were new immigrants.

Financial instability is overwhelmingly one of the main reasons students have to stop-out.

Of the first-time, full-time students who withdrew, 86.5% were Pell recipients.

FIRST-TIME, FULL-TIME STUDENTS ACADEMIC YEAR 2019 - 2020			
Race / Ethnicity	PELL Recipients	Students WITHOUT PELL	Grand Total
American Indian or Alaska Native	0%	0%	0%
Asian	51%	8%	58%
Black or African American	8%	1%	9%
Hispanic	23%	3%	25%
Two or more races	1%	0%	1%
Unknown	4%	0%	4%
White	0%	2%	2%
Grand Total	86.5%	13.5%	100%

Studies show that FGCS express greater fear of failing in college, worry more about financial aid, and feel they have to put more time into studying⁴⁷. We have experienced exactly that with our students.

In order to address the unique needs of our students, we must be equipped with reliable predictive models for who is at the greatest risk for leaving without completing their credentials. We utilize what we know historically about our students to assist with the efforts of our academic advising team. The third-week welcomes are attuned to identifying students who fall into our common risk groups so that extra help and attention can be provided to support these students' efforts.

Disaggregating the data further provides an even clearer picture of a subset of students and the complex relationship between risk factors. When we look at our student withdrawals by GPA, risk factor, and academic program, an even clearer picture emerges. Single parenthood, irrespective of race, is a major contributor to dropping out for students with **low** GPAs only. Single parenthood is not a major contributor to dropping out for students with GPAs of 3.0 to 4.0, if no income factors exist. In fact, regardless of race,

47 Biu, K. V. T. (2002). First-generation college students at a four-year university: Background characteristics, reasons for pursuing higher education, and first-year experiences. *College Student Journal*, 36(1), 3-12.

students with GPAs of 2.0-2.99 also show very small linkage between single parenthood and stopping-out as long as it is a single factor. However, once low-income is added to the risk-factor category, we see a significant increase in withdrawals. For instance, Asian students with GPAs between 2.0 and 2.99 went from .02% withdrawal rate due to single parenthood alone, to 5.6% withdrawal rate due to single parenthood and low-income.

The most staggering data point, and one that is of much interest to us, is that low-income students and low GPAs have a very highly likelihood of stopping-out. Of the 407 students who withdrew, 300, or 64.6% had a GPA below 2.0. This reiterates the research findings that low-income students are more likely to give-up their education in face of academic challenges. Additionally, underlying issue that hastens withdrawals in this group is that when students who are low-income fail to meet Satisfactory Academic Progress (SAP) which dictates eligibility for government grants, they simply cannot afford to pay tuition out of pocket. Essentially, when low-income students fall below the threshold of academically qualifying for aid, they are financially unable to take additional courses in order to return themselves to good academic standing; hence, withdrawal is the only alternative. Low-income Asian students with GPAs below 2.0 withdrew at the rate of 38.1%, while 7.9% low-income Black/African American students with GPAs below 2.0 withdrew. Hispanic students in the same category withdrew at the rate of 14%, while .5% of low-income students who were White and below 2.0 withdrew. We caveat the White student statistic since the total number of students in this race category are in Court Reporting and it was only 7 students. Of the 7 students who withdraw, 3 were White, and of those only 1 was low-income.

The same patterns emerge when we continue to examine the other factors along GPA parameters. The impact of all the other risk factors is more pronounced for students when the GPA is lower. For example, being classified as a student of color contributes to a withdrawal rate of 17.0% for Asian students with GPAs between 3.0 and 4.0 but goes up to 41.5% for students with GPAs below 2.0.

STUDENT WITHDRAWALS BY RACE, ETHNICITY & GPA First-time, Full-time Academic Year 2019 - 2020								
Race / Ethnicity / GPA	Risk Factors by Academic Programs							Student Count
	Single Parent	Low Income	New Immigrant	ESL	ATB	Minority	Sole Income	
2.0 - 2.99	1.5%	7.1%	0.5%	6.9%	2.5%	8.1%	4.7%	34
Asian	0.2%	5.4%	0.5%	5.7%	1.7%	5.7%	2.5%	
Black or African American	0.7%	0.2%	-	-	0.5%	1.0%	0.7%	
Hispanic	0.5%	1.2%	-	1.2%	0.2%	1.5%	1.2%	
Unkown	-	0.2%	-	-	-	-	0.2%	
3.0 - 4.0	1.2%	16.2%	2.9%	16.7%	4.9%	17.4%	7.6%	73
Asian	1.2%	16.0%	2.9%	16.5%	4.9%	17.0%	7.6%	
Hispanic	-	-	-	0.2%	-	0.5%	-	
White	-	0.2%	-	-	-	-	-	
Below 2.0	12.0%	64.6%	7.6%	56.3%	26.8%	68.8%	50.9%	300
Asian	2.9%	38.1%	6.4%	41.5%	13.0%	43.7%	26.3%	
Black or African American	4.2%	7.9%	0.2%	-	5.4%	9.1%	7.1%	
Hispanic	3.4%	14.0%	0.7%	14.7%	6.1%	16.0%	13.3%	
White	0.2%	0.5%	-	-	0.2%	-	0.5%	
Unknown	1.2%	4.2%	0.2%	-	2.0%	-	3.7%	
GRAND TOTAL	15%	88%	11%	80%	34%	94%	63%	407

The following excerpt from “Do Financial Aid Policies Unintentionally Punish the Poor, and What Can We Do About It?” succinctly summarizes what our students experience. The authors spoke to community college students just like ours and heard exactly the same sentiments echoed.

“Maintaining financial aid eligibility is a major source of stress for community college students, who are among those most likely to be dealing with poverty, financial instability, and related life crises—all of which can, at any point, threaten their academic performance and, consequently, their ability to continue in college due to the loss of their financial aid eligibility. Many of the students we interviewed lived in fear of such peril or had suffered from loss of aid due to their academic struggles. Many had lost financial aid due to a low GPA (possibly initially caused by difficulties with financial aid) and were struggling to regain eligibility, whereas others were attempting to

maintain the delicate balance between minimum credits they must take to be eligible for financial aid and becoming overloaded with coursework. Students who are unable to maintain a balance may end up sacrificing their financial aid eligibility. One semester where life interferes with school may mean financial aid eligibility probation or a temporary loss of their financial aid, further complicating their attempts to continue their education. Students feel pressure to continue taking and passing courses in which they are struggling in order to avoid financial aid penalties, even when life circumstances, such as family death, illness, or job loss, become overwhelming.”⁴⁸

HISTORIC LOOK AT RISK FACTORS AT LIBI

The risk factors of our first-time, full-time students have remained consistent, with some fluctuations in the various categories.

FIRST-TIME, FULL-TIME STUDENTS ACADEMIC YEAR 2017 - 2018			
Risk Factors	Code	Count	%
Single Parent	0	148	14%
Low Income	1	904	88%
New Immigrant	2	81	8%
ESL	3	747	72%
ATB	4	469	45%
Minority	5	982	95%
Sole Income	6 or more	671	65%
TOTAL STUDENT POPULATION	1032		
PERCENTAGE OF STUDENTS WITH AT LEAST 4 OR MORE RISK FACTORS	649		63%
PERCENTAGE OF STUDENTS WITH AT LEAST 5 OR MORE FACTORS	203		20%

48 NEW DIRECTIONS FOR COMMUNITY COLLEGES, no. 172, Winter 2015 © 2015 Wiley Periodicals, Inc. Published online in Wiley Online Library (wileyonlinelibrary.com) • DOI: 10.1002/cc.20164

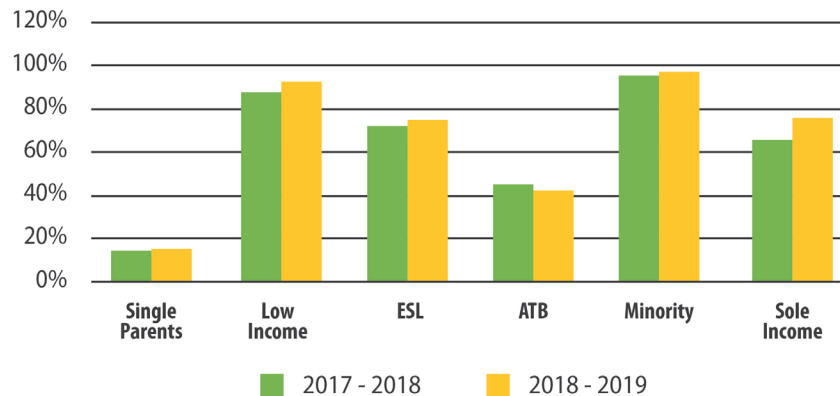
In 2017-2018 academic year, 63% of our students had 4 or more risk factors for not completing their credential. Additionally, 20% had at least 5 or more risk factors for dropping out.

In 2018-2019 academic year, 67% of first-time, full-time students had more than 4 risk-factors for dropping out, while 19% had 5 or more such risk factors.

FIRST-TIME, FULL-TIME STUDENTS ACADEMIC YEAR 2018 - 2019			
Risk Factors	Code	Count	%
Single Parent	0	53	15%
Low Income	1	314	92%
New Immigrant	2	22	6%
ESL	3	257	75%
ATB	4	145	42%
Minority	5	333	97%
Sole Income	6 or more	262	76%
TOTAL STUDENT POPULATION	343		
PERCENTAGE OF STUDENTS WITH AT LEAST 4 OR MORE RISK FACTORS	231	67%	
PERCENTAGE OF STUDENTS WITH AT LEAST 5 OR MORE FACTORS	66	19%	

Most notably, we saw an 11 percentage point increase in our first-time, full-time students who are sole income providers for their families from the 2017-2018 to 2018-2019 reporting year. Further, students classified as low-income increased by 4% from the 2017-2018 to 2018-2019 reporting year. Similarly, we have seen a 3% increase in ESL students. These changes are consistent with our assertion that the shifts in the demographics in Flushing are heavily influencing the shifts in our campus demographics. We have always served a heavily at-risk for not completing their credential population, but as we mentioned previously, those risk factors have been steadily increasing over the last 3 years.

Risk Factor Comparison First-Time, Full-Time Students



We have been strong proponents of addressing the risk factors our students face through a holistic learning process that aims to form a solid foundation for the development of life-long learning. As mentioned, over time, we have found that all risk factors are important indicators of potential stumbling blocks for our students, but some factors are indispensably more important and stronger predictors of risk than others.

We take a proactive approach to addressing risk factors, namely, early detection followed by intervention and support. We have found that a reactive approach that allows students to fall behind academically, or fail courses, and then intervene with assistance is incongruent with the needs of our student population. For this reason, we have instituted a number of initiatives centered around what has historically been known to as intrusive advising, or as we like to refer to it –proactive advising. We have found that self-efficacy is a reliable predictor of student success, and for this reason academic advisors initiate contact with all freshmen in the first month of the initial semester to prepare students to take an active role in their own learning process from the very beginning of their journey. We strongly believe that students who persist are students who understand the learning process and develop the ability to think about their learning in a resilient, non-defeatist way.

Most of our students lack the frame of reference for a realistic college experience because they are the first in their families to attempt college. This, coupled with the fact that many are also immigrants with educational experience outside of this country, amplifies self-esteem issues and emotional distress related to the fear of failure. Because we understand that our students have no one from whom to seek advice or who could assist with career direction and educational goals, we ensure that they are paired with an advisor from the moment they receive their first course schedule. The name of the student's assigned academic advisor is printed on the course schedule and the initial formal contact

the student receives is from their academic advisor in form of a Third Week Welcome.

The Third Week Welcome is designed to allow the student to get to know their assigned academic advisor and for the advisor to identify any issues that may prevent the student from being able to properly participate in their educational activities. Meetings are pre-set to allow 30-40 minutes of uninterrupted one-on-one time. Answers to prepared questions are recorded by the advisors and used to help the advisor build a risk profile for each student. Questions among others, include whether the student has children and proper childcare; whether the student is working and how many hours per week; a discussion of student's goals takes place along with a dialogue about the major the student has selected etc.

The meeting helps the advisor obtain an initial baseline of:

- the student's academic mindset
- the student's level of motivation
- the student's goal clarity
- level of preparedness for academic challenges
- communication skills
- whether strong support groups exist
- key social skills

WHY WORRY ABOUT ACADEMIC MINDSET?

"People's beliefs about their abilities have a profound effect on those abilities. Ability is not a fixed property; there is a huge variability in how you perform. People who have a sense of self-efficacy bounce back from failure; they approach things in terms of how to handle them rather than worrying about what can go wrong."

(Bandura, 1977b)⁴⁹

Simply put, students who believe they have the capability, or ability, to make it through an academic program influence their academic perseverance. "Short and long-term success

⁴⁹ Bandura, A (1977). [Self-efficacy: Toward a Unifying Theory of Behavioral Change](#). Psychological Review. 84 (2): 191–215. Bandura, Albert (1977), [Social Learning Theory](#) Vol. 1). Englewood Cliffs, NJ: Prenticehall.

is significantly impacted by one's strength of belief in one's self or sense of self-efficacy" (Apple, Morgan, & Hintze, 2013)⁵⁰. We know from research and our own observations that students' belief in their ability to learn and to achieve—their self-efficacy— can predict their level of academic performance above and beyond their measured level of ability and prior performance (Bandura, 1997)⁵¹.

First-generation college students, without encouraging familial support mechanisms, often feel overwhelmed and accept failure in one area as a projection of their abilities. Students who are the first in their families and friend groups to attempt college have a tendency to acknowledge and embrace performance labels. The frequently uttered "I'm not college material", "I don't have what it takes", or "I'm not smart enough to make it through" is too often a self-fulfilling prophecy. This is why having a strong support network of academic advisors at the college is a critical component of not just academic – but social support. Our advisors work to help the students understand that success in all aspects of our lives –academic, professional, and personal—depend on our ability to handle stress, to manage our emotions, to learn basic study techniques, to set goals, to learn how to manage our time, and address self-esteem issues in a productive and honest way. As noted previously, we approach our growth goals with our students holistically, addressing remedial needs, hard and soft skill acquisition, personal issues that may hinder progress academically or professionally, and empowering students to trust their abilities without fearing failure. Teaching students to overcome barriers they have been socialized to believe exist, opens the world to life-long learning, and that is a high priority for us, as well as part of our mission.

ADVISORS AS CULTURAL GUIDES

What is the job of an academic advisor?

At most colleges, the academic advisor role is also charged with being a "cultural guide" or a "navigator" for new students. That navigation, however, generally entails helping students acclimate to the institutional culture, its rules and policies, and the student services it offers. For us, that cultural guide role expands to encompass all of the traditional responsibilities, but also mitigating immigrant anxiety such as carrying a great weight of responsibility to sustain their families and learning to live and thrive in a new country. Our advisors dedicate time to establish trust with the students by demonstrating cultural sensitivity, being non-judgmental and supportive of our students' developmental back-

50 Apple, D., Morgan, J., & Hintze, D. (2013). *Learning-to-learn: Becoming A self-grower*. Hampton, NH: Pacific Crest

51 Bandura, A (1977). [Self-efficacy: Toward a Unifying Theory of Behavioral Change](#). *Psychological Review*. 84 (2): 191–215.

grounds. In many instances, our advisors receive full credit from our graduates for being the vital life-changing support mechanism that helped them progress toward graduation and a career. More than any other student service we offer, advising is the lynchpin between the students and their progress toward graduation.

We have already discussed that lack of preparedness (including technology proficiency) for college places our students at risk of failing courses and dropping out of college, either temporarily or permanently, particularly during their first year of enrollment. However, this accounts for only a portion of our students. As also discussed, the heavy new immigrant population we serve, faces multi-faceted challenges, in addition to the traditional obstacles faced by students when they return to school after being away for extended period of time, our students must also learn to navigate the American educational landscape, and overcome cultural and linguistic barriers.

Our students are not unique: published "data suggest that immigrant students are significantly more likely than non-immigrant students to believe that specific obstacles stand in the way of their academic achievements, including family responsibilities, weak English and math skills, study skills, study behaviors, and study environments. Furthermore, the data suggest that immigrant students are more likely than non-immigrant students to indicate mental health concerns as obstacles to their academic success"⁵².

We noted previously that challenges faced by our students are very similar to those faced by non-immigrant working-class students and those classified as living in poverty. We also pointed out that many of our students are both immigrants and low-income. "The data also suggest that immigrant students are significantly more likely than non-immigrant students to report areas including lack of study skills, poor study behaviors, and poor study environments as impediments to their academic success. For example, immigrant students reported having more inadequate study skills (e.g., knowing how to start, knowing how to get help, or organizing material), poor study behaviors (e.g., waiting until the last minute, being easily distracted)"⁵³.

Our advisors have candid conversations with their assigned students about study space and study conditions. We know from our own experience and research that immigrant and low-income families frequently share living space with extended family members, and private study space is difficult to procure. In addition to family distractions, there are family obligations that make completing academic assignments on time difficult for many students. It is for this reason that designated computer labs are available to students whenever they are not being used for classes. The Academic Success Centers at both the

52 Soria, Krista; Stebleton, Michael. (2013). Immigrant college students' academic obstacles. The Learning Assistance Review. Retrieved from the University of Minnesota Digital Conservancy, <https://hdl.handle.net/11299/150033>.

53 Soria, Krista; Stebleton, Michael. (2013). Immigrant college students' academic obstacles. The Learning Assistance Review. Retrieved from the University of Minnesota Digital Conservancy, <https://hdl.handle.net/11299/150033>.

Main Campus and the Extension Center have dedicated computers for students to use to complete and print their homework, as do the libraries.

Cultural gender roles are another reason we see affecting our female students' ability to attend their classes and complete their assignments. As noted, immigrant students (adult migrants) generally live with their families and often have multiple family responsibilities. Female students frequently tell us that culturally they are expected to shoulder most of the family and home responsibilities. For instance, in accordance with the traditions and thereby expectations, sick children and parents are cared for by the female members of the family irrespective of educational obligations. Our advisors find themselves having extensive conversations with our female immigrant students about home and school balance issues. The conflict of "staying true" to their cultures while negotiating the western expectations of female participation in education are delicate. "These familial tasks may often interfere with academic work as well as academic self-efficacy and career decision making"⁵⁴.

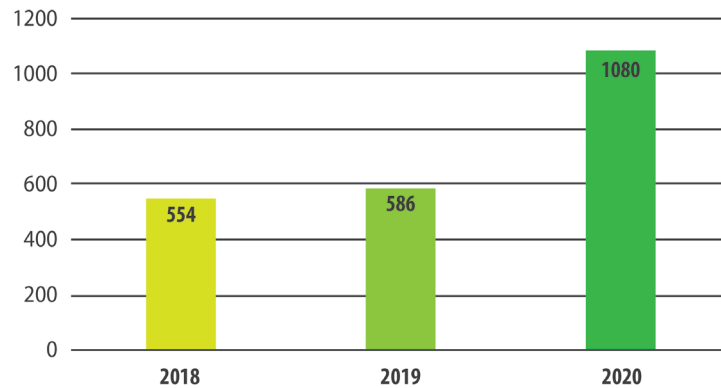
Gender stereotypes interconnect with race, class, and societal pressures. We are aware of the difficult position we place our female migrant students in when our expectations don't acknowledge and consider gender-based social norms and how they may be holding back behavior change. We acknowledge that our understanding of the processes that promote more open attitudes about gender among adult migrants, however, remains limited. "According to the socialization perspective, attitudes are formed during childhood and remain stable throughout adulthood. This implies that immigrants adopt gender attitudes that reflect the cultural attitudes of the context in which they experienced early socialization"⁵⁵. With this in mind, we understand that our adult immigrant students will likely not adopt American gender roles quickly, so we can only help students better manage their time to accommodate their college obligations and their domestic and familial duties. Time management and goal setting are big themes discussed in advising sessions and in the Freshmen Experience Course.

In order to address study skills and learning deficits, we offer an extensive tutoring program that can be utilized as frequently as students wish to, free of charge. Both the Main Campus and Extension Center have Academic Success Centers with Coordinators who work with the academic advisors to ensure that students are scheduled for tutoring sessions as soon as an issue with course material becomes evident. Students receive one-on-one tutoring, or may request group tutoring, in any subject taught at LIBI.

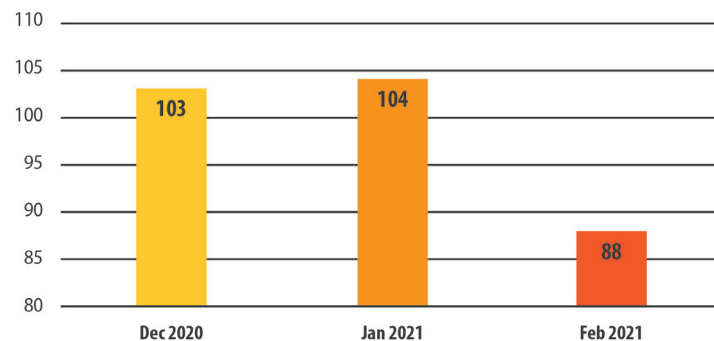
54 Ma, P.-W. W., & Yeh, C. J. (2010). Individual and familial factors influencing the educational and career plans of Chinese immigrant youths. *Career Development Quarterly*, 58, 230- 245.

55 Pessin, Léa, and Bruno Arpino. 15 Mar. 2018, www.ncbi.nlm.nih.gov/pmc/articles/PMC5875938/.

NYC Learning Center Tutoring Requests Three-Year Report



Learning Center Tutoring Requests 2021 Report



To further reinforce the culture of support, academic advisors conduct “mid-term check-ins” between weeks 8-10 of the semester. By then, students have already experienced midterm exams and have been graded on various assignments, and the faculty have been asked to communicate to the advisors any concerns they have with students’ performance. The midterm check-ins allow the advisors to convey any concerns from faculty in a caring and supportive environment and to intervene by making referrals to tutoring. If the students are doing well, this is also a great opportunity to reinforce student confidence. We find that it is important to have frequent contact and communication with our immigrant student population because many misinterpret their struggles in one class as a “vote of no confidence” in their abilities to make it through their entire course of study. Just as with other cultural examples that our students are socialized to believe, getting good grades is a sign that someone belongs in college. Our immigrant students’ preoccupation with getting good grades is markedly outsized in comparison to other groups. For

our working-class immigrant students, as well as our working-class non-immigrant students, not going to college is part of their "class biography" so a failing grade in a course is viewed in the context of that narrative. Advisors are prepared to wade in those cultural waters regularly.

"GATEKEEPER" COURSES

We track pass rates of courses traditionally considered gateway or gatekeeper, such as Math and Developmental English, to better help us understand the level of staffing required for the Academic Success Center, to look for patterns that may help us improve instruction, and to determine whether these courses ultimately predict retention and graduation. "Gateway courses are defined as foundational, credit-bearing, lower division courses, for which large numbers of students are at risk of failure and which accordingly stand as "gatekeepers" to further study and degree completion."⁵⁶

We also analyze our gateway courses to determine where minority and low-income students are disproportionately struggling and to help us determine whether success in these gateway courses predicts success in upper-level courses, and ultimately, whether it predicts graduation.

On average about 20%, or 1 in 5 students, fails Math. This trend remains fairly consistent across the six semester starts. Interestingly, just as many students earned a grade of "A" in the same course (19% of students in 2018 and 25% in 2019).

Developmental English, Eng001, pass rates averaged 74% in 2018 and 80% in 2019. This is a gateway course to fulfilling general education requirements such as the Short Story Course.

⁵⁶ Cabrera, A. F. Burkum, K. R. & La Nasa, S. M. (2005). Pathways to a four-year degree: Determinants of transfer and degree completion. In Alan Seidman (Ed.). College Student Retention: A formula for success. ACE/Prager Series on Higher Education, 155-214. Campbell, J. P., & Oblinger, D. J. (2007). Academic analytics. EDUCAUSE. Retrieved from: <http://net.educause.edu/ir/library/pdf/PUB6101.pdf>

COURSE GRADE DISTRIBUTION - BUS197 2018															
TERMS 2018	A	A-	B	B-	B+	C	C-	C+	D	D+	F	NS	UW	W	GRAND TOTAL
JAN2018	24%	5%	5%	3%	4%	5%	4%	2%	14%	1.6%	18%	0%	11%	4%	188
MAR2018	14%	5%	3%	8%	0%	6%	5%	1%	16%	0.6%	23%	3%	13%	2%	154
MAY2018	18%	2%	5%	3%	4%	2%	6%	3%	8%	2.6%	24%	0%	19%	3%	116
JUL2018	19%	7%	7%	4%	3%	6%	4%	2%	10%	0.0%	17%	0%	15%	6%	109
SEP2018	21%	9%	5%	5%	3%	5%	5%	1%	5%	2.7%	17%	5%	10%	3%	182
NOV2018	17%	6%	7%	8%	4%	5%	4%	0%	10%	0.8%	18%	1%	12%	7%	122
GRAND TOTAL	19%	6%	6%	5%	3%	5%	5%	2%	11%	1.4%	20%	2%	13%	4%	871

COURSE GRADE DISTRIBUTION - BUS197 2019																
TERMS 2019	A	A-	B	B-	B+	C	C-	C+	COVID- 20	D	D+	F	NS	UW	W	GRAND TOTAL
JAN2019	22%	4%	8%	3%	3%	4.5%	4%	3%	0%	9%	2.6%	19%	1%	13%	5%	154
MAR2019	26%	6%	0%	1%	4%	4.8%	6%	2%	0%	10%	1.0%	22%	2%	11%	5%	105
MAY2019	24%	4%	3%	2%	9%	4.9%	2%	1%	0%	11%	1.6%	19%	2%	12%	3%	123
JUL2019	22%	4%	6%	2%	1%	4.8%	3%	3%	0%	7%	1.6%	29%	6%	7%	4%	124
SEP2019	36%	11%	5%	5%	4%	6.5%	3%	1%	0%	10%	2.4%	11%	4%	0%	2%	169
NOV2019	21%	7%	7%	1%	6%	7.5%	2%	3%	1%	8%	1.4%	31%	3%	0%	1%	147
GRAND TOTAL	25%	6%	5%	2%	4%	6%	3%	2%	0%	9%	2%	22%	3%	7%	3%	822

COURSE GRADE DISTRIBUTION - ENG001 2018							
TERMS 2018	PS	P+	NS	R	UW	W	GRAND TOTAL
JAN2018	74%	0.0%	0.0%	22%	2%	1%	82
MAR2018	58%	19.4%	2.8%	17%	3%	0%	36
MAY2018	84%	0.0%	0.0%	8%	6%	2%	49
JUL2018	64%	2.4%	0.0%	21%	7%	5%	42
SEP2018	64%	7.3%	0.0%	24%	4%	2%	55
NOV2018	68%	0.0%	5.3%	24%	3%	0%	38
GRAND TOTAL	69%	4.8%	1.3%	19%	4.1%	2%	302

COURSE GRADE DISTRIBUTION - ENG001 2019								
TERMS 2019	P+	PS	NS	R	F	UW	W	GRAND TOTAL
JAN2019	14.3%	69%	0.0%	14%	0.0%	2%	0%	49
MAR2019	6.1%	70%	3.0%	18%	3.0%	0%	0%	33
MAY2019	0.0%	76%	0.0%	13%	0.0%	0%	11%	38
JUL2019	15.4%	65%	0.0%	12%	0.0%	4%	4%	26
SEP2019	28.1%	56%	0.0%	13%	0.0%	0%	3%	32
NOV2019	14.3%	68%	0.0%	18%	0.0%	0%	0%	28
GRAND TOTAL	13%	67%	0.5%	15%	0.5%	1.0%	3%	206

BUS197 - FAILURE BY RACE 2019		
Race / Ethnicity	Student Count	%
Asian	72	40.7%
Black or African American	21	11.9%
Hispanic	79	44.6%
Two or more races	1	0.6%
(blank)	4	2.3%
GRAND TOTAL	177	100%

ENG001 - FAILURE BY RACE 2019		
Race / Ethnicity	Student Count	%
Asian	13	41.9%
Black or African American	3	9.7%
Hispanic	14	45.2%
Unknown	1	3.2%
GRAND TOTAL	31	100%

When we analyze failure rates of this gateway Math course by race, we can see that Hispanic students have the highest failure rates (44.6%) followed by Asian students with 40.7%. We must note that Hispanic students are significantly over-represented in the failure statistics for this gateway course, as they constitute roughly 25% of the overall student population of the college but an outsized nearly 45% of failures. Asian students constitute roughly 51% of the college student population but represent almost 41% of failures in this course and are proportionally underrepresented. Our Black/African American students represent about 15% of the college and their failure rates in this course roughly correspond to the portion of their over-all representation. The performance of the group that we must address is the Hispanic students.

For Developmental English, ENG006, failure rates for our Hispanic students are also proportionally outsized at 45.2%. Our largest institutional racial group, Asian students, make up 41.9% of the failures in this course. Under 10% of our Black /African American students

fail this course, at rates proportionally lower than this group's overall college enrollment. Again, we need to bring transparency to these courses by collecting and analyzing more data to determine what we need to do to enable this group's success in these gateway courses. As John Gardner, of the John N. Gardner Institute for Excellence in Undergraduate Education, notes "fixing these [gateway] courses is, in essence, a social-justice issue, one that higher education has an ethical, and overdue, obligation to address". bringing transparency to these courses so they are explicit about what students need to do to succeed"⁵⁷.

DROP, FAILURES, AND WITHDRAWALS — DFW GRADES

In 2018 Business 197 DWF grades constituted 51.4% of the course (averaging all 6 semesters for that year). In 2019 in that same course the DWF's constituted 43% of the average for the 6 semester starts). We are pleased to see that adjustments made resulted in a 16% drop in DWF's from the previous year in this gateway math course. We can attribute this improvement to assigning courses only to three selected faculty members versus the pool of 5-6 we used to assign to the course. We will continue to monitor this course very closely as we must address the high rates of failure among the Hispanic students.

We also look to see if there is actionable information we can find by looking at whether the general connection among D grades, Failures, and Withdrawals (DFW's) and attrition holds up for the different groups of students in other major-specific gateway courses.

"While outcomes vary by course and campus, research shows that first-generation, lower-income, and underrepresented students have higher rates of D's, F's, withdrawals, or incompletes in these courses, even when they are performing well in their other classes".⁵⁸

Our data confirm that our students of color exhibit similar trends to what is published in wider research focusing on underrepresented students. In addition to the highest failure rates, our Hispanic students also have the largest rates of Withdrawals from gateway courses. An interesting observation emerged in this dataset with regard to our Asian students. It looks like the Asian students are less likely than any other group to withdraw from math (24%) and most likely to receive a "D" in the course (44% of Ds received in math in 2019 were received by Asian students). Whereas the highest number of withdrawals, 40%, have been recorded in this course by the Hispanic students. Hispanic students also

57 Beth McMurtrie. (2020, January 16). CHE. <https://www.chronicle.com/newsletter/teaching/2020-01-16>

58 Beth McMurtrie. (2020, January 16). CHE. <https://www.chronicle.com/newsletter/teaching/2020-01-16>

received the second highest percentage of “D” grades at 38%. It should also be noted that 30% of our Black/African American students withdrew from the course.

BUS197 WITHDRAWALS AND IMCOMPLETE BY RACE 2019		
Race / Ethnicity	Student Count	%
Asian	25	24%
Black or African American	32	30%
Hispanic	42	40%
White	1	1%
(blank)	6	6%
GRAND TOTAL	106	100%

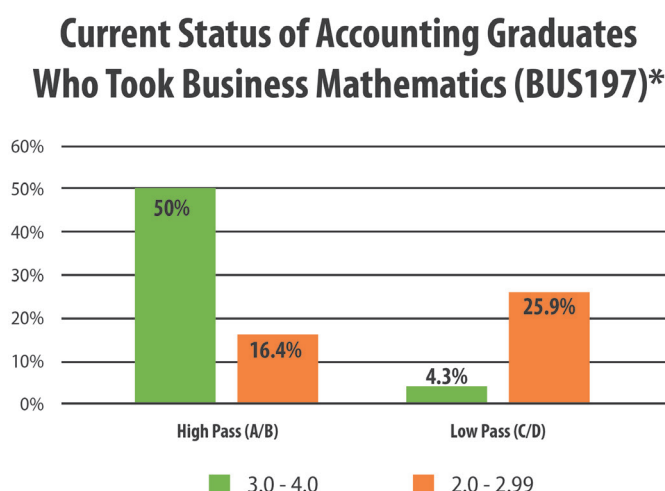
BUS197 D GRADES BY RACE 2019		
Race / Ethnicity	Student Count	%
Asian	40	44%
Black or African American	14	15%
Hispanic	35	38%
Two or more races	1	1%
(blank)	1	1%
GRAND TOTAL	91	100%

As we mentioned previously, the solution for addressing the issues identified by our data is not to blame the students for being underprepared due to life circumstances, nor is it to lower academic standards and give everyone high passing grades. Grade inflation has never been an issue at LIPI. In fact, we can say that the grading approach has been soberingly stern. The solution is also not to blame faculty. Those solutions would perpetuate inequity in other ways. The answer is to collect comprehensive data that can be used to redesign or augment courses, employ evidence-based instruction, add recitations and labs to courses for additional support, engage the Academic Success Center in more formal ways, and other methods and practices that are shown to increase student engagement, learning, and success.

PREDICTING GPA'S, SUCCESS IN MAJOR GATEKEEPER COURSES, GRADUATION

A closer look at our accounting graduates, controlling for a high pass/low pass grades in Business 197 (Business Math), clearly confirms that those who received an “A”, or a “B” (high pass) were twice as likely to graduate than those who received a “C” or “D” (low pass). This also confirms that Bus 197 is, indeed, a gateway course and that we must continue

our data collection in it. As noted previously, we must address the low performance of Hispanic students in this gateway course.



Seeing that gateway courses are a good predictor of success, we have discussed the ramifications of adopting a policy requiring a “C” or better in those selected courses. This, however, would be a conceptual shift switching our priorities to “mastery” of the material versus “passing” the course. After some debate, this proposal was abandoned as it would put an inordinate focus on grade performance, and a lot of pressure on faculty. The solution is not grade inflation, nor is to create more barriers for first-generation, under-represented students; rather, the solution likely lies in “co-requisite” support, and similar interventions that focus primarily on increasing self-efficacy to build student confidence related to perceptions of their academic ability in the area of mathematics.

FIRST GRADED ASSIGNMENT

We strongly believe that early intervention is the key to retention. We have compelling institutional longitudinal data that point to the importance of tracking the first graded assignment as a reliable predictor of students' ultimate success in the course. It is for this reason that we have been tracking the failure of the first graded assignment to help us determine which students should be referred to tutoring.

The following section describes how we use this data to help with our retention efforts.

The following data were collected for Bus 197, Business Math, using March, May, July, and

September 2019 cohorts.

Of the students enrolled in Bus 197 over the four semester starts mentioned above, 34.9% received a failing grade ("F") on the first graded assignment in that course. Of the 34.9% of students who failed their first graded assignment, only 1% went on to receive a grade of an "A" and 2% received a grade of "A-". No students in the 4 cohorts tracked who failed the first graded assignment in Bus 197, received a grade of "B+, B, or B-". Only 2% received a grade of C, while 7% received either a grade of "D or D+", and 34% failed the course.

A statistic of importance to us, in addition to the grade breakdown, is the percentage of students who have withdrawn, or were administratively withdrawn, because they stopped attending. That percentage totals 39% of the 34.9% of students who failed the first graded assignment in the course.

Given these data, we once again, must underscore the high-fidelity nature of the first graded assignment in predicting students' grade in a course at the end of the semester.

BUS197 FIRST GRADED ASSIGNMENT MARCH, MAY, JULY, SEPT 2019		
Grade	Student Count	%
A	92	39.1%
B	16	6.8%
C	22	9.4%
D	23	9.8%
F	82	34.9%
GRAND TOTAL	235	100%

BUS197 FIRST GRADED ASSIGNMENT & FINAL GRADE COMPARISON MARCH, MAY, JULY, SEPT 2019			
Final Grades	FGA (Failing Score)	%	Grand Total
A	1	1%	1
A-	2	2%	2
C	2	2%	2
D	5	6%	5
D+	1	1%	1
F	28	34%	28
NS	11	13%	11
UW	26	32%	11
W	6	7%	6
GRAND TOTAL	82	100%	82

Looking at the reverse academic scenario to determine the predictability of course performance, the following observations can be made:

- Of the students who received an "A" on the first graded assignment, 56% went on to receive an A in the course.

- Only 7% of the students who received an "A" on the first graded assignment, went on to fail the course.
- 9% of students who received an "A" on their first graded assignments, received a "low pass" receiving grades between "C and D".
- 3% of students who received an "A" on the first graded assignment withdrew from the course.

We can conclude that receiving an "A" on the first graded assignment was a strong predictor of academic performance in the course.

BUS197 FIRST GRADED ASSIGNMENT & FINAL GRADE COMPARISON MARCH, MAY, JULY, SEPT 2019			
Final Grades	FGA (A Score)	%	Grand Total
A	51	56%	51
A-	7	8%	2
B	4	4%	4
B-	2	2%	2
B+	9	10%	9
C	4	4%	4
C-	1	1%	1
C+	2	2%	2
D	2	2%	2
F	6	7%	6
UW	3	7%	3
GRAND TOTAL	91	100%	91

Delving further into the data, we can make the following observations about the same set of students:

- 10% of Asian students failed their first graded assignment, and 25% of Asians went on to fail the course.
- 12% of Asian students who failed the first graded assignment went on to either withdraw or be administratively withdrawn from the course.

- 20% of Black/African American students failed the first graded assignment, and 31% failed the course.
- 40% of Black/African American students who failed the first graded assignment either withdrew or were administratively withdrawn from the course.
- 35.8% of Hispanic students failed their first graded assignment, and 45.5% went on to fail the course.
- 24% of Hispanic students who failed the first graded assignment withdrew or were administratively withdrawn from the course.

Looking at the failure rates of the first graded assignment by race, we can observe that all groups failed the course at greater rates (10-15 percentage points) over those of the first graded assignment, with the majority of that remainder having earned D or D+ grades. Effectively, an F or D grade on the first assignment served as a strong predictor of failure for the course.

Asian students had the largest gap between failing the first graded assignment and failing the course; however, this group also had the smallest withdrawal rate from the course of all of the groups.

Black/African American students had an 11% difference between those who failed the first graded assignment and those who failed the course. Our Black/African American students also had the largest withdrawal rates of any other group (40%). It is difficult to predict what the course failure would be like if the rates of withdrawal were in line with the Asian students (12%) and the Hispanic students (24%). At 35.8%, our Hispanic students had the highest failure rates of all groups on the first graded assignment as well as the highest overall failure for the course (45.5%).

From our own data it is clear that early academic results provide persuasive evidence of future performance. We will continue to collect this data and are discussing adding the midterm grades to the equation to perhaps narrow the 10-15% differential between early performance and the final grade.

BUS197
FIRST GRADED ASSIGNMENT & FINAL GRADE COMPARISON
MARCH, MAY, JUL, SEPT 2019 - BY RACE/ETHNICITY

FGA by Race/ Ethnicity	Final Grades													GRAND TOTAL
	A	A-	B	B-	B+	C	C-	C+	D	D+	Passing Rate	F	UW	
Asian	51	10	5	2	10	7	4	5	7	1	78%	13	15	130
	39%	8%	4%	2%	8%	5%	3%	4%	5%	1%		10%	12%	55.6%
A	45	7	2	-	7	2	1	1	-	-		5 7%	1 1%	71
B	3	1	2	-	1	-	1	2	1	-		-	-	11
C	1	-	-	1	-	1	1	-	2	-		1 13%	1 13%	8
D	1	-	1	1	2	2	1	2	2	-		-	-	12
F	1	2	-	-	-	2	-	-	2	1		7 25%	13 46%	28 21.5%
Black or African American	2	-	-	-	1	2	1	1	3	-	40%	5	10	25
	8%	-	-	-	4%	8%	4%	4%	12%	-		20%	40%	10.7%
A	2	-	-	-	1	-	-	1	1	-		- -	1 17%	6
B	-	-	-	-	-	-	-	-	1	-		-	-	1
C	-	-	-	-	-	2	-	-	1	-		1	-	4
D	-	-	-	-	-	-	1	-	-	-		-	-	1
F	-	-	-	-	-	-	-	-	-	-		4 31%	9 69%	13 52%
Hispanic	3	-	3	4	-	3	2	-	9	3	40.3%	24	16	67
	4%	-	4%	6%	-	4%	3%	-	13%	4%		35.8%	24%	28.6%
A	3	-	2	2	-	2	-	-	1	-		1	1 8%	12
B	-	-	-	1	-	-	-	-	-	1		2	-	4
C	-	-	1	1	-	-	-	-	3	-		3	-	8
D	-	-	-	-	-	1	2	-	2	2		3	-	10
F	-	-	-	-	-	-	-	-	3	-		15 45.5%	15 45.5%	33 49.3%

BUS197 FIRST GRADED ASSIGNMENT & FINAL GRADE COMPARISON MARCH, MAY, JUL, SEPT 2019 - BY RACE/ETHNICITY														
FGA by Race/Ethnicity	Final Grades													GRAND TOTAL
	A	A-	B	B-	B+	C	C-	C+	D	D+	Passing Rate	F	UW	
White	1	1	-	-	1	-	-	-	-	-	75%	-	1	4
	25%	25%	-	-	25%	-	-	-	-	-		-	25%	1.7%
A	1	-	-	-	1	-	-	-	-	-		-	-	2
C	-	1	-	-	-	-	-	-	-	-		-	-	1
F	-	-	-	-	-	-	-	-	-	-		-	1 100%	1
Unknown	-	-	-	-	-	-	-	-	1	-	13%	2	5	8
	-	-	-	-	-	-	-	-	13%	-		25%	63%	3.4%
C	-	-	-	-	-	-	-	-	1	-		-	-	1
F	-	-	-	-	-	-	-	-	-	-		2 29%	5 71%	7 87.5%
GRAND TOTAL	57	11	8	6	12	12	7	6	20	4	61.1%	44 18.8%	47 20%	234

A more detailed review of individual Bus 197 courses comprising the data in this sample, controlling for faculty teaching the course, is discussed below.

After disaggregating the data by individual course, the findings are consistent regardless of the number of students enrolled in the course. Classes with small enrollments show very similar patterns as classes with significantly larger student enrollment with regard to the predictive ability of failing the first graded assignment has to identify students with a high-risk of failing or withdrawing from the course.

BUS197
FIRST GRADED ASSIGNMENT & FINAL GRADE COMPARISON
- 2019 - by Faculty Member

BUS197 FIRST GRADED ASSIGNMENT & FINAL GRADE COMPARISON MARCH, MAY, JUL, SEPT 2019 <i>Professor #1</i>						
FINAL GRADES	First Graded Assignment					GRAND TOTAL
	A	B	C	D	F	
A	39	2	1	-	-	42
A-	6	-	1	-	1 2%	8
B	1	2	-	1	-	4
B-	-	1	1	1	-	3
B+	8	-	-	-	-	8
C	3	-	2	-	2 4%	7
C-	-	-	-	1	-	1
C+	2	1	-	1	-	4
D	2	1	4	2	4 9%	13
D+	-	-	-	1	1 2%	2
F	5	1	2	3	14 30%	25
NS	-	-	-	-	3 7%	3
UW	3	-	-	-	18 39%	21
W	-	-	-	-	3 7%	3
FGA Sub Total	Percentage of students that did not succeed in the course after receiving an 'F' in the FGA				38 83%	
GRAND TOTAL	69	8	11	10	46	144

BUS197 FIRST GRADED ASSIGNMENT & FINAL GRADE COMPARISON MARCH, MAY, JUL, SEPT 2019 <i>Professor #2</i>						
FINAL GRADES	First Graded Assignment					GRAND TOTAL
	A	B	C	D	F	
A	3	-	-	-	-	3
B	-	-	1	-	-	1
C	-	-	-	1	-	1
C-	-	-	1	2	-	3
D	-	-	1	-	-	1
F	1	1	2	-	6 30%	10
NS	-	-	-	-	5 25%	5
UW	-	-	-	-	7 35%	7
W	-	-	-	-	2 10%	2
FGA Sub Total	Percentage of students that did not succeed in the course after receiving an 'F' in the FGA				20 100%	
GRAND TOTAL	4	1	5	3	20	33

BUS197 FIRST GRADED ASSIGNMENT & FINAL GRADE COMPARISON MARCH, MAY, JUL, SEPT 2019 <i>Professor #3</i>				
FINAL GRADES	First Graded Assignment			GRAND TOTAL
	A	C	F	
A-	1	-	-	1
B	1	-	-	1
B+	1	-	-	1
C-	1	-	-	1
F	-	1	2 67%	3
NS	-	-	1 33%	1
FGA Sub Total	Percentage of students that did not succeed in the course after receiving an 'F' in the FGA		3 100%	
GRAND TOTAL	4	1	3	8

BUS197 FIRST GRADED ASSIGNMENT & FINAL GRADE COMPARISON MARCH, MAY, JUL, SEPT 2019 <i>Professor #4</i>						
FINAL GRADES	First Graded Assignment					GRAND TOTAL
	A	B	C	D	F	
A	9	1	-	1	1 8%	12
A-	-	1	-	-	1 8%	2
B	3	-	-	-	-	3
B-	1	-	1	-	-	2
B+	-	1	-	2	-	3
C	1	-	1	2	-	4
C-	-	1	-	1	-	2
C+	-	1	-	1	-	2
D	-	1	2	2	1 8%	6
D+	-	1	-	1	-	2
F	-	-	-	-	6 46%	6
NS	-	-	1	-	2 15%	3
UW	-	-	-	-	1 8%	1
W	-	-	-	-	1 8%	1
FGA Sub Total	Percentage of students that did not succeed in the course after receiving an 'F' in the FGA				10 77%	
GRAND TOTAL	14	7	5	10	13	49

ADMISSIONS

Should we provide a pathway to opportunity or focus on improved outcomes? Are both possible?

After discussing demographic shifts, our mission, and the hurdles our students face trying to break the cycle of poverty or to establish their families in the U.S., we return to the question of what is institutionally most important to us.

Regardless of institution type or tax status (non profit or for profit) and across party lines, the one thing that everyone in higher education can agree on is that low-income students, first-generation college students, and minority students, in particular, continue to be underserved by the current system.

“Just 9 percent of students from the lowest income quartile graduate with a bachelor’s degree by age 24, compared to 77 percent for the top income quartile. Students from low-income families are also less likely to enroll in and complete college than their peers, even when academic ability is taken into consideration”⁵⁹.

Our institutional mission calls upon us to ensure a pathway for those who have been overlooked and underserved. However, the numbers prove that it is incredibly difficult to undo the years of educational neglect to which our students have been subjected. Over 98% of LIBI students enter with risk factors that are viewed as obstacles to completion. We could establish higher standards of admission and over time improve our outcomes. We have to be cognizant, however, of **1)** demand destruction—the higher the hurdle, the lower the potential pool **2)** shutting out the exact people we are tasked with serving by restricting entry further. We know that a higher standard at admission would nevertheless lead to a shrunken but more qualified (at least initially) base; however, the key question remains unanswered, who will then serve the students trying to better their lives?

This is what the U.S. Department of Education published under the Obama administration: “In today’s economy, higher education is no longer a luxury for the privileged few, but a necessity for individual economic opportunity and America’s competitiveness in the global economy.”⁶⁰

Are the communities we serve not entitled to participate in higher education if it is no longer a privilege?

59 <https://www.ed.gov/college>

60 <https://www.ed.gov/college>

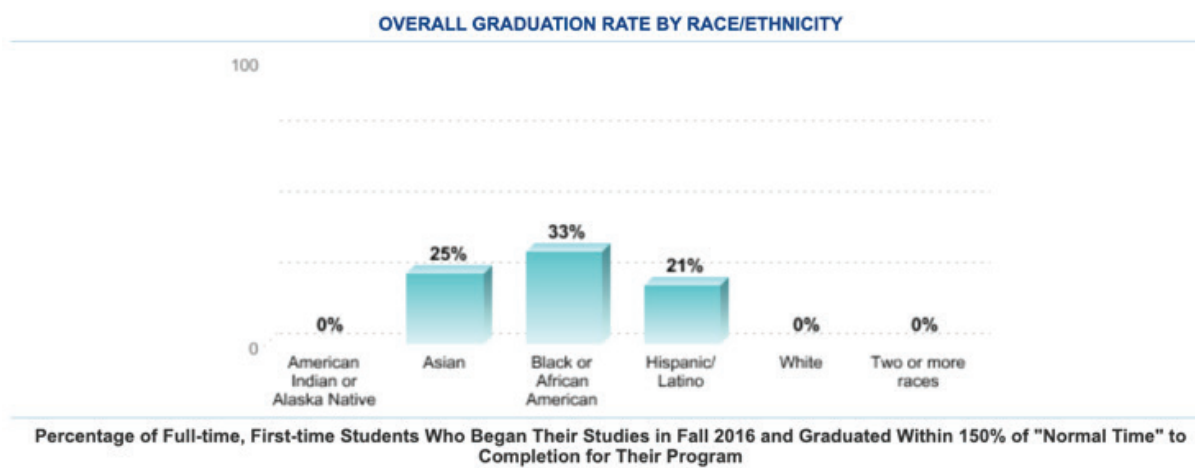
RETENTION AND GRADUATION

According to the Postsecondary National Policy Institute (PNPI) that provides “current and prospective policymakers with a substantive and collegial foundation on which to build federal higher education policies that drive positive outcomes for students and their families”, 54% of first-generation college students reported inability to afford continuing going to school as a reason for leaving college without a postsecondary credential.⁶¹

We cannot emphasize enough the oversized role financial insecurity plays in the lives of our students and in their ability to continue their studies. Our retention and graduation rates reflect the socioeconomic struggles of our students. From 2017-2018 to 2018-2019 academic year alone, our first-time, full-time student body went from 88% being classified by FAFSA as low-income to 92%.

As we noted previously, one of the biggest institutional questions before us, is what to do with the changing demographic at the Main Campus to ensure that graduation rates go back to the levels where they were 3 years ago (mid 30%).

Percentage of First-time, Full-time Students



61 Martin, J. (2017, October). First-Generation and Continuing-Generation College Students: A Comparison of High School and Postsecondary Experiences. PNPI.org. <https://pnpi.org/first-generation-and-continuing-generation-college-students-a-comparison-of-high-school-and-postsecondary-experiences/#>

ABILITY – TO – BENEFIT STUDENTS (ATB)

The Ability-to-Benefit (ATB) program is for adult learners who do not have a high school diploma or equivalency certificate. Students must pass a federally approved assessment test to prove that they qualify for federal financial aid to demonstrate that they can pass college-level classes with some support. Summarized succinctly by CLASP, “ATB is a critical entry point into higher education for low-skilled adults”⁶².

Students without a high school diploma constitute 32% of LIBI's overall student population.

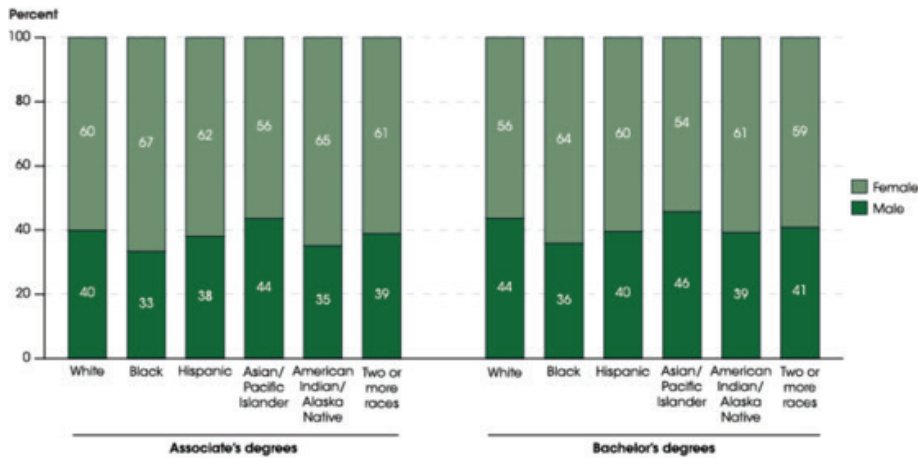
Female students make up 85% of the total new ATB student population, and 80% of all enrollment for the Fall 2019. At 61%, female students have better persistence rates than male students (49%). This is consistent with national data available through NCES in Status and Trends in the Education of Racial and Ethnic Groups 2018 (NCES 2019-038). Female students enroll at greater numbers, persist at greater numbers, and female students, across all racial/ethnic groups, earned the majority of post-secondary awards, including Certificates, Associate's and Bachelor's degrees.

PERSISTENCE RATE FALL 2019 Demographics #1		
Gender	Persistence Rate %	Grand Total
Female	61%	181
Male	49%	43
(blank)		1
GRAND TOTAL		225

ATB STUDENTS (First-Time, Full-Time) FALL 2019 COHORT		
Gender	Student Count	%
Female	62	84.9%
Male	11	15.1%
GRAND TOTAL	73	100%

62 <https://www.clasp.org/resources-ability-benefit>

Percentage distribution of associate's degrees and bachelor's degrees awarded by degree-granting postsecondary institutions, by race/ethnicity and sex: Academic year 2015–16



NOTE: Degree-granting institutions grant associate's or higher degrees and participate in Title IV federal financial aid programs. Race categories exclude persons of Hispanic ethnicity. Although rounded numbers are displayed, the figures are based on unrounded data. Detail may not sum to totals because of rounding.

SOURCE: U.S. Department of Education, National Center for Education Statistics. (2019). *Status and Trends in the Education of Racial and Ethnic Groups 2018* (NCES 2019-038), *Degrees Awarded*.

Source: <https://nces.ed.gov/fastfacts/display.asp?id=72>

Being an ATB student is a greater risk factor than most others; 52% of the students in this group persisted, with 35 of the 73 dropping out. It warrants noting that 90% of our ATB students were classified as low-income.

Foreign high school credential holders persisted at the rate of 58% with 51 of the 120 withdrawing. As mentioned previously, students in this group have an average of 4 risk factors for dropping out that represent a confluence of individual, social, family, cultural, and socioeconomic factors.

Previous Education	NO	YES	Persistence Rate %	Grand Total
ATB New	35	38	52%	73
Foreign High School	51	69	58%	120
GED	1	7	88%	8
High School	6	18	75%	24

Controlling for population size, our Hispanic students had the best retention rate at 64.15%. Only two students identified as being two or more races, and both students persisted, as did 2 out of the 3 white students. Asian students persisted at 57.45%, while our Black/African American students persisted at 50%.

PERSISTENCE RATE FALL 2019 Demographics #2		
Race	Persistence Rate %	Grand Total
Asian	57.45%	141
Black or African American	50%	26
Hispanic	64.15%	53
Two or more races	100%	2
White	66.67%	3

An analysis of ATB student risk factors is necessary to better understand this group of students. The following is a summary of risk factors held by ATB students for the entire 2019-2020 academic year. As mentioned earlier, 90% of the students who come to us without a high school credential are low-income and 1 in 4 is a single parent. Of this group, 93% are students of color and 68% are ESL. Nearly 70% of the ATB students were sole income earners for their families.

ATB RISK FACTORS First-Time / Full Time Students 2019 - 2020 Academic Year		
Risk Factors	Student Count	%
Single Parent	83	25.9%
Low Income	288	90%
New Immigrant	18	5.6%
ESL	219	68.4%
ATB	320	100%
Minority	297	92.8%
Sole Income	223	69.7%

More specifically, of our ATB student population **more than half, 53%, had between 5 and 7 risk factors** for dropping out. Of the ATB students who withdrew, the average number of risk factors was 5.

ATB STUDENTS 2019 - 2020 Numbers of Risk Factors Per Student		
Number of Risk Factors	Student Count	%
1	1	0%
2	6	2%
3	35	11%
4	109	34%
5	122	38%
6	45	14%
7	2	1%
GRAND TOTAL	320	100%

Only 1 ATB student had 1 risk factor for dropping out, and 6 students had 2, while 87% had 4 or more.

Of the ATB students who withdrew, the average number of risk factors was 5. Of those who withdrew, 95% were students of color and 92% were low-income (both higher than the average ATB student population as a whole). The ESL factor was also higher, at 78%, for those ATB students who withdrew versus 68% for the ATB population as a whole. Interestingly, single parents were underrepresented in the group that withdrew in relation to the ATB population as a whole (1 in 5 who withdrew was a single parent, versus the ATB population as a whole with 1 in 4 being a single parent). Generally, children are a big motivator for our students for trying to complete their credentials, and this bares out even with this extremely vulnerable student population.

RISK FACTORS OF ATB STUDENTS Withdrawals: First-Time / Full Time Students 2019 - 2020 Academic Year		
Risk Factors	Student Count	%
Single Parent	37	19.9%
Low Income	171	91.9%
New Immigrant	11	5.9%
ESL	145	78%
ATB	186	100%
Minority	176	94.6%
Sole Income	125	67.2%

GPA OF ATB STUDENTS Withdrawals: First-Time / Full-Time Students 2019 - 2020 Academic Year				
Number of Risk Factors per Student	Below 2.0	2.0 - 2.99	3.0 - 4.0	Grand Total
3	19	-	-	19
4	44	7	17	68
5	63	4	7	74
6	19	1	3	23
7	1	-	1	2
GRAND TOTAL	146	12	28	186

From this table, we can see that the majority of students who withdrew (78.5%) achieved less than a 2.0 average. Within this group, those with 5 risk factors were the plurality of the sample, and the majority of this group (86.9%) had 4 or higher risk factors.

Of the ATB students who graduated, 73% finished at 100% of the time while 27% finished within 150% of time, only 2 percentage points behind high school graduates and those with foreign high school credentials. The conclusion can be made that once ATB students make it to the end of their academic journey, they have very similar results to those with better prior preparation.

GRADUATION DATA FOR ALL FULL-TIME STUDENTS GRADUATING IN SPRING 2019			
Previous Education	% Finished on Time (100%)	% Finished within (150%)	Grand Total
ATB Students	73%	27%	100%
High School & Some College	75%	25%	100%
Foreign High School	75%	25%	100%

RETENTION AND GRADUATION NON – ATB STUDENTS

As noted throughout this document, we are working to better understand the needs of our changing student population. As we also noted, although we are a private, proprietary college, we have always served the communities in which we are located and thus feel very much like a “community college” in many respects. Our mission is to serve a diverse student population with our students at the center of everything that we do. “Do what is right for the student” is always the answer at LIBI when a solution is not readily clear, from the Chairman’s Office down to the newest, or lowest-ranking employees. Many times, the right thing actually happens to be to let the student stop-out, because their life challenges are simply too great to be able to concentrate on their studies and to handle what life has thrown their way. Institutionally, we have refused to give marginal students, whom we know are unable to complete (either academically or circumstantially) additional time that only enhances college profitability. Because we know we are the alternative to difficult life choices, and we know we are under great scrutiny, we refuse to take one extra point of Pell or TAP unless we see a clear path to a recipient graduating. The average age of our first-time, full-time freshman is 35, while the average age of our student body as a whole is 36.

Because we started to see certain behaviors, we released a student survey asking students to tell us if they ever experienced food or housing insecurity. The results are included in this document and point to an even larger shift in our student demographics. Our students were always low-income, with a substantial portion being single parents, struggling with being the sole income for their families; however, things like food insecurity were rare. Approximately a quarter of the student population answered our survey on this topic, and about a quarter of those responded that, in fact, within the last 30 days prior to the survey, they did worry about having enough food, or money to buy more when they run out.

Although we have heard from our colleagues at the community colleges that hunger and basic-need insecurity is something they have been continually seeing their students struggle with, our students, despite being low-income never talked about it openly. We are not sure whether it is because culturally, it is something our students were not comfortable telling us or whether this is, yet another new demographic shift we have observed over the last 3 years. Now that we know it, we will act on that knowledge. However, the question of retention gets dramatically reframed within the context of this knowledge. It is easy to tell the advising team to work with the students toward solutions. We instruct that team to help remove the barriers that the students are experiencing so that they can succeed –

but, the reality is far more complicated than finding the student a tutor at a time that works for that student. It is far more complicated than helping the student understand how to apply for an institutional grant – or to help the student “fit-in” by making our environment inclusive and culturally comfortable. Over the last few years things that “typical” at-risk students needed have become pronounced, and now we are bracing, as all other colleges are, to see where COVID takes us. The biggest COVID hot spots included communities in the South Bronx and Queens, the very places where so many of our students live.

We note that our graduation rate should be contextualized against the typical outcome for a local community college, with one major caveat—our students are much older and have not been in the educational system, in some cases, for over 15 years. So, we need to adjust for a scenario in which that student is NOT traditionally “college-ready” and has only taken 1 or 2 semesters (at most) of their grant eligibility prior to enrolling at LIBI. LIBI is their last chance, typically, at postsecondary education.

We are an alternative not only to community colleges (which incidentally have lower graduation rates) but also to an education that terminates, often with low grades, at or below the 12th grade level. While our graduation rate translates into about 1 in 3 students we serve, the alternative is either substantially lower (single digit) or zero. For every student we receive, we create 30 college degree holders where a community college does 5-10 and menial or service jobs produce, by definition, zero.

Students who transfer to LIBI typically attend 1 to 2 semesters at other institutions. We have these data as it is available to us when we process these students' financial aid applications. In 2018-2019, of the students who transferred in, 62.5% attended public institutions while 37.5% came to us from private post-secondary institutions. The average GPA for students who transfer from private institutions is 2.90, while students coming to us from public institutions show an average GPA of 2.58. Over 53% of students who transfer in have at least one “W” on their incoming transcripts, and 43.8% have at least one “F” grade. The average GPA of the students with at least one “F” grade at their former institution is 2.24 while it is 2.39 for students with at least one “W”.

2018 - 2019 TRANSFER STUDENTS ENTERING LIBI	
% Students from Public Institution	62.5%
% Students from Private Institution	37.5%
Average GPA for Students from Private Institutions	2.90
Average GPA for Students from Public Institutions	2.58
% Students with at least one “W”	53.3%
% Students with at least one “F”	43.8%
Average GPA for Students with at least one “W”	2.39
Average GPA for Students with at least one “F”	2.24

The Fall of 2019 charts below show persistence rates for first-time, full-time degree seeking students at both the Main Campus and the Extension Center.

STUDENTS ATTENDING PART – TIME

Our most at risk-group were our low-beginner and high-beginner remedial students; however, within this group, our most at-risk for not persisting are the students attending part-time.

We are not alone in our struggle to help our part-time students move toward completion.

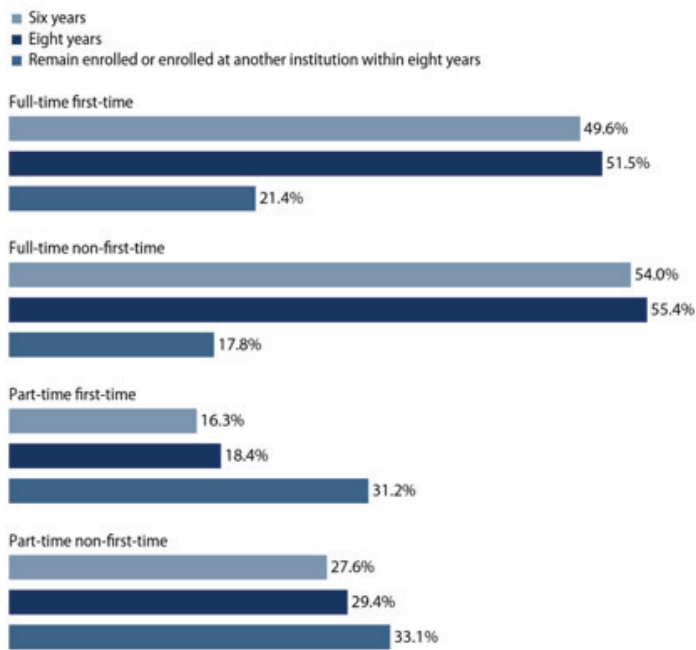
According to Center for American Progress, “the data are clear: American higher education needs to do a better job helping these students get through college. Just less than 25 percent of part-time students receive a degree or certificate within eight years from the college where they first enrolled”⁶³.

In fact, according to the same report “only 18 percent of part-time, first-time students received any kind of credential—including a certificate—within eight years at the institution where they started. Another 31 percent of part-time, first-time students transferred to another institution or remained enrolled at the original institution eight years later. (see Figure 1) The data do not reveal whether those who transferred obtained a degree at their next institution”⁶⁴.

63 Colleen Campbell and Marcella Bombardieri, “New Data Highlight How Higher Education Is Failing Part-Time Students,” Center for American Progress, October 18, 2017, available at <https://www.americanprogress.org/issues/education-postsecondary/news/2017/10/18/440997/new-data-high-light-higher-education-failing-part-time-students/>.

64 Colleen Campbell and Marcella Bombardieri, “New Data Highlight How Higher Education Is Failing Part-Time Students,” Center for American Progress, October 18, 2017, available at <https://www.americanprogress.org/issues/education-postsecondary/news/2017/10/18/440997/new-data-high-light-higher-education-failing-part-time-students/>.

FIGURE 1
Full-time students in the 2008 cohort were more likely to obtain a credential within eight years
 Share of students, by student type and timeframe



Note: Credentials include certificates and associate and bachelor's degrees. Institution types were defined by the predominant credential awarded. Source: Authors' calculations based on data from the National Center for Education Statistics, "Integrated Education Postsecondary Data System Survey Components: Outcome Measures," available at <https://nces.ed.gov/ipeds/Home/UseTheData> (last accessed October 2017).



Source: [Source: https://www.americanprogress.org/issues/education-postsecondary/news/2017/10/18/440997/new-data-highlight-higher-education-failing-part-time-students/](https://www.americanprogress.org/issues/education-postsecondary/news/2017/10/18/440997/new-data-highlight-higher-education-failing-part-time-students/)

The fact that the rest of the higher education landscape does a poor job with part-time college students, does not excuse our own struggles with this demographic. In order to better understand the challenges we face with retaining this group, we disaggregated the our part-time students and controlled by level of English remediation.

It immediately became apparent that the students needing the most remediation in English were dramatically influencing overall retention of the part-time group as a whole. In fact, of the 4 remediation levels, the lowest 2 had a persistence of 35% compared to 65% of the two upper-level remedial groups (Intermediate and Advanced level students). For instance, in the Hospitality major, the two lower remedial English groups and the upper-level remedial English groups had roughly the same number of students enrolled; however, the persistence rate for the lower-level remedial group was 33% versus 79% of the upper-level remedial group. The Office Technology major had the largest number of students enrolled in it across all remediation levels. Students in this major enrolled in the lower remediation levels persisted at the rate of 48%, while students in the upper-level remediation persisted at 68%. Although a lower gap than the average, the Office Technology major had double the enrollment in the upper remediation levels than in the lower.

As of September 2020, using the performance data we were gathering, we made the decision not to enroll students who placed into the lowest ESL remediation level. We are now looking at the high beginner level and performance outcomes to see if a similar action is warranted. We do want to caveat that by restricting access to educational opportunities because a group is hindering our retention outcomes runs counter to our mission to serve the communities of which we are a part.

FIRST-TIME, FULL-TIME STUDENTS / PART-TIME DEGREE-SEEKING STUDENTS ESL REMEDIAL: LB / HB			
Academic Programs	Exceptions	Persistence Rate	Grand Total
Accounting		25%	4
Business Management		36%	14
Hospitality Management		33%	14
Office Technology		48%	23
GRAND TOTAL		35%	56

FIRST-TIME, FULL-TIME STUDENTS / PART-TIME DEGREE-SEEKING STUDENTS ESL REMEDIAL: INT / ADV			
Academic Programs	Exceptions	Persistence Rate	Grand Total
Accounting		56%	18
Business Management		59%	29
Hospitality Management		79%	14
Office Technology		68%	44
GRAND TOTAL		65%	105

In comparison, the first-time, full-time degree seeking students have a much better persistence rate, at 74% at the Main Campus and 61% at the Extension Center. It is clear that students attending part time are more likely to drop out than their full-time counterparts. It is even clearer that attending part-time and requiring more levels of remediation is a strong predictor of dropping out.

**FLUSHING CAMPUS PERSISTENCE RATE BY ACADEMIC PROGRAM
FIRST-TIME, FULL-TIME STUDENTS / FULL-TIME DEGREE-SEEKING STUDENTS**

Academic Programs	No Continue	Persisted	Exceptions	Persistence Rate	Grand Total
Accounting	8	16	-	67%	24
Business Management	7	10	-	59%	17
Homeland Security and Security Management	-	1	-	100%	1
Hospitality Management	2	10	-	83%	12
Office Technology	13	22	-	63%	35
AVG RATE	30	59	-	74%	89

**NYC EXTENSION CAMPUS PERSISTENCE RATE BY ACADEMIC PROGRAM
FIRST-TIME, FULL-TIME STUDENTS / FULL-TIME DEGREE-SEEKING STUDENTS**

Academic Programs	No Continue	Persisted	Exceptions	Persistence Rate	Grand Total
Accounting	2	2	-	50%	4
Business Management	15	18	-	55%	33
Homeland Security and Security Management	1	1	-	50%	2
Hospitality Management	3	7	1	78%	10
Office Technology	8	23	-	74%	31
AVG RATE	29	51	-	61%	80

The risk factors for the students who withdrew **across all groups** (FT/PT, first-time, full-time degree seeking students as well as degree seeking students who need to remediate) are depicted below. There are some distinct differences between the locations that further demonstrate that our campuses reflect the communities we serve. Nearly 30% of our students who withdrew at the Extension Center are single parents, significantly higher than the 13% of those who withdrew at the Main Campus in Flushing. Our students at the Extension Center are overwhelmingly not new immigrants (only 2.1% of those who withdrew were), while 13.2 % of the students who withdrew from the Main Campus were. Of the whole population who withdrew from the Main Campus, 97% were ESL and 96% were low-income. In comparison, of all the students who withdrew from the Extension Center, 66% were ESL and 91.5% were low-income.

RISK FACTORS - FALL 2019 COHORT FLUSHING CAMPUS WITHDRAWALS: FIRST-TIME, FULL-TIME STUDENTS / PART-TIME & FULL-TIME DEGREE-SEEKING STUDENTS INCLUDING ESL REMEDIAL STUDENTS: ALL LEVELS		
Risk Factors	Student Count	%
Single Parent	14	13.2%
Low Income	102	96.2%
New Immigrant	14	13.2%
ESL	103	97.2%
ATB	25	23.6%
Minority	106	100%
Sole Income	63	59.4%

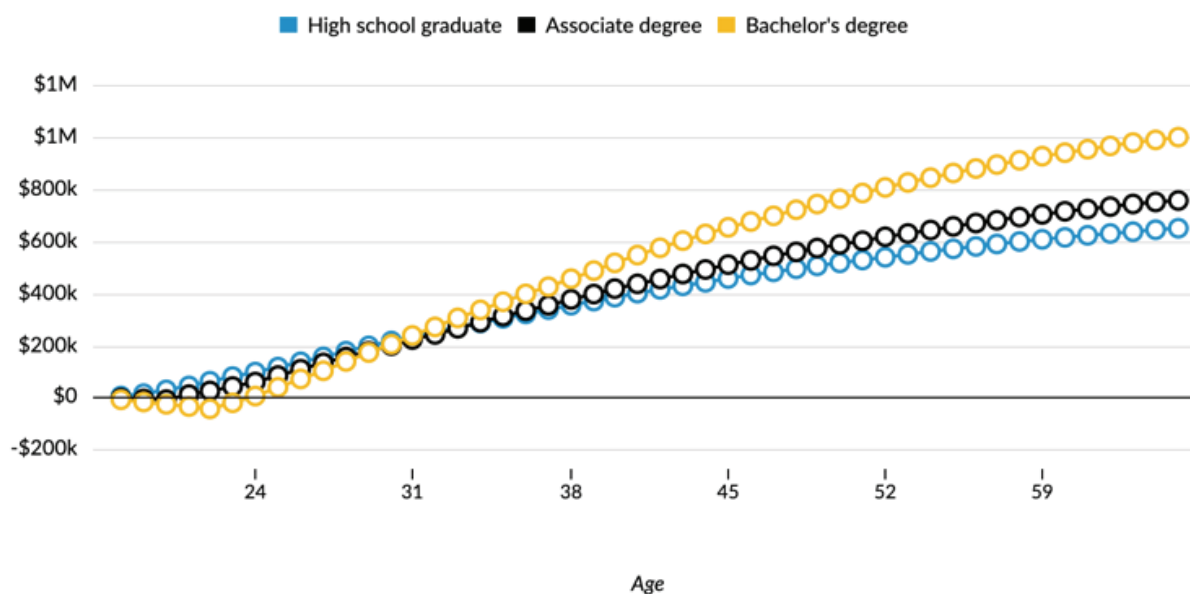
WITHDRAWALS BY ESL REMEDIAL LEVELS	RISK FACTOR ESL	%
ESL Advance	28	27%
ESL Intermediate	18	17%
ESL High Beginner	29	28%
ESL Low Beginner	22	21%
Non-Remedial	6	6%
Minority	106	100%
GRAND TOTAL	103	100%

RISK FACTORS - FALL 2019 COHORT NYC EXTENSION CENTER WITHDRAWALS: FIRST-TIME, FULL-TIME STUDENTS / PART-TIME & FULL-TIME DEGREE-SEEKING STUDENTS INCLUDING ESL REMEDIAL STUDENTS: ALL LEVELS		
Risk Factors	Student Count	%
Single Parent	14	29.8%
Low Income	43	91.5%
New Immigrant	1	2.1%
ESL	31	66.0%
ATB	26	55.3%
Minority	45	95.7%
Sole Income	32	68.1%
TOTAL STUDENT COUNT	47	100%

EDUCATION, THE PATHWAY TO FINANCIAL STABILITY

“The median student who graduates from high school, enrolls in college full time at age 18, and earns an associate degree after three years will, at age 34, surpass the cumulative earnings of the median high school graduate who went straight into the labor force. The median student who earns a bachelor’s degree after five years of full-time study will pass the break-even point at age 31, even without any earnings while in college”⁶⁵.

Cumulative Earnings of College Graduates Net of Tuition Payments and Forgone Earnings, in 2018 Dollars



65 Urban Institute. (n.d.). Understanding College Affordability. Collegeaffordability.Urban.Org. Retrieved January 20, 2021, from <http://collegeaffordability.urban.org/breaking-even/>

PLACEMENT

We discussed how we try to improve student retention through a holistic approach that includes student-centered instruction, co-curricular opportunities and support initiatives aimed to increase student engagement such as advising and tutoring. Another important piece we are working on and are proud of the results, is the increased interest of our students to continue their educations at 4-year institutions using the transfer pathways we created through our articulation initiatives.

TRANSFER, MOBILITY, PROGRESS...

We serve as a pathway for our students not only to careers but also to 4-year colleges. The vast majority of our students would either not have met the criteria for directly entering one of the 4-year colleges with which we articulate, or would not have been able to afford 4-5 years of higher tuition these institutions charge, or simply would not have had the confidence to operate in a senior college setting either because of language deficits or because they are first-generation college students and are intimidated by the bureaucracy of higher education. We frequently see our graduates coming back with financial aid award letters from their new senior colleges asking us to check and verify their award packages. Almost always, it is not that they don't understand, but rather that they don't trust and want to be reassured by people upon whom they have learned to depend.

"According to an article published by the National Student Clearinghouse, about 80% of entering community college students indicate that they want to earn a bachelor's degree or higher, making them likely to transfer to a four-year college at some point. However, only 29% of community college students who started classes in the fall of 2011 went through with transferring to a four-year school within 6 years"⁶⁶. Studies show that approximately 1 in 5 community college students transfers and that barriers to transfer can generally classified into 7 major obstacles. These obstacles to transferring include:

- "Pre-requisite courses
- Raising tuition costs
- Transfer requirements are confusing and non-standardized
- Students are unprepared for a more rigorous college

⁶⁶ Barrington, K. (2020, December 9). Why Don't More Community College Students Transfer to Four-Year Schools? Community College Review. <https://www.communitycollegereview.com/blog/why-dont-more-community-college-students-transfer-to-four-year-schools>

curriculum

- Students may be unable to attend full-time due to financial or family obligations
- Transferring schools may require significant life changes
- Some students fear entering at a disadvantage"⁶⁷

Knowing that many, if not most, of our students lacked the confidence, resources, or both to pursue a 4-year degree, we began working on articulation partnerships with local senior colleges. Today, we have 16 such agreements with local and online non-profit colleges that allow our students to transfer. In establishing these agreements, we tried to solve for addressing as many of the obstacles as we could to help pave a smooth transition for our students. We begin speaking to our students early on in their academic tenure with us regarding their plans to continue their education. Generally speaking, students tend to be apprehensive about the prospect of venturing out into a greater unknown when they are at the beginning of their programs, but tend to come back to the idea of continuing their education as they see themselves being able to handle the coursework for which they are at LIBI. Some students come to us already knowing that their plans include transferring to a 4-year college upon graduation, and we work with them to identify the best match for their major and life goals. Our students, regardless of their initial intention to formally continue their education, know that choices exist for them, and that they will not be taking courses they don't need at LIBI.

- **Raising tuition costs**

We are keenly aware of our students' financial constraints and we do all we can to ensure that our students have as many of their Pell and TAP allocations intact as they can so that they can use the remainder to continue their educations. As we noted previously, it is a point of great pride that only a very small amount of our students uses student loans to complete their degrees at LIBI. By keeping tuition low and ensuring that our low-income students can graduate debt-free, we open the door for our graduates to continue their educations. If they transfer to one of the colleges we articulate with, the only debt most of our graduates assume is what they need to borrow to finish their 4-year degrees.

⁶⁷ Barrington, K. (2020, December 9). Why Don't More Community College Students Transfer to Four-Year Schools? Community College Review. <https://www.communitycollegereview.com/blog/why-dont-more-community-college-students-transfer-to-four-year-schools>

- **Students are unprepared for a more rigorous college curriculum**

Each articulation agreement takes between 12-18 months to finalize. The receiving institution evaluates our curriculum and their subject area experts determine how our courses fit into their degree options. Through this process, we have changed and updated our curriculum to better reflect the standards and expectations of our partner institutions so that our students were subject to similar demands and upon transfer, were ready to move forward. As we mentioned previously, our students are challenged by the curriculum in their chosen majors at LIBI and when they move on senior colleges, they have a strong foundation which they obtained in small classes with robust academic support for those who required it.

- **Transfer requirements are confusing and non-standardized**

Having clearly laid out articulation agreements with 16 colleges eliminates our students' need to navigate the "red tape" of the receiving institution. All of our articulation agreements include a single page insert of LIBI's credits and their equivalent at the receiving institution. Before we embarked on our quest to provide our students with pathways to continuing their studies, we frequently saw situations when 2 or 3 of our graduates would apply to transfer to the same 4-year institution and receive varying degrees of courses in transfer, even when controlling tightly for grades and major. We realized then, that if our students were going to have a realistic chance at continuing their studies, we needed to formalize the process for them. The guesswork of which credits would transfer, which courses were relevant (or not) needed to be standardized. We took the lead with the institutions our students most frequently looked to transfer to and engaged them in meaningful conversations that resulted in a smooth pathway to 4-year degrees.

- **Students may be unable to attend full-time due to financial or family obligations**
- **Some students fear entering at a disadvantage**

Our students begin their transfer careers as 1st semester juniors, or 2nd semester sophomores, depending on the receiving institution. By going to LIBI they have been accustomed to taking 12-18 credits or credit equivalents each semester. By graduating from LIBI, not only do our students see that they arrived at a 4-year institution with a "head-start" they have also developed the confidence to juggle the demands and routines of their lives while going to school at the same time. By the time they arrive at their transfer institution, our students have already gone through whatever "growing pains" that would have gotten in the way of staying the course to completing their 4-year credential.

- **Transferring schools may require significant life changes**

Knowing that our students' life circumstances do not make it possible to uproot, we have forged partnerships with local colleges that they typically sought entrance to after graduating from LIBI. We have also added schools like Southern New Hampshire University (SNHU) and Excelsior College so that students who want to complete their degrees online have a smooth pathway to transferring. We continue to dialogue with other 4-year colleges in the area to create even more seamless transfers for our students. We have found that working with SUNY Empire College has been an excellent choice for our students. Unfortunately, we have been stonewalled by most colleges in the CUNY system, but we continue to make attempts at contact as we believe that our students deserve a smooth pathway into the CUNY senior college system as well.

As of the writing of this document, the Placement Department is working with the following colleges on articulation agreements: Medgar Evers College, Touro College, New York City College of Technology/City Tech

College with new articulation: St. Francis College for Business.

PROFILES OF STUDENTS WHO TRANSFER

Almost 20% (19.8%) of our graduates continue their education at 4-year colleges after completing their credentials at LIBI. We are proud to say that of the students who went on to transfer to one of our articulation partners in 2018-2019, 53% started out at LIBI receiving at least some English remediation. Students who received 2-3 levels of English remediation constituted 24% of the students who transferred in 2018-2019, while students who required only one level of English remediation made up 29% of the total transfer group. Of the students who transferred, 45% required no remediation.

This demonstrates that once students receive the proper foundation, regardless of where they started, they do achieve and use their LIBI education as a springboard to a 4-year degree. This also demonstrates that LIBI is up to the challenges the education system hands us, by opening a pathway that would have been shut to over half our students due to language barriers not addressed by prior education.

ACADEMIC TRANSFER INFORMATION FOR GRADUATE STUDENTS ACADEMIC YEAR 2018 - 2019 BY REMEDIATION LEVEL		
Remediation Level	Student Count	%
Ability to Benefit	1	2%
ESL Advance	12	29%
ESL Intermediate	5	29%
ESL High Beginner	5	12%
Non-Remedial	19	45%
GRAND TOTAL	42	100%

Asian and Hispanic students made up almost 86% of students who transferred to 4-year institutions to continue their education in 2018-2019. Interestingly, our Hispanic students are significantly overrepresented at 40.5% of the group, with relation to the overall population of Hispanic students at LIBI (roughly 26%). Of the Asian students who continued their education 12% graduated from the Accounting major and 14% graduated from Office Technology. Of our Hispanic students who transferred upon graduation, 14% graduated from Business Management and 17% graduated from the Office Technology major. Our Black/African American students made up 12% of the students who transferred upon graduation.

Business Management and Office Technology were the only two majors from which our Black/African American students went on to continue their studies.

ACADEMIC TRANSFER INFORMATION FOR GRADUATE STUDENTS - ACADEMIC YEAR 2018 - 2019						
Race / Ethnicity	Academic Programs					Grand Total
	Accounting	Business Management	Homeland Security and Security Management	Hospitality Management	Office Technology	
Asian	12%	7%	2%	10%	14%	45.2%
Black or African American	-	7%	-	-	5%	11.9%
Hispanic	5%	14%	5%	-	17%	40.5%
Unknown	-	-	-	-	2%	2.4%
TOTAL	17%	29%	7%	10%	38%	100%

The overall placement rate for the 2018-2019 graduates was 67%. Nearly 79% of placed graduates were working "in-field" based on the U.S. Bureau of Labor Statistics classifications. "The 2018 Standard Occupational Classification (SOC) system is a federal statistical standard used by federal agencies to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data"⁶⁸. Nearly 20% of graduates were continuing their education and 1.5% did both, work-in field and continue their education. Of all graduates, 95 students, or 29%, were not placed either because they were unavailable for placement or did not want to immediately pursue placement. Reasons for not being available for placement range from pregnancy and childbirth to family obligations, as well as working on starting one's own business, or wishing to remain in a position the graduate already holds, but that does not have direct relevance to the student's degree choice.

The "not placed" category excludes students who cannot be placed due to work visa restrictions/international students as well as students on active military service. For the purposes of accurate reporting, only students whose employment has been verified by Career Services staff and proof, such as paystubs, offer letters, or college schedules are on file will be counted as placed. For example, not being able to, or not wishing to produce proper medical documentation but being pregnant or post-partum will result in the graduate being classified as "not placed". We realize that asking students to provide per-

68 <https://www.bls.gov/soc/>

sonal medical information or paystubs is quite invasive and we understand when students refuse to do so. Unfortunately, this refusal artificially lowers our placement results. We are contemplating a formal affidavit system that would allow our students to turn down placement services without having to divulge very personal information.

Some of our students also have jobs that they are unwilling to leave because they fear that a new position may not give them the same protections. More specifically, a graduate who is the sole income earner for his or her family is reluctant to take a chance on a job that places them on probation for the first 3 or 4 months of their initial employment. Although this is something that may be difficult to understand, low-income earners are fearful of taking risks they perceive may leave them without a paycheck, so they prefer to stay where they are. This is particularly true when there is a downturn in the economy.

As LIBI is a career college, we feel we need to be as transparent about our results and forthcoming with proof as we can be; therefore, the numbers being reported are lower than they would be if we took into consideration all of the students we know have valid reasons for turning down placement services but, nevertheless, do not provide proper documentation.

PLACEMENT OUTCOMES FOR GRADUATE STUDENTS ACADEMIC YEAR 2018 - 2019 BY RACE / ETHNICITY & PLACEMENT STATUS								
Placement Status & Waivers and not Placed	Asian	Black or African American	Hispanic	Two or more races	White	Unknown	Grand Total	
							%	Count
Continuing Education	8.1%	2.5%	8.6%	-	-	0.5%	19.8%	39
Placed in Field	45.7%	11.7%	17.3%	1.0%	1.0%	2.0%	78.7%	155
Placed in Field and Continuing Education	1.5%	-	-	-	-	-	1.5%	3
SUBTOTAL	55.3%	14.2%	25.9%	1.0%	1.0%	2.5%	100%	197
Exception: I-20	13.8%	0.8%	3.2%	0.0%	0.0%	0.0%	17.7%	23
Exception: Medical	2.3%	0.0%	1.5%	0.8%	0.0%	0.0%	4.6%	6
Exception: Military	1.5%	0.0%	0.0%	0.0%	0.0%	0.0%	1.5%	2
Exception: Miscellaneous	0.8%	0.8%	1.5%	0.0%	0.0%	0.0%	3.1%	4
Not Placed	40.8%	15.4%	16.2%	0.0%	0.8%	0.0%	73.1%	95
SUBTOTALS	59.2%	16.9%	22.3%	0.8%	0.8%	0.0%	100%	130
PLACEMENT RATE							67%	

INSTITUTIONAL EFFECTIVENESS

Assess and analyze strengths and weaknesses of programs and services for purposes of improvement. Utilize results of each department's administrative assessment to identify and implement strategies to ensure the college exceeds delineated measures in the future.

One of our institutional goals is that each department works toward continuous improvement. Each department, or "administrative unit" has discussed and crafted its own administrative effectiveness plan. Working toward shared goals ensures that each department or unit understands how it participates in the achievement of the overarching institutional mission and goals, increases customer satisfaction, and departmental efficiency.

Departments and administrative units identify a set of goals and seek improvement by analyzing their results.

Outcomes for set goals include:

- Compliance
- Customer Satisfaction (quality of service)
- Efficiency
- Volume of Activity
- Quality
- Staff Development

The Provost's office measures student learning outcomes, program outcomes, course learning outcomes, and faculty performance.

CYCLE

Some departments abide by the fiscal year as their data collection period, while other administrative areas working closely with the academic department use the academic year for their collection and reporting period.

Departments and units on academic year reporting cycle (Fall, Spring, Summer) include all educational and student support services. This includes Advising, Career Services, the

Academic Success Center (learning center/tutoring services), the Registrar and IT.

Departments on fiscal year reporting (July 1-June 30) include the Business Office, Bursar, Enrollment Management, Financial Aid, and HR.

PROCESS

Before designing their measurement instruments, all departments are asked to review CDC's Tip Sheet on constructing survey questions:

https://www.cdc.gov/dhdsp/programs/spha/docs/constructing_survey_questions_tip_sheet.pdf

Departments and Units are asked to describe the method of assessment.

Acceptable sources:

- stakeholder satisfaction surveys
- graduate student surveys
- reports from external entities
- focus groups
- department's records

Each department is also asked to demonstrate that it is using the results it obtains from the assessments to improve the services provided by the unit or department (final reports must describe how the assessment activities were used).

Improvements implemented need to relate back to the administrative outcomes previously identified by the department. If the department fails to meet its criteria for success, the department must describe what it will do to ensure the outcomes are met.

For more information on this section please see Appendix.

STUDENT SATISFACTION

Nearly every department includes student satisfaction surveys in their administrative assessment plans. At their most basic level, surveys help us determine where critical resources and funding should be allocated based on what students deem important; however, research indicates that “dissatisfied students often become drop-outs”⁶⁹ so developing reliable ways of determining student discontent helps with our retention efforts.

We conduct surveys to help us better understand why our students decide to start college, to gauge their satisfaction with the education and training they are receiving and received, their employment situation, the relevance of the education they received to their employment, and whether they plan to continue their education. We also conduct surveys to determine the level of satisfaction with student services and support.

GRADUATE SURVEYS

Our graduate satisfaction surveys ask questions such as: “As a student, I felt a sense of belonging at LIBI” – nearly 59% of the graduates who responded to this survey, strongly agreed with the statement, while another 29.8% said that they somewhat agreed with the statement. Only .81% strongly disagreed with this statement, while another .81% somewhat disagreed. Although 88% of students either strongly or somewhat agreed that they felt a sense of belonging at LIBI, we do want to further look at what motivated the somewhat response. Belonging is a critical part of persistence.

“I would recommend LIBI to a friend or colleague” drives at the overall satisfaction our graduates have with the college. Of the 2018-2019 graduates who answered the survey, 70.4% said that they strongly agreed with the statement, while another 20% said they somewhat agreed with the statement. Overall, over 90% of our graduates indicated that they would recommend LIBI to others they knew, whereas only 1.6% strongly disagreed with the statement. According to the Student Research Foundation™, 64% of students at community colleges say they are “satisfied overall” with their college experience, while 68% of adult undergraduate students say they are “satisfied overall” with their college experience.⁷⁰ For future graduate student surveys we want to look at the questions using demographic variables. When this survey was first released about a decade ago, the pri-

69 Bryant, J. L. (2006). Assessing expectations and perceptions of the campus experience: The Noel-Levitz Student Satisfaction Inventory. *New Directions for Community Colleges*, 134, 25-35. doi: 10.1002/cc.234

70 <https://www.studentresearchfoundation.org/blog/student-satisfaction-and-college-choices/>

ority was to obtain the most honest answers through an anonymous instrument. The priorities are shifting, and although anonymity is still important, we now want to explore the concerns and opinions of student subpopulations.

We feel that by better understanding, for instance, which groups felt neutral or negatively about belonging at LIBI, we can better select priority challenges we want to improve, explore the concerns of those student subpopulations, and use focus groups to better understand the challenges.

Q1 Please indicate your level your agreement with the following statement:

	STRONGLY AGREE	SOMEWHAT AGREE	NEITHER AGREE NOR DISAGREE	SOMEWHAT DISAGREE	STRONGLY DISAGREE	TOTAL	WEIGHTED AVERAGE
I feel that my admissions representative accurately portrayed the program offerings to me.	65.87% 83	26.19% 33	4.76% 6	0.79% 1	2.38% 3	126	1.48
The tuition I paid was a worthwhile investment.	66.13% 82	21.77% 27	8.06% 10	1.61% 2	2.42% 3	124	1.52
I feel proud to be a LIBI alum.	71.20% 89	21.60% 27	5.60% 7	0.00% 0	1.60% 2	125	1.39
I would recommend LIBI to a friend or colleague.	70.40% 88	20.00% 25	8.00% 10	0.00% 0	1.60% 2	125	1.42
I feel that my LIBI training has improved my future job prospects and opportunities.	63.20% 79	28.80% 36	5.60% 7	0.00% 0	2.40% 3	125	1.50
As a student, I felt a sense of belonging at LIBI.	58.87% 73	29.84% 37	9.68% 12	0.81% 1	0.81% 1	124	1.55
I was generally able to get information or have my questions answered satisfactorily by the staff at this campus.	62.90% 78	29.03% 36	6.45% 8	0.00% 0	1.61% 2	124	1.48
The school staff was generally helpful and caring.	71.20% 89	19.20% 24	8.00% 10	0.00% 0	1.60% 2	125	1.42
I felt that the faculty cared about my progress and were personally vested in my success.	64.80% 81	23.20% 29	9.60% 12	0.80% 1	1.60% 2	125	1.51
Academic Advising help was available to me when I needed assistance.	64.80% 81	28.80% 36	4.80% 6	0.00% 0	1.60% 2	125	1.45
There were sufficient courses offered each semester for me to complete my program without delays.	61.29% 76	28.23% 35	9.68% 12	0.00% 0	0.81% 1	124	1.51
The Career Services staff at LIBI has been helpful and attentive to me since my graduation.	67.74% 84	25.00% 31	4.84% 6	0.00% 0	2.42% 3	124	1.44
Prior to my enrollment, I understood where I could transfer my LIBI credits after graduation.	74.19% 92	17.74% 22	5.65% 7	0.81% 1	1.61% 2	124	1.38

"I feel that my admissions representative accurately portrayed the program offerings to me" is an especially important question for us to consider both in our training of new enrollment staff, but also from a reputational perspective. As a career college, we are particularly sensitive to the need for utmost transparency and truth in advertising. This question is the first one we ask our graduates because we do not want it "lost" among all the other questions, and we don't want tired respondents randomly ticking off answers. Almost 66% of the 2018-2019 graduates said that they "strongly agreed" with the statement that their admissions representatives accurately portrayed LIBI's program offerings to them. Another 26% of the respondents said that they "somewhat agreed" with the statements, while 3.17% said they either strongly disagreed or somewhat disagreed with the statement. Again, although the number of dissatisfied graduates is very small, it would be helpful to have demographic information attached to these responses to better help us improve the experience for incoming students.

Only 4.03% of our graduates felt that the tuition they paid was not worth the investment, while 87.9% felt that their LIBI education was worth the investment, with 8.06% feeling neutral. Additionally, only 2.4% of graduates responding said that they did not feel that the training they received at LIBI helped them improve their future job prospects and opportunities, while 92% felt that their training did improve their job prospects and opportunities (5.6% were neutral).

Another important measure of good customer service for us is making sure that sufficient courses are offered for students each semester so that their graduation is not delayed. Only 0.81% of respondents strongly disagreed with the statement "there were sufficient courses offered each semester for me to complete my program without delays". Of the respondents 89.5% either "strongly agreed" (61.29%) or "somewhat agreed" (28.23%) that courses were available for them to finish their programs on time.

Another point of importance for us is making sure that our applicants know where their LIBI credits will and may not transfer to BEFORE they enroll. In keeping with truth in advertising principles, our enrollment team spends time discussing credit transferability with all applicants. We never want to face a graduate telling us that Harvard will not accept their credits in transfer, so we make sure our students understand the limitations of transferability. We are happy to see that 92% of respondents said that they knew that they understood where they could transfer their credits PRIOR to enrollment, only 2.4% said that they did not.

Across units, a high overall level of satisfaction (between 80%-95%) was seen for the following areas: admission process, variety of courses, quality of instruction, availability of faculty, availability of academic advising services, career services, and as mentioned, availability of courses.

An example of the data we collect is included in this document.

SENIOR STUDENT SATISFACTION SURVEYS

- Scale 5—Very Satisfied
- Scale 4—Generally Satisfied
- Scale 3—Neither Satisfied nor Dissatisfied
- Scale 2—Generally Dissatisfied
- Scale 1—Very Dissatisfied

The Senior Satisfaction Surveys use a scale of 1-5 with 5 being "Very Satisfied"

HIGH IMPACT EDUCATIONAL EXPERIENCES

A college education, in addition to hard skills, should provide students with an opportunity to enhance their capacity for intellectual inquiry and discovery, critical reasoning, and to improve written and oral communication skills. The chart below shows that our seniors rated "acquire new skills and knowledge on my own" (4.47) and "understand myself: abilities, interests, limitations, and personality" (4.45) as well as "feel comfortable functioning as part of a team" as the **three highest growth areas** they experienced as a result of their education at LIBI.

OVERALL EXPERIENCES AT LIBI

The average rating for this section was 4.35. Library and Career Services were rated the highest with a 4.46 and 4.44 respectively. Students were satisfied with availability of advising in their major and course availability. Level of assistance received from the financial aid office, the Registrar, and the Bursar office were all perceived similarly with an average rating between 4.39 (Registrar) and 4.33 (Bursar).

With a commuter campus, the quality of campus life is somewhat limited. Our availability

of clubs (3.97) and student tips (3.96) received the lowest satisfaction ratings of all categories – and even those we don't consider unacceptable. Our awareness programs and the quality and frequency of job fairs, both rated at an average of 4.23, received the highest ratings in this category. Sense of community on campus was rated at 4.20. We are aware of the need for our students to connect outside of class and we have several organized day trips outside of New York State per year. We also have cultural outings that give students the opportunity to experience art, music, and plays in New York City. The Retention Committee run by faculty members from across the departments organize trips to Washington D.C., Mount Vernon -the home of George Washington, Amish Country, and even more lighthearted destinations such as Mystic Aquarium in Connecticut. Needless to say, the 2020 calendar did not make any of this possible, but efforts were made by the faculty and the Director of Operations to provide online programming to enhance the student experience.

Students were also asked to give their perception of the faculty engagement, and about the type of exams and assignments they received throughout their studies at LIBI. As a career college, we are particularly pleased to see that our students felt that their faculty asked them to demonstrate how course concepts related to actual work problems or situations (average rating of 4.31).

When asked how well has LIBI prepared them for continued learning on their own, outside of class or their credentials, the average satisfaction rate was 4.24. One of LIBI's priorities, and part of our mission, is to help our students become lifelong learners, and in 2018-2019 our students have confirmed that we are accomplishing this goal.

SENIOR STUDENT SATISFACTION SURVEY 2018 - 2019		
1.) To what extent did your LIBI education enhance your ability to:		Average
a	Write effectively	4.25
b	Communicate well orally	4.49
c	Feel comfortable functioning as part of a team	4.40
d	Think critically and logically	4.38
e	Formulate creative/original ideas and solutions	4.25
f	Understand myself: abilities, interests, limitations, and personality	4.45
g	Function independently, without supervision	4.31
h	Acquire new skills and knowledge on my own	4.47
i	Gain in-depth knowledge of my chosen field of study	4.37
		4.35

2.) How satisfied are you with your overall experience at LIBI?		Average
a	Overall educational experience	4.35
b	Availability of general academic advising	4.28
c	Availability of major advising	4.35
d	Hours of operation of the Academic Advising office	4.35
e	Availability of courses necessary for graduation	4.32
f	Faculty availability outside of class	4.24
g	Student interaction with faculty	4.37
h	Computer facilities and resources	4.28
i	Classroom conditions	4.27
j	Library facilities and resources	4.36
k	Library services	4.46
l	Library hours	4.38
m	Availability of tutoring through Academic Success Center	4.37
n	Hours of operation of the Academic Success Center	4.37
o	Career Services Activities	4.44
p	Level of assistance from the Career Services office	4.43
q	Hours of operation of the Career Services office	4.38
r	Level of assistance from the Financial Aid office	4.38
s	Financial Aid package you received	4.39
t	Level of assistance from Registrar office	4.39
u	Level of assistance from Bursar office	4.33
v	Student lounge	4.28
		4.35
3.) How satisfied are you with the quality of campus life at LIBI?		Average
a	Student activities outside of class	4.11
b	Student clubs	3.97
c	Student trips	3.96
d	Cultural and fine arts programs on campus	4.04
e	Frequency of workshops and outside speakers	4.10
f	Campus safety and awareness programs	4.23
g	Frequency and quality of college transfer fairs	4.22
h	Frequency and quality of job fairs	4.23
i	Ethnic/racial diversity of campus	4.22
j	Sence of community on campus	4.20
		4.13

4.) Below are statements about your views of your instructor's interest in teaching and students. Please indicate the extent to which you agree or disagree with each statement		Average
a	Most of my faculty were genuinely interested in student progress and success	4.30
b	Most of my instructors were good at providing prompt and useful feedback	4.28
c	Most of my instructors were willing to stay after class or meet before if I had questions about the material	4.34
d	Most of my instructors were willing to spend time outside of class to discuss progress in their course or other issues of concern to me	4.23
		4.28
5.) Below are statements about experiences you might have had in your classes at LIBI. About how often have you experienced each?		Average
a	Faculty posed challenging questions in class	4.24
b	Faculty asked me to show how a particular course concept could be applied to an actual work problem or situation	4.31
c	Faculty challenged my ideas in class and respectfully allowed me to explain my point of view	4.32
		4.29
6.) Below are descriptions of the types of exams or assignments you may have received in your courses here at LIBI. About how often have you engaged in each?		Average
a	Write essays	4.20
b	Completed assignments or projects in which I had to solve problems	4.25
c	Made oral presentations in front of my classmates	4.15
d	Connected what I learned in multiple courses	4.13
e	Had the opportunity to participate in a diversity or cultural awareness activity	4.02
f	Had meaningful discussions about intergroup relations with students differing from me in race, national origins, values, religion, or political views	4.07
7.) Overall, to what extent have your experiences at LIBI prepared you for the following activities		Average
a	A career in your chosen field	4.24
b	Interpersonal relationships with individuals differing from you in race, national origin, values, religion, or political views	4.15
c	Continued learning on my own or outside my degree or certificate program (e.g., learning a new language, professional certification, new craft, etc.)	4.24
		4.21

BELONGING

"Belonging—defined as feeling included or connected within a community, specifically one that encourages academic excellence, growth, and service—is central to student well-being, success, and persistence"⁷¹

The feeling of inclusivity and affirming sense of belonging is central to student success.

As mentioned repeatedly, "Students from low income or working-class backgrounds can be unfamiliar with the "rules of the game" needed to succeed in higher education, which can undermine their sense of empowerment and efficacy."⁷²

Administrators from highly-selective private colleges to trade schools all feel the extra challenges that come with successfully welcoming students who are nervous about belonging due to the fact that they are first-generation higher education seekers or come from low-income families. We have seen that our students respond positively and benefit from being told before matriculation that challenges in the transition to college are common and improve with time.

We know from observing 6 semester starts each year that early struggles lead students to conclude that they don't belong, so we try to discuss that with our students openly and early. They hear it in New Student Orientation, they hear it in the Commit to Graduating Meeting held 30 days after the semester starts, they also have that conversation with their advisors during their one-on-one Third Week Welcome meetings. The theme is simple – "challenges are common, every new student experiences them, be ready when you face yours....and here are steps you can take to overcome them..." This simple intervention includes either a short live presentation from alumni or recorded messages. New students see and hear peers who look like them and come from similar backgrounds telling them about the challenges they faced and how they overcame them. This approach helps students make sense of the challenges they later face and makes them more comfortable accessing support services or reaching out for help. We feel that this normalization of challenges and seeking help discussed as early on in the students' tenure with us lays the foundations for belonging.

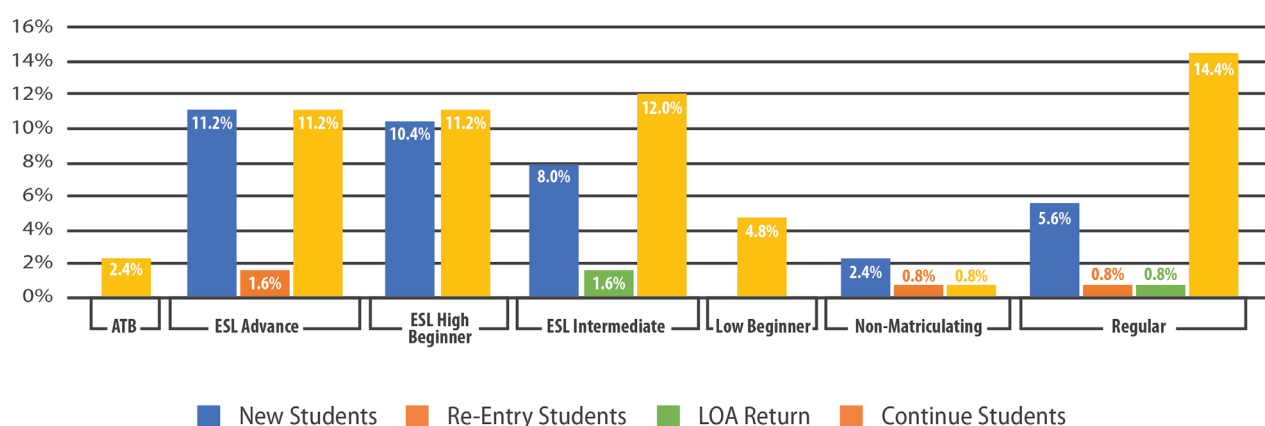
Bridging skill gaps is the single most important and transformational concept we can con-

71 Colwell, K. (2020, March 3). 5 opportunities to build first-gen students' sense of belonging at Georgetown. THE FEED. <https://feed.georgetown.edu/access-affordability/5-opportunities-to-build-first-gen-students-sense-of-belonging-at-georgetown/#:%7E:text=Why%20is%20belonging%20so%20important,being%2C%20success%2C%20and%20persistence.>

72 Housel, T. H., & Harvey, V. L. (2010). The invisibility factor: Administrators and faculty reach out to first-generation college students. Boca Raton, FL: Universal Publishers.

vey to our students at the beginning of their studies is that whatever setbacks they may encounter are not because of their individual deficiencies, but instead are due to contextual factors such as different national educational systems, differences in preparation, or different sociocultural and economic factors. We have found that openly discussing, in accepting terms, the differences in preparation with students at orientation, during the third-week welcomes, and during the "I Commit to Graduating" meetings, students are encouraged to seek tutoring help through the Academic Success Center.

Academic Success Center Usage - Jan, Feb 2021



ACADEMIC SUCCESS CENTER USAGE Jan, feb 2021				
Remediation Level	New Students	Re-Entry Students	LOA Return	Continue Students
ATB	0.0%	0.0%	0.0%	2.4%
ESL Advance	11.2%	1.6%	0.0%	11.2%
ESL High Beginner	10.4%	0.0%	0.0%	11.2%
ESL Intermediate	8.0%	0.0%	1.6%	12.0%
Low Beginner	0.0%	0.0%	0.0%	4.8%
Non-Matriculating	2.4%	0.8%	0.0%	0.8%
Regular	5.6%	0.8%	0.8%	14.4%
GRAND TOTAL	37.6%	3.2%	2.4%	56.8%

"When students belong to historically underrepresented and negatively stereotyped social groups, they are vigilant to situational cues and messages from institutions, faculty, and peers that signal whether they are valued, included, and respected"⁷³.

We strongly believe that it is possible for a commuter campus culture to be a powerful source of socialization. We strive to ensure that all of our institutional activities, communal events, routine office practices, and the physical surroundings project our belief in our students and in their ability to succeed. We are keenly aware that college environment itself can often fail to promote a sense of inclusion, support, and a sense of safety for students from certain groups, including underrepresented populations. This is why we are conscientiously careful to reinforce our students' social and academic potential through deliberate and extensive planning of what we put up and profile on our campus walls, how we speak to the students, and the opportunities outside of the classrooms we provide for them.

For the Fall 2018 semester we initiated the "Did You Know?" project profiling women and people of color who helped change the world but who are generally forgotten when mainstream historical tributes are made. We covered big canvases with posters we designed and printed professionally for impact and displayed them all along the walls of our hallways. Immediately, we saw the impact with students stopping to read the posters alone and in groups. It was simple, time-honored idea, that has proven to us that there is a need to teach history. Students need to see others who look like them celebrated and recognized. We specifically picked people whose names are more obscured to show our students that there were so many before them who did things to help our society make progress across all the fields.



73 Mary C. Murphy, Claude M. Steele and James J. Gross, "Signaling Threat: How Situational Cues Affect Women in Math, Science, and Engineering Settings," *Psychological Science* 18 (2007): 879–885, <http://www.ncbi.nlm.nih.gov/pubmed/17894605>; Mary C. Murphy and Valerie Jones Taylor, "The Role of Situational Cues in Signaling and Maintaining Stereotype Threat," in *Stereotype Threat: Theory, Process, and Applications*, ed. M. Inzlicht and T. Schmader (New York: Oxford University Press, 2011): 17–33, <http://www.oxfordscholarship.com/view/10.1093/acprof:oso/9780199732449.001.0001/acprof-9780199732449-chapter-002>.

FUTURE

We continue our efforts to serve the communities in which we are located to evolve and adjust our services to their specific needs. We remain committed to student learning and achievement through our core focus of creating an equitable and inclusive environment for learning.

Through our data collection we see the need for more data disaggregation. "Data disaggregation is the process of examining outcomes separately by meaningful groups". Through our analysis of academic and retention data, we see that some of our students are disproportionately negatively impacted and their success outcomes are much lower than other groups⁷⁴. One notable example is the disproportionately low success rate of our Hispanic students in Business Math, which is a pathway course. Another important finding that we must address is the steady decline in enrollment of Black/African American students. Although gradual, it has been a steady downward trend. We must examine these observations in far greater detail. The core of our institutional mission is to eliminate equity gaps through education; therefore, we will examine these trends in light of our policies and practices.

The very core fabric of our institution is access, and in order for us to provide that to all groups, we must take the time to scrutinize these new findings. The enrollment patterns of Black/African American students may simply be just a function of the demographic shifts in Flushing, but as an institution who serves those who have been historically underserved, we must ensure that the patterns we see emerging are not any patterns of inequity within our control.

We must undertake an examination of our campus culture, our support services, our instruction, and policies and practices, to determine the large performance gaps in math. We must engage in a deep dive into the data and have uncomfortable conversations about not just redesigning how we teach math, but about how we think about students, pedagogy, and the support our students really need.

Evolving to serve the communities in which we are located goes beyond our institutional commitment to ongoing diversity and cultural sensitivity training, it involves active and continued pursuit and engagement in professional development activities that strengthen our foundation to remove inequity if it exists.

74 Sosa, G. (2017). "Using Disproportionate Impact Methods to Identify Equity Gaps." RP Group, <https://visionresourcecenter.cccco.edu/sites/default/files/wpcontent/uploads/2017/01/ASK-DD-DisproportionateImpact-GSosa-Revised-1707-Remediated.pdf>.

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