

# INSTITUTIONAL EFFECTIVENESS PLAN

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**LIBI** LONG ISLAND  
BUSINESS INSTITUTE

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*In Knowledge There Is Opportunity*



**2021 - 2022**

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*For me, education means to  
inspire people to live more abundantly,  
to learn to begin with life as  
they find it and make it better.*

”

*by* **Carter G. Woodson**

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# PART I

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**THERE IS NO QUESTION** that the world of higher education has fundamentally and profoundly changed due to the Covid-19 pandemic. The question is: how will LIBI reimagine itself now that we have had two years of experience with remote learning? We have grown to appreciate all that we have learned about ourselves in the process. We were forced to re-think and to innovate without any time to spare, and we have emerged from the experience an even stronger institution knowing how to stay true to its mission – even under the most trying of times.

One positive that has emerged from the pandemic is that Covid-19 disrupted a seismic caliber to higher education an industry that, in many ways, has clung to its roots and traditions for centuries. Necessity has proven to be the mother of innovation for all of us irrespective of the education sector in which we work. The nimbleness typically seen in the for-profit sector of higher education has been critical in helping all of us see that there are immense opportunities for higher education to improve itself and to address the needs of the new post-Covid world. These are needs that in many cases we as an industry either didn't know existed, or that we didn't want to address because of the stumbling blocks we would encounter due to our own institutional infrastructures frequently averse to change.

As graceful as LIBI has always been, even we would manage to talk ourselves out of expanding into distance education offerings. Since we were fearful that the modality would not be a great pedagogical match for our large ESL student population, the curriculum was heavily centered on in-person learning.

Over two years after the lockdown, we are now having difficulties convincing students that they must begin learning back on campus. Our concerns, therefore, weren't founded. Many of our students have families and jobs. They have grown comfortable with not having to worry about commuting, which according to many of those advocating to stay learning remotely, is a tremendous time drain on their already abundantly over-stretched schedules. Adding to the desire of continued online learning is the fear of some of our Asian students of commuting late in the evening due to the drastic increase in anti-Asian crime in New York City. According to NYPD, incidents targeting Asians rose by 361 percent as of December 2021<sup>1</sup>. Adding to the student calls for safety was a recent incident of an Asian commuter shoved onto the train tracks to her death at the Times Square station<sup>2</sup>, where most of our students begin their journeys home from the Manhattan Extension Center.

Many of the hate crimes, particularly in New York City, have occurred in low-income areas and communities where our students live, but the crimes also take place in heavily trafficked areas, such as Times Square, home to our Manhattan campus.

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<sup>1</sup> <https://www.nbcnews.com/news/asian-america/nypd-reports-361-percent-increase-anti-asian-hate-crimes-last-year-rcna8427>

<sup>2</sup> <https://nypost.com/2022/01/21/nyc-hate-crime-complaints-skyrocket-anti-asian-attacks-triple/>



Adding to the safety concerns are the inflationary pressures that particularly impact our student demographic. The ability to save on commuting and child care alone can offset the other rapidly-rising costs, such as food, housing, and transportation.

On the brighter side, more positive reasons we hear from students advocating for online learning is their ability to relisten to lectures, or portions covering material that is particularly difficult to integrate, and when studying for exams as a refresher. Most students we feared putting online before the pandemic has flourished in this modality. Our students have gained tangible new resilience skills during the time of the pandemic, opening new possibilities for student learning and engagement.

Survey results we will discuss later in this document demonstrate the vital need for ongoing “climate checks” to help ensure that the college continues to deliver what the students look for in education. The notion of **“meeting our students in the place where they are”** has evolved and is no longer just about determining where each student is in terms of preparation and ability and how much work has to be done, and what academic and social support has to be given to get each one to the finish line. Post-pandemic, also means responding to new needs for safety, more flexibility, and the need to keep replaying professors until the topics make sense.

LIBI’s role in our students’ personal, intellectual, and professional journeys is one of a supportive partner, but a partner who expects the equal effort to be expended in order to achieve progress. We say this deliberately because providing access to affordable high-quality education without the full commitment of the student’s is not truly access, but a lost opportunity as well as a way for students to squander some of the 12 semesters of the Pell grant eligibility they receive from the Federal Government.

Access from the institution’s perspective means that once accepted into an academic environment, students must receive responsive, active and effective academic and social support to help them both survive and thrive. Acceptance without commitment to addressing the deficits that students come into the institution with is not creating access – it is creating failure and dropouts. There is not much economic diversity among LIBI students, as most of our students come from very low-income families. **88% of our students are Pell recipients, over 30% qualify for the full amount of the award.** As a point of reference, the income threshold for an automatic \$0 Expected Family Contribution (EFC) is now \$27,000. This means that if a family earns an income lower than \$27,000, they are not expected to pay anything out of pocket and would qualify for additional financial aid. **In the 2020-2021 Award Year 31% of LIBI’s students were in the \$0 EFC category.** With this in mind, the college needs to create systems of support that not only acknowledge the significant family and work responsibilities that our students have beyond academics, but also respond to the financial situations of our students. It is for this reason that LIBI’s tuition has been frozen

from 2009 to 2021, and only about 5% of all students take out loans. It is also for the same reason that we must focus on building more support systems that evolve with needs of our students and enable true access to higher education that results in success. We will discuss what we consider success, how we measure it, and how we allocate resources to achieve it in subsequent sections of this document.

In the next section we will discuss “who we are” and the findings of surveys administered to our students while they were still learning remotely. These surveys were designed to determine whether the college is offering meaningful support in fulfillment of our mission of providing access. The survey questions were of a wide variety to help us better understand what challenges and life demands our students were facing and to help us do a “temperature check” of their overall virtual classroom experiences.

## WHO WE ARE

### OVERALL INSTITUTIONAL DATA

As mentioned, 88% of our students qualify for the Pell Grant.

INSTITUTIONAL DEMOGRAPHICS	
Asian	54%
Black or African American	10%
Hispanic	28%
White	4%
Two or more races	0%
Nonresident Alien (Race/Ethnicity not reported)	3%
American Indian or Alaska Native	0%

COMMACK BRANCH CAMPUS (n=75)	
Asian	1%
Black or African American	9%
Hispanic	9%
White	79%
Nonresident Alien (Race/Ethnicity not reported)	1%

LIBI FLUSHING - MAIN CAMPUS (n=1129)	
Asian	78%
Black or African American	8%
Hispanic	10%
White	1%
Two or more races	1%
Nonresident Alien (Race/Ethnicity not reported)	3%

LIBI NYC - EXTENSION CENTER (n=651)	
Asian	21%
Black or African American	14%
Hispanic	61%
White	1%
Two or more races	0%
Nonresident Alien (Race/Ethnicity not reported)	2%

LIBI STUDENTS BY AGE GROUP	
<20	1%
20 - 29	27%
30 - 39	41%
40 - 49	22%
50 - 59	7%
60+	1%

Our largest age group are students between the ages of 30-39. Only 1% of our student body is under the age of 20.

Across the institution, the average age of a LIBI student is just under 35 (34.85).

AVERAGE AGE BY CAMPUS	
LIBI Commack Campus	33.81
LIBI Flushing Campus	36.15
LIBI NYC Campus	34.58

**Institutional Average Age: 34.85**

LIBI students are majority female.

GENDER	
Female	83%
Male	17%

Parenting and going to school is a challenge, and for 35% of our students that challenge is magnified as they are parenting alone.

**Approximately 35% of our students are single parents.**

An excellent study using data from the City University of New York (CUNY) on parenthood and college enrollment –*No Time for College? An Investigation of Time Poverty and Parenthood*–found that parents of preschool-aged children were twice as likely to drop out of college as those with no children. Additionally, student-parents accumulated significantly fewer credits each semester in comparison to non-parent peers<sup>3</sup>. Student-parents, the study further finds, have roughly half the time after paid work and household responsibilities, to sleep, eat, and do schoolwork than their non-parent peers.

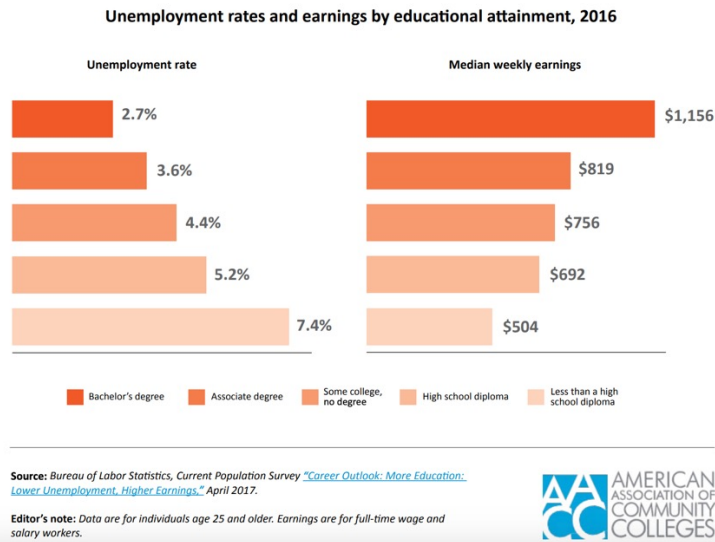
Given that 35% of our students are parenting alone, this is a particularly important characteristic to be aware of so that we can do more to support this student demographic. It is important to note that when these students graduate, they not only improve their own lives – but they also impact and improve the lives of the children who depend on them. Given the economic benefits of obtaining a college degree, especially evident in the unemployment rates for college graduates during the pandemic, we view supporting our student-parents as an important institutional goal.

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<sup>3</sup> Claire Wladis, Alyse C. Hachey & Katherine Conway (2018) No Time for College? An Investigation of Time Poverty and Parenthood, *The Journal of Higher Education*, 89:6, 807-831, DOI: 10.1080/00221546.2018.1442983

### More education = better jobs

Higher educational attainment leads to increased earnings and lowers the likelihood of unemployment.



Caring for children and often holding a job, in addition to attending classes and completing coursework, is the way of life for many of our students. Only 6% of LIBI's students carry no risk factors for dropping out, while **55% carry between 3 and 6 risk factors**. As a sanctuary city, we do not include immigration status in the risk factors; however, if we did, the number of risk factors per student would increase. In the past we included new immigrants as a risk factor for dropping out, but this year we are excluding that category. It should be noted that not counting something does not mean that it does not adversely impact students' chances of completion. According to Clasp.org, "most undergraduate students (71 percent) have at least one characteristic—such as single parenting or working part time—that makes it hard to attend college<sup>4</sup>"; at LIBI, 94% of students have at least one risk factor – that's 23 percentage points more than the national average<sup>5</sup>.

**By making less than \$20,000 per year, 45% of our students are considered low-income** by state and federal guidelines. In the 2020-2021 Award Year, 31% of LIBI's students had a zero Expected Family Contribution (EFC). It is clear to us that a primary motivation to attend college for many of our students is to gain economic security.

It should also be noted that multiple studies mention that having a low income is associated with an increased risk of food insecurity. Our 2021-2022 IEP outlines how that holds true for our students. For full details please see the 2021-22 IEP section "Addressing the Issues", pages 35-39 in the Appendix.

4 Gilkesson, Parker. "Eric - Education Resources Information Center." Frequently Asked Questions About SNAP and Students, Clasp.org, Apr. 2021, <https://files.eric.ed.gov/fulltext/ED417163.pdf>.

5 Ibid.



Additionally, according to a report by U.S. Government Accountability Office, “having a low income is itself the most common risk factor for food insecurity among college students”<sup>6</sup>. The report’s “analysis found that the majority of low-income students also experience additional risk factors for food insecurity. The three most common risk factors for food insecurity among low-income students were being a first-generation college student; receiving SNAP (receiving SNAP can be considered a risk factor in that it may reduce, but not entirely eliminate, food insecurity ); and being a single parent”<sup>7</sup>.

Comparing our students’ statistical information with the data published by the GAO (chart below), 80-90% of LIBI’s students are first-generation college students, 35% are single parents, **and 31% of our students have a zero Expected Family Contribution, which means that their family income is less than \$27,000**. Given the strong correlation between low income and being a single parent or a first-generation college student, and the large proportion of our students who fall into those categories, it is very likely that many of our students are regularly experiencing food insecurity.

**Table 1: Prevalence of Risk Factors Associated with Food Insecurity among Low-Income U.S. College Undergraduate Students, by College Type in 2016**

Risk factor	Total		4-year schools		2-year schools		Less than 2-year schools	
	Number of students	Percent of low-income students	Number of students	Percent of low-income students	Number of students	Percent of low-income students	Number of students	Percent of low-income students
First generation <sup>a</sup>	2,299,206	31%	1,015,263	28%	1,188,889	34%	95,053	35%
Receiving SNAP <sup>b</sup>	2,257,121	31%	1,024,774	29%	1,128,133	33%	104,214	38%
Single parent	1,815,655	25%	756,885	21%	943,168	27%	115,602	42%
Disabled <sup>c</sup>	1,591,962	22%	757,267	21%	773,159	22%	61,536	22%
Homeless or at risk of homeless	1,109,714	15%	504,397	14%	548,235	16%	57,082	21%
Former foster youth <sup>d</sup>	788,866	11%	391,819	11%	371,419	11%	25,628	9%
<b>Total Low-income students<sup>e</sup></b>	<b>7,339,571</b>	<b>100%</b>	<b>3,597,419</b>	<b>100%</b>	<b>3,466,862</b>	<b>100%</b>	<b>275,291</b>	<b>100%</b>

Source: GAO analysis of 2016 National Postsecondary Student Aid Study Data | GAO-19-95

PELL RECIPIENTS WITH ZERO EXPECTED FAMILY CONTRIBUTION (EFC)* AWARD YEAR 2020-2021		
Auto Zero EFC*	579	31%

\*the income threshold for an automatic \$0 Expected Family Contribution (EFC) is \$27,000. Meaning these families earn an income lower than \$27,000.

6 Kathryn Larin, Food Insecurity: Better Information Could Help Eligible College Students Access Federal Food Assistance Benefits, Government Accountability Office, December 2018, <https://www.gao.gov/assets/700/696254.pdf>.

7 Kathryn Larin, Food Insecurity: Better Information Could Help Eligible College Students Access Federal Food Assistance Benefits, Government Accountability Office, December 2018, <https://www.gao.gov/assets/700/696254.pdf>.

Aside from single parenthood and being low-income, other risk factors for our student body includes being an English language learner (ESL), not having completed a high-school diploma, or being a sole income earner.

Race correlates to college completion, which is why we list it as a risk characteristic. As an institution that serves historically underserved populations, we see how embedded racial inequities produce unequal opportunities for students of color. Students from under-resourced k-12 systems are at a much higher risk of failing in college.

We also feel that national data does not adequately capture the results for low-income Asian students participating in higher education. The pervasive stereotype of the high-achieving Asian-Pacific American students as a homogeneous group masks the many real challenges being experienced by this very diverse group.

LIBI STUDENTS' RISK FACTORS	
<b>Single Parent</b> (Student is a single parent)	35%
<b>Single Parent Household</b> (Student is from a single parent household)	4%
<b>Low Income</b> (Total income <\$20,000)	45%
<b>ESL</b>	68%
<b>Ability-to-Benefit (ATB)</b>	49%
<b>Minority</b> (Black and Hispanic)	38%
<b>Minority</b> (Asian)	54%
<b>Sole Income</b>	42%

## WHAT IS UNIQUE ABOUT LIBI?

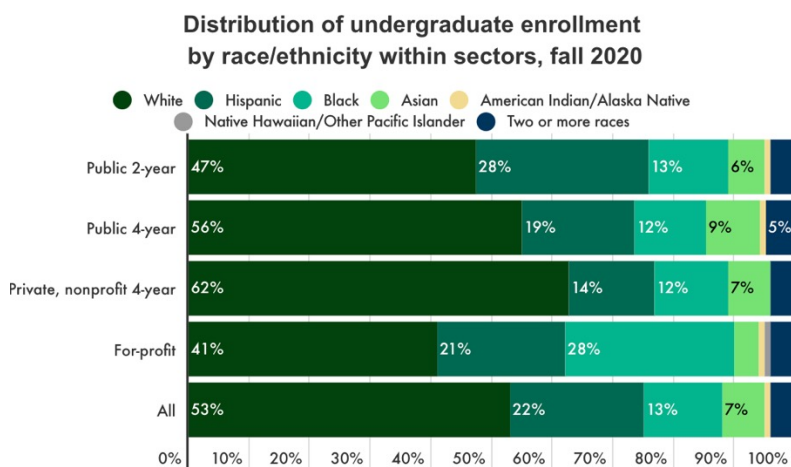
As our student body demographics illustrate, LIBI's racial and ethnic composition reflects the communities in which the campuses are located. **Institutionally, across the three campuses, Asian students comprise 54% of our student body.** Interestingly, in comparison to the data compiled by the American Association of Community Colleges (AACC), Asian students constitute under 5% of enrollment in the for-profit college sector, preferring instead to enroll in the public two and 4-year sector (82%).

To underscore LIBI’s unique placement not just in the for-profit sector but across the higher education landscape, LIBI’s Black and African American students comprise 10% of our enrollment much closer to that of the 13% at community colleges than the 28% at the for-profit sector. According to AACC, “black students comprised a substantially larger portion of undergrads attending for-profits than at other postsecondary sectors: 28% at for-profits compared to 12% to 13% at community colleges, public and private four-year institutions, and nonprofit four-year institutions”<sup>8</sup>.

Hispanic students constitute 28% of our institutional enrollment, entirely in line with the 28% of Hispanic students at community colleges. According to the AACC, Hispanic student enrollment within the for-profit sector is 21%, or seven percentage points lower than the enrollment at LIBI.

The distribution of undergraduate enrollment by sector within race/ethnicity for the Fall 2020 as reported by the AACC and the College Board, are slightly different, therefore both are included below.

## **DATA OBTAINED FROM THE COLLEGE BOARD**

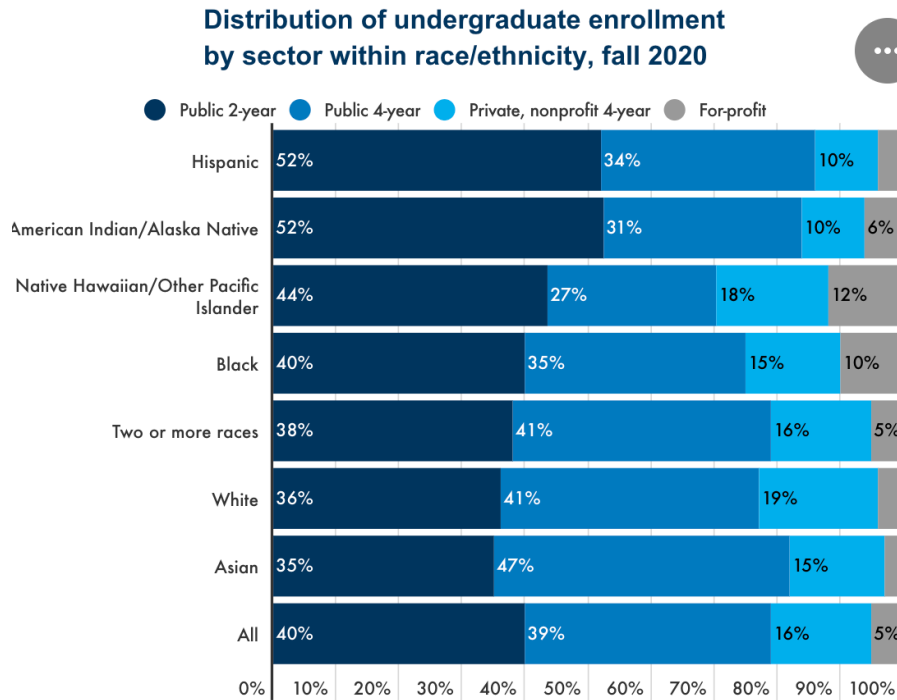


Source: College Board, "Trends in College Pricing and Student Aid 2021," October 2021.

Source: <https://www.aacc.nche.edu/2021/12/02/datapoints-enrollment-by-race-ethnicity/>

<sup>8</sup> "Datapoints: Enrollment by Race/Ethnicity." AACC, 1 Mar. 2022, <https://www.aacc.nche.edu/2021/12/02/datapoints-enrollment-by-race-ethnicity/>.

## COMPARISON DATA OBTAINED FROM AMERICAN ASSOCIATION OF COMMUNITY COLLEGES (AACC)



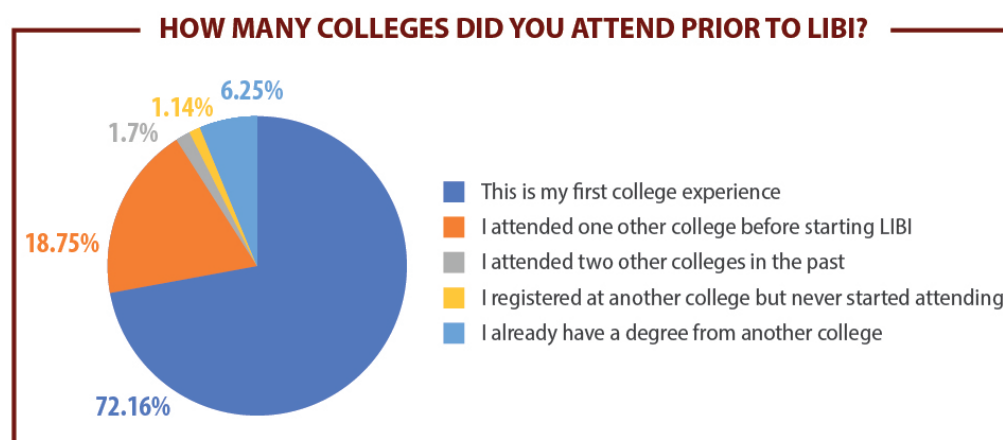
Source: <https://www.aacc.nche.edu/2021/12/02/datapoints-enrollment-by-race-ethnicity/>

## WHAT DID WE LEARN?

The second comprehensive institutional student survey was completed in the first quarter of 2022. Approximately 40% of our total active student population submitted completed surveys. For the purposes of analysis, we have disaggregated the survey responses and grouped them by the primary language students use at home (i.e., English, Spanish, and Chinese). The student responses were kept anonymous, and no identifiable data could be traced back to their user identification numbers.

Of the fully completed student responses, 53% of the students identified as native speakers of Chinese; another 26% selected Spanish as the language spoken at home; while 21% selected English. Of the 53% (Chinese language) respondents, 72% indicated that LIBI is the

first experience with higher education that they have had, while just under 19% indicated that they had attended another college before starting LIBI.



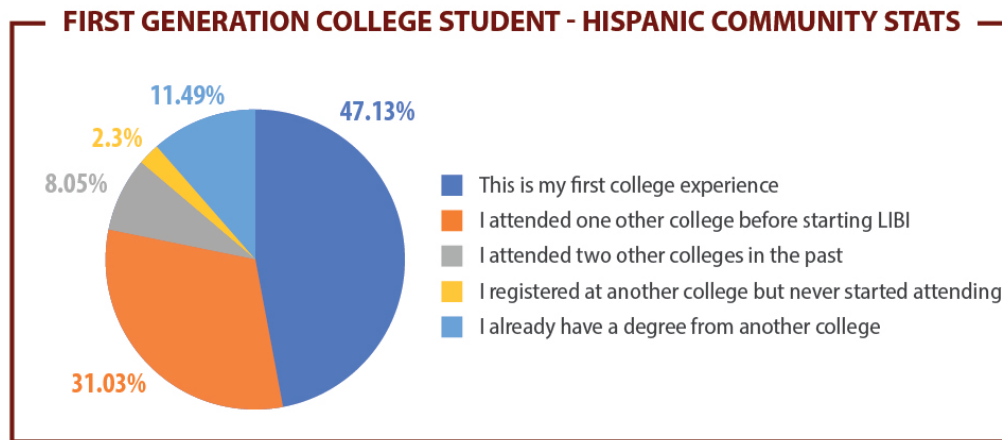
The 26% of respondents who identified as Hispanic had a very different path to LIBI. Only 47% of the Hispanic student respondents indicated that LIBI was the first college they attended. Thirty-one percent said that they had attended another college previously, while 8% indicated that they attended two colleges before coming to LIBI. This is a particularly important data point for us as we know from our own institutional experience that the odds of completing a degree decrease with each time a student “swirls” between institutions. Research supports our observation that “‘interruptions in enrollment,’ like multi-institutional enrollment, including vertical transfer, horizontal transfer, and reverse transfer along with stopping-out lengthen time to degree, and decrease a student’s likelihood of graduation”<sup>9,10</sup>.

We know that almost all students who stop out from LIBI do so due to external pressures such as familial obligations, financial struggles, and other complicated life circumstances (including domestic violence, for example). We also know from experience that students from lower social economic backgrounds adjust their expectations and aspirations in response to obstacles and don’t view stopping-out or dropping out as personal failure, but rather as having to “deal with” what life throws their way. According to the American Association of Community colleges, more than one in four students attend at least two institutions before achieving an associate degree. Knowing that the number of students “swirling” among our Hispanic students informs our retention plans for those students.

9 MCGREGOR, KAREN E. “EXPLORING THE NATURE OF STUDENT SWIRL IN AN ADULT LEARNER POPULATION.” Michigan State University, 2018.

10 Pascarella, E. T., & Terenzini, P. T. (2005). *How College Affects Students: A Third Decade Of Research*. Jossey-Bass.





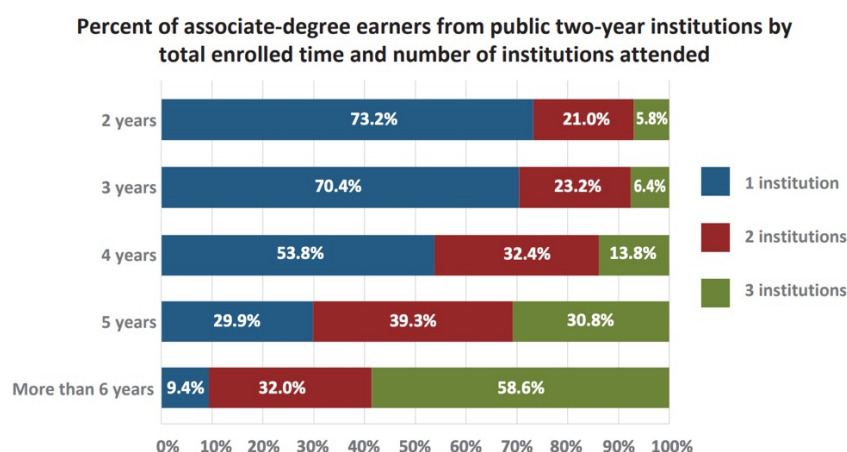
Of the student respondents who identified English as their home language, 69% indicated that LIBI was their first college experience. Another 22.5% indicated that they had attended another college prior to coming to LIBI, while 5.6% said that they have been to two other colleges.

This data is very important to our institutional retention efforts and correlates to the potential of increased rates of withdrawal.

Our concern is best summarized by the chart below compiled by the American Association of Community Colleges (AACC). It is clear that persisting in one institution yields far greater completion rates in shorter time span (73% of degree earners who finished in 2 years did so by staying at 1 institution, whereas 58.6% of students who attended 3 institutions took 6 years to obtain the same credential). The correlation depicted below clearly supports that our students who indicated that they had attended 1 or 2 other institutions before coming to LIBI have an additional risk factor for leaving without a credential.

## Degree completion

More than one in four students attend two or more institutions to complete their associate degree.



Source: National Student Clearinghouse Research, "Time to Degree: A National View of the Time Enrolled and Elapsed for Associate and Bachelor's Degree Earners, (Signature Report No. 11)" September, 2016.



The Federal government defines first-generation students the Trio program to be:

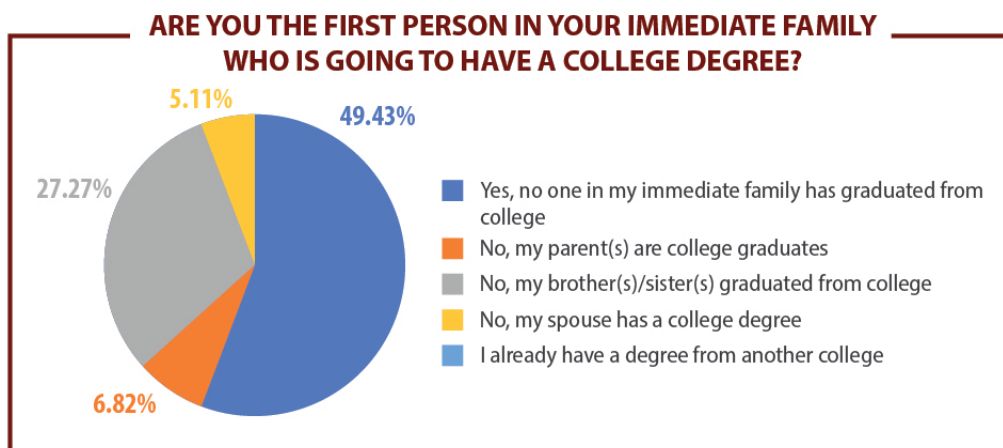
*(1) FIRST GENERATION COLLEGE STUDENT.—The term “first-generation college student” means— (A) An individual both of whose parents did not complete a baccalaureate degree; or (B) In the case of any individual who regularly resided with and received support from only one parent, an individual whose only such parent did not complete a baccalaureate degree.*<sup>11</sup>

Nearly all of our students have been first-generation since LIBI opened in 1968. This survey has again confirmed that; however, we wanted a better understanding of how our students come into contact with higher education, so we asked them to identify if anyone else in their family has been to college.

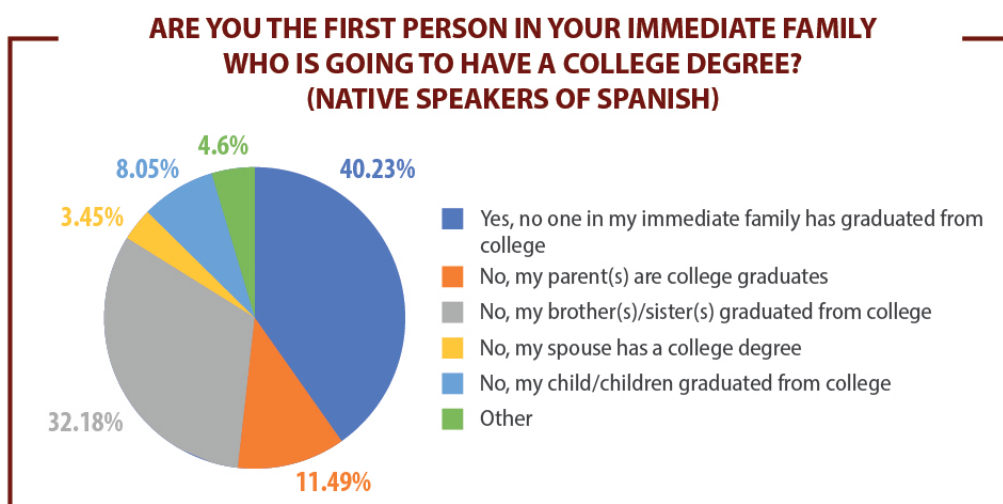
Of our Asian student respondents, only 7% said their parents graduated from college. Following the Federal definition, 93% of our Asian students were thus first generation. Drilling down to answer the question of how else our students come into contact with higher education, 49% of our Asian respondents said that no one at all, outside of themselves, has been to college in their family. Additionally, 27% of the respondents indicated that their

<sup>11</sup> <https://www2.ed.gov/about/offices/list/ope/trio/triohea.pdf>

sibling graduated from college, while 11% said that their child has. Only 5% of the Asian respondents said that their spouse graduated from college.

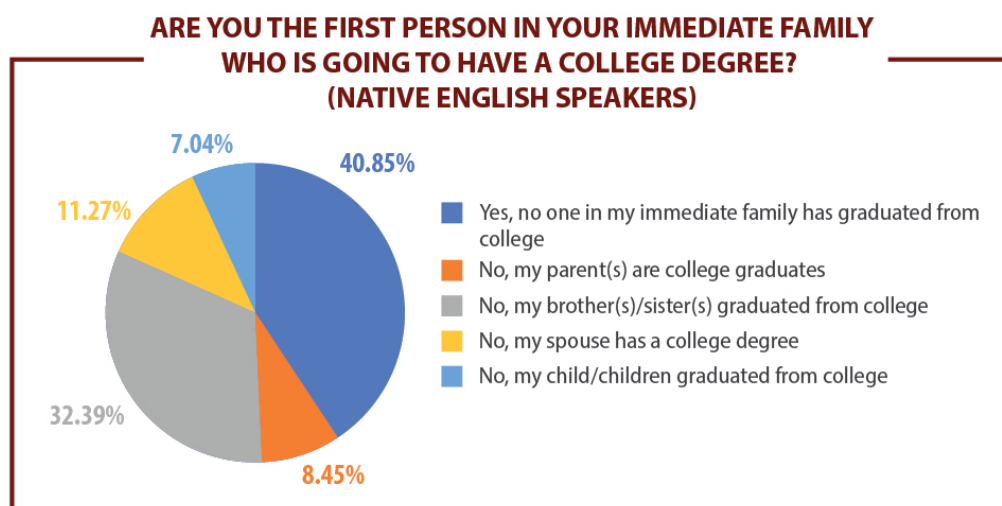


Of our Hispanic student respondents, 11.5% reported that their parents hold a college degree which would classify 88.5% of our Hispanic students as first-generation college students if we apply the Federal definition to this group. Again, drilling down to the experience these students have had with higher education, the respondents said that 3.5% had a spouse with a college degree, while another 8% said that their child has a college degree.



The English language group respondents reported that 8.5% of them had a parent with a

college degree. Similar to the other language groups, over 90% of the respondents meet the Federal definition of first-generation college students. Unlike the other groups, 11% of the respondents in this set reported having a spouse who holds a college degree—double of the Asian and triple the Hispanic respondents.



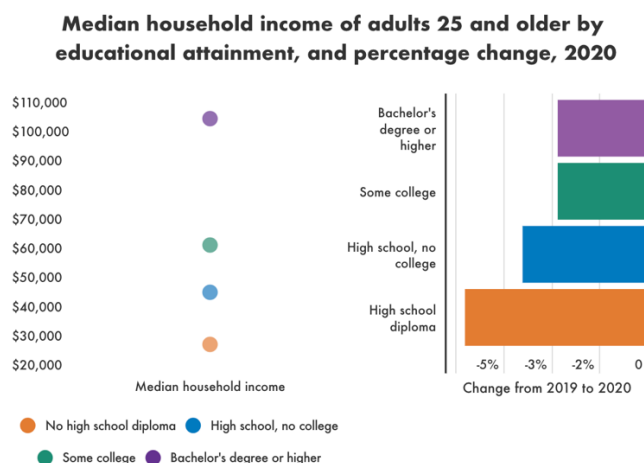
Additionally, 7% of this group's children hold a college degree. The roughly similar statistics among the three language groups with regard to college attainment by their children would point to the fact that respondents in the 41-65 age group that would be old enough to have children who graduated from college were very similar in proportion. Approximately 34% of the English language group, 37% of the Asian language group and 25% of the Spanish language respondents indicated being in the 41-65 category. It is reassuring to see that there is college attainment cross-generationally.

As we are an institution whose mission it is to improve the lives of those who have been historically underserved by higher education, it is very meaningful to us that a third of our students in the 41-65 age group have children who hold college degrees.

It is not just that education enables social mobility, as we have seen during the COVID-19 pandemic, it generally provides more stable income security.

According to data from the American Association of Community Colleges, "from 2019 to 2020, real median incomes among U.S. householders ages 25 and older dropped for all educational attainment groups, according to a recent report from the U.S. Census Bureau, whose collected information coincided with the Covid pandemic.

Individuals with less education (who also earned the least) were hit particularly hard. Those with no high school diploma saw their median incomes drop 5.7%, and individuals with a diploma but no college saw a -3.9% decline. Individuals with some college and those with a bachelor's degree or higher both experienced a -2.8% decline."<sup>12</sup>



Source: <https://www.aacc.nche.edu/2021/10/26/datapoints-education-income-and-poverty/>

Given that LIBI's enrollment is **83% female and 17% male**, a look at female employability during the pandemic is warranted.

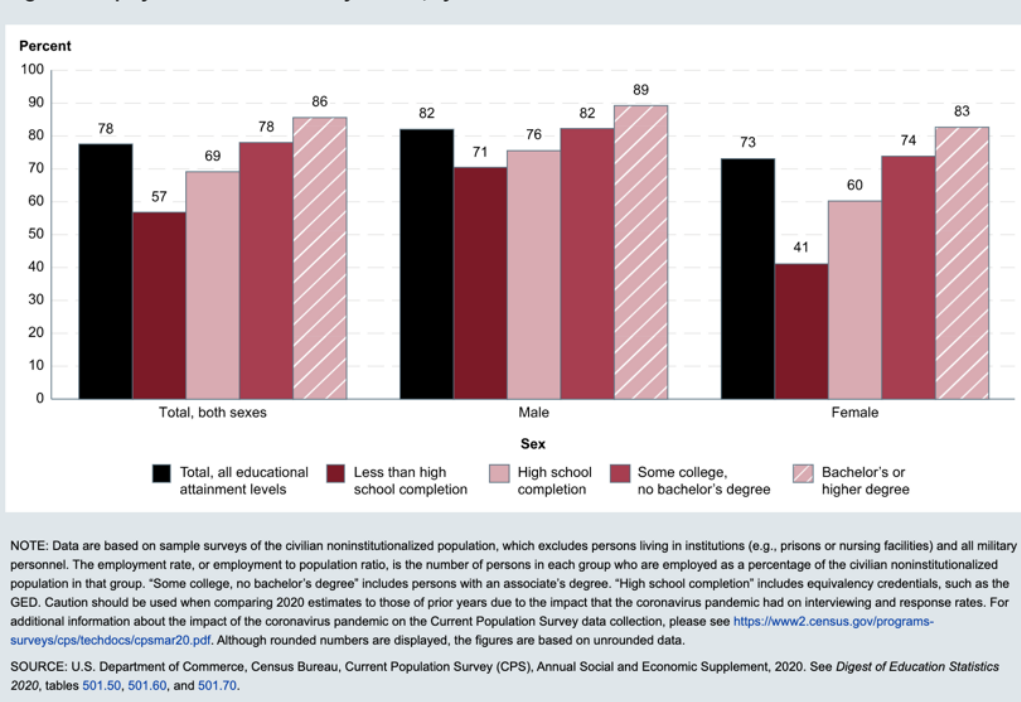
Approximately 37% of LIBI's entire female student population is between 25-to-34-years old. As this chart obtained from NACES indicates, "in March 2020, the employment rate for female 25- to 34-year-olds with a bachelor's or higher degree was higher than for similar individuals who had not completed high school (83 percent vs. 41 percent). These data reference the period of early pandemic-related labor market impacts, just prior to the first major U.S. business and school closures."<sup>13</sup> Although not earning quite as much as their male counterparts, females with some college fared 14% better than females with just a high school degree, and 33% better than women with less than a high school completion. This last data point is important as LIBI does enroll students who have not completed their high school diploma into our pathway program. Of LIBI's Ability-to-Benefit (ATB) students (those without a high school credential), 84% are female and 40% fall into the 25-34 age bracket.

<sup>12</sup> "Datapoints: Education, Income and Poverty." AACC, 12 Nov. 2021, <https://www.aacc.nche.edu/2021/10/26/datapoints-education-income-and-poverty/>.

<sup>13</sup> National Center for Education Statistics. (2021). Employment and Unemployment Rates by Educational Attainment. Condition of Education. U.S. Department of Education, Institute of Education Sciences. Retrieved [date], from <https://nces.ed.gov/programs/coe/indicator/cbc>.



**Figure 1. Employment rates of 25- to 34-year-olds, by sex and educational attainment: 2020**

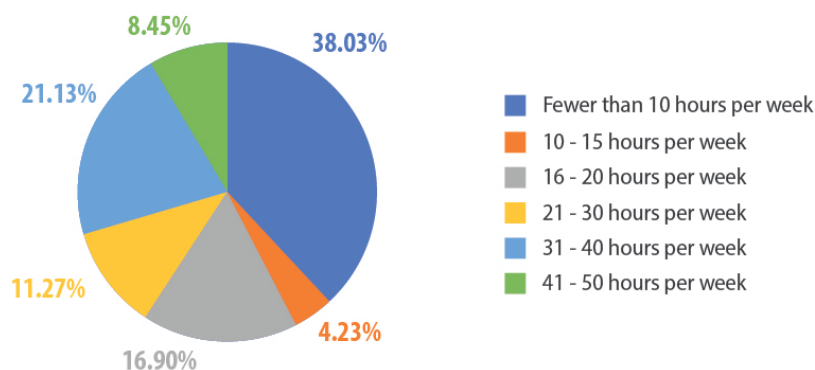


Source: <http://nces.ed.gov/programs/coe/indicator/cbc#1>

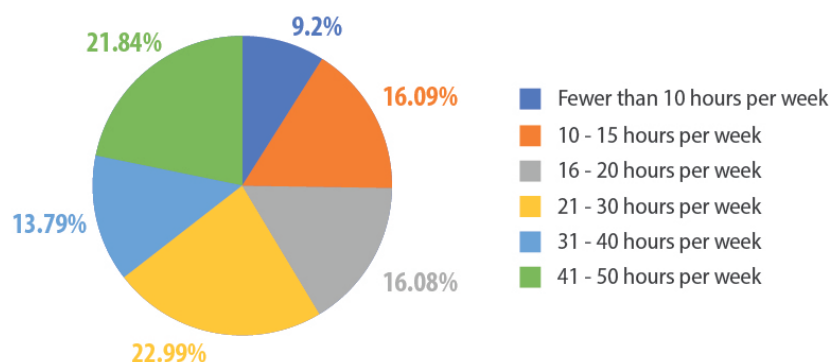
Having a full-time job while also working toward a degree correlates to a greater risk of dropping out. Due to students socioeconomic circumstances, most of our students have always had to juggle school with work and family responsibilities. The pandemic did not change that dynamic. Many of our students hold jobs in the service industries, and only 4% of our Asian student respondents indicated that they are not working due to the pandemic, in comparison only 1% of our Hispanic students and 0% of English language respondents said they are not working due to Covid.

In fact, only 2.5% of Spanish student respondents, 8.5% of English language respondents, and 8.5% of Asian student respondents said that they are not working to concentrate on their classes. Of the remaining respondents, 71% of Hispanic students and 62% of Asian students indicated that they are working. Disturbingly, about 9% of the respondents in each language group reported working between 41-50 hours each week while attending classes full-time and trying to complete their degrees. Of the 71% of Hispanic students who reported working full-time, 42.5% are working full-time jobs, while only 26% of the Asian student respondents indicated that they work full-time.

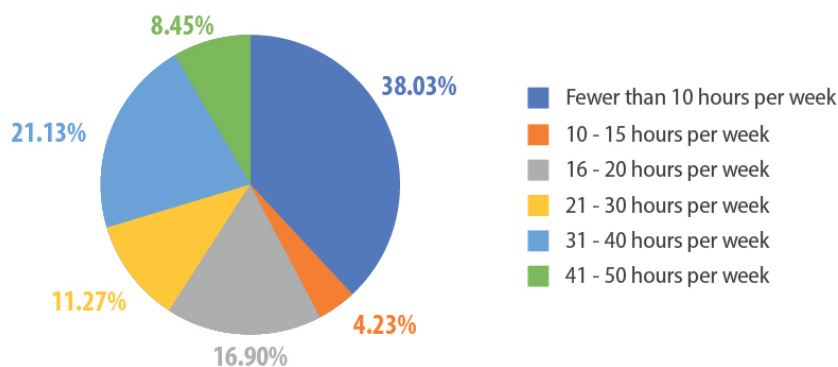
**IF YOU ARE WORKING, PLEASE INDICATE HOW MANY HOURS PER WEEK YOU ARE AT YOUR JOB (NATIVE ENGLISH SPEAKERS)**



**IF YOU ARE WORKING, PLEASE INDICATE HOW MANY HOURS PER WEEK YOU ARE AT YOUR JOB (NATIVE SPEAKERS OF SPANISH)**



**IF YOU ARE WORKING, PLEASE INDICATE HOW MANY HOURS PER WEEK YOU ARE AT YOUR JOB (NATIVE SPEAKERS OF CHINESE)**



The largest reason cited for not working was the responsibility of caring for small children. Of the Asian respondents who indicated that they are not working, nearly 15% said they could not do so because they are taking care of young children. That number was 9% for Hispanic student respondents who indicated they were not working. Of the English language respondents nearly 20% of those who reported not working indicated that it was due to childcare.

### ARE YOU WORKING AND GOING TO SCHOOL? (NATIVE ENGLISH SPEAKERS)



### ARE YOU WORKING AND GOING TO SCHOOL? (NATIVE SPEAKERS OF SPANISH)

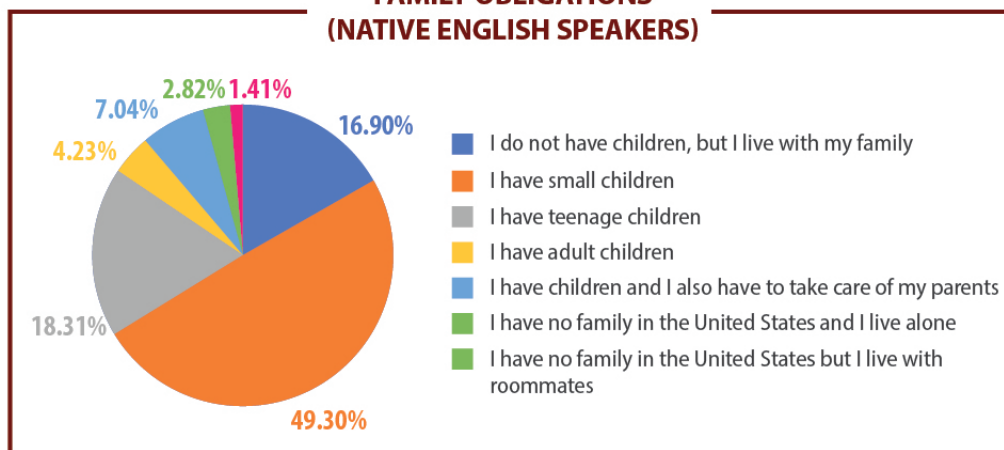


### ARE YOU WORKING AND GOING TO SCHOOL? (NATIVE SPEAKERS OF CHINESE)

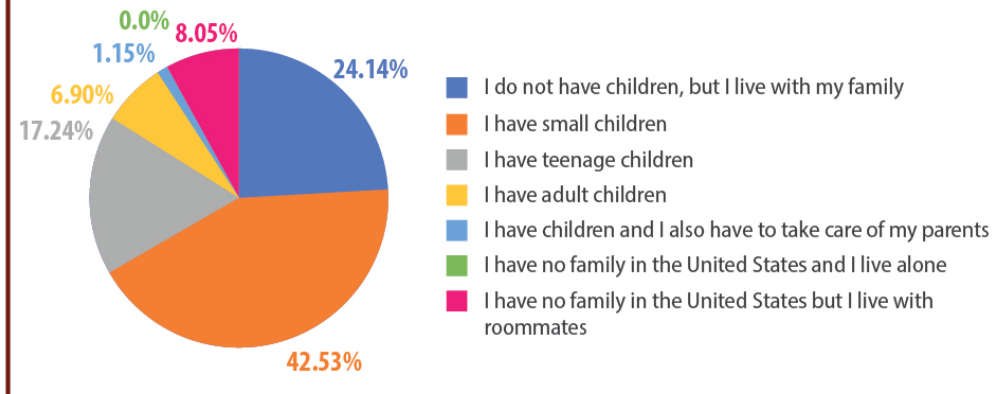


Confirming that many of our students are parents, 42.6% of our Asian respondents stated that they have small children, 42.5% of our Hispanic students said they also had small children. Of the natively English-speaking students, 49% of respondents indicated that they are parenting small children, explaining the previous response of why a more significant proportion of this group indicated that they are unable to work due to childcare. Additionally, 13.6% of Asian student respondents indicated that they have children and care for their parents, whereas 7% of the native English-speaking students indicated that they also had to take care of their parents. Others indicated they have teenage children (18% of English language surveys, 17% of Hispanic students, and 15% of Asian student respondents).

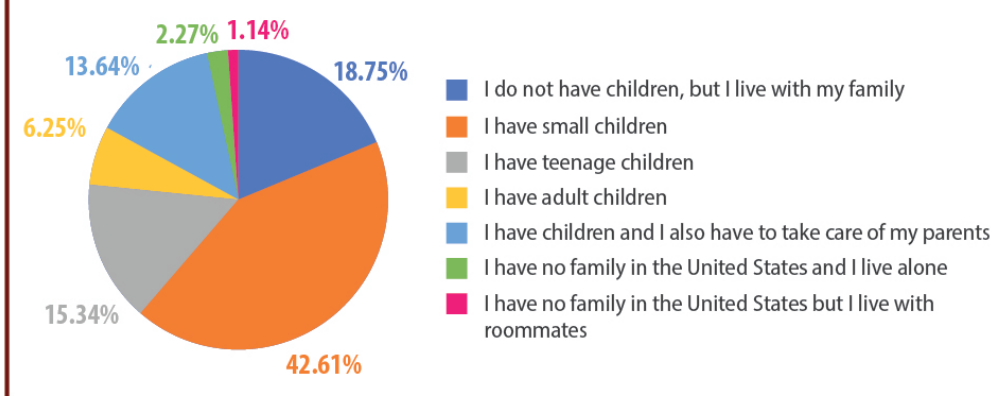
### FAMILY OBLIGATIONS (NATIVE ENGLISH SPEAKERS)



### FAMILY OBLIGATIONS (NATIVE SPEAKERS OF SPANISH)

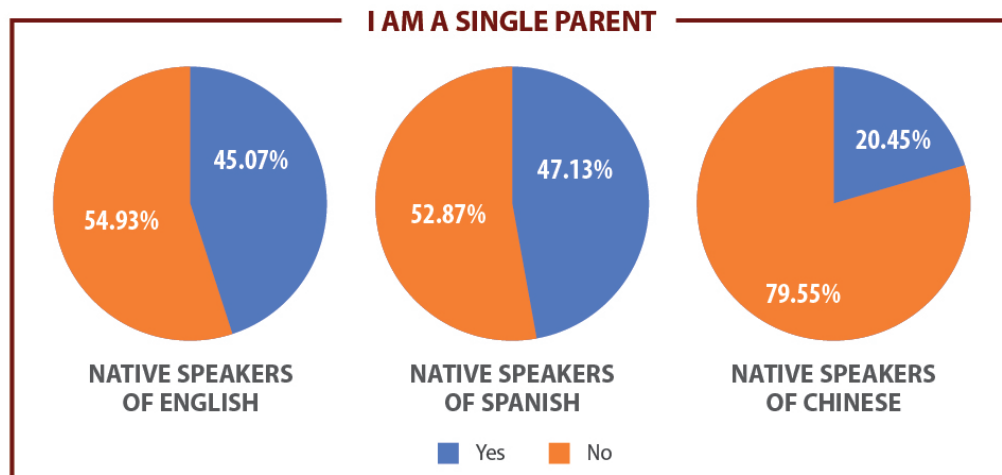


### FAMILY OBLIGATIONS (NATIVE SPEAKERS OF CHINESE)

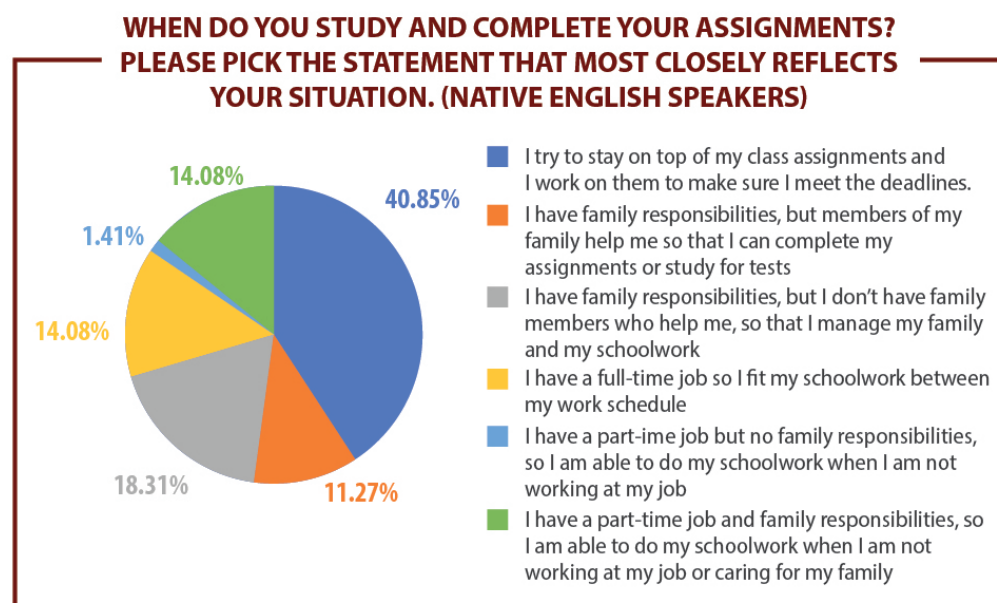


As indicated previously, 35% of the entire student body are single parents. The survey results show us the following: 45% of the respondents in the English language group indicated that they are single parents; 47% of the Hispanic students said they were parenting alone; and almost 21% of the Chinese language group students said they were single parents. This is a consistent representation of the overall student body. As noted previously, being a single parent strongly correlates to increased risks for dropping out.

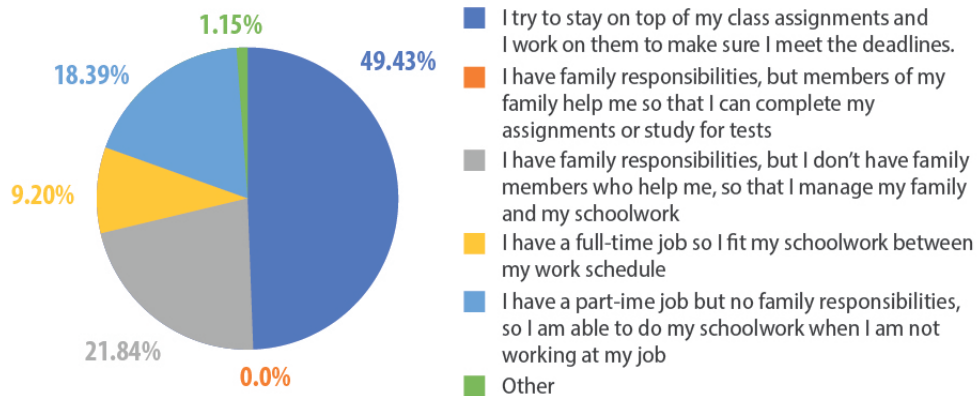




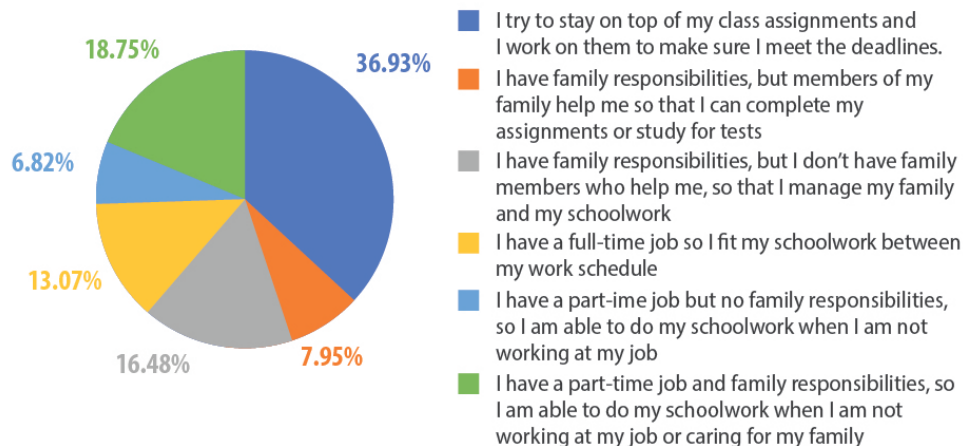
Consistent with the specific demographics of our students, to the question of, “when do you study and complete your assignments”, only 41% of the English language respondents indicated that they try to stay on top of their class assignments and work on them to make sure they meet the deadlines. Of the Spanish student respondents 49% said that they try to stay on top of their assignments and deadlines, whereas 37% of our Asian student respondents indicated the same. As evident by the rest of the responses, the majority of our students juggle their schoolwork and assignments between jobs and family responsibilities. This data was not a surprise for us to see, but it does reaffirm that our students’ socioeconomic and family situations significantly impact on their roles as students and learners.



**WHEN DO YOU STUDY AND COMPLETE YOUR ASSIGNMENTS?  
PLEASE PICK THE STATEMENT THAT MOST CLOSELY REFLECTS  
YOUR SITUATION. (NATIVE SPEAKERS OF SPANISH)**



**WHEN DO YOU STUDY AND COMPLETE YOUR ASSIGNMENTS?  
PLEASE PICK THE STATEMENT THAT MOST CLOSELY REFLECTS  
YOUR SITUATION. (NATIVE SPEAKERS OF CHINESE)**



As we mentioned at the beginning of this document, teaching students at an increased risk for dropping out due to their life circumstances necessitate a strong partnership between the students and the college is established. Students need to be supported but they also need to be empowered to be in control of their education. We asked the students to tell us whether they felt that their professors encourage them to take responsibility for their own learning.

Of our Asian student responses, almost 31% said that they strongly agreed that their instructors encourage them to take responsibility for their learning. Another 48% agreed with that statement and 20% disagreed. This led us to conclude that 79% either agreed or strongly agreed that their faculty empower them to take personal ownership of their academic journeys. Interestingly, the breakdown of responses by our Hispanic students was identical, with 31% strongly agreeing and 48% agreeing that their faculty encouraged them to take responsibility for their education. The difference between the two groups was in the level of disagreement, with only 1% of Asian students disagreeing with the statement and zero respondents strongly disagreeing; whereas nearly 6% of Hispanic student respondents disagreed with the assertion that faculty encouraged them to take responsibility for their own learning. No respondents strongly disagreed with the statement among the Hispanic student respondents.

Of the English-speakers, almost 30% of respondents indicated that they strongly agreed with the statement that their professors encourage them to take responsibility for their learning. In contrast, nearly 54% agreed with that statement. Nearly 13% they neither agreed nor disagreed with the statement whereas nearly 3% disagreed and almost 1.5% said that they strongly disagreed with that statement. It was reassuring to see that our efforts to acclimate students who have been traditionally underserved by higher education are translating across the cultural and language groups.

## **WHY IS THIS QUESTION SO IMPORTANT TO US?**

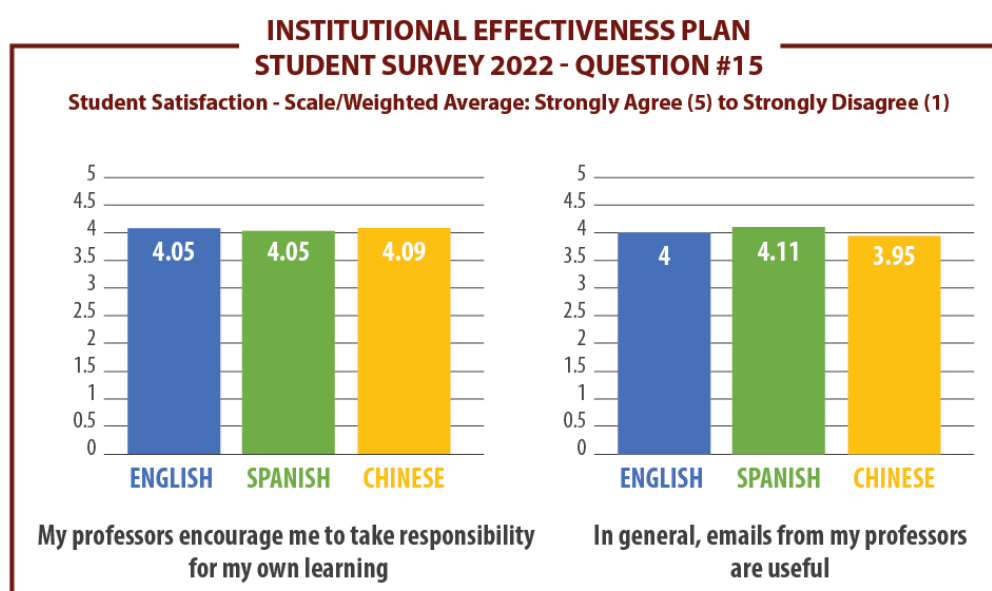
The dominant narrative in higher education has always been, and in many cases continues to be, primarily focused on purely academic achievements such as GPAs, on-time completion, and graduation. "The dominant narrative of college success frames historically underrepresented college students (e.g., first-generation, low-income, students of color) as deficient and as less likely to succeed, even though these students consistently have to overcome greater adversity during their college trajectories"<sup>14</sup> "and consequently experience many victories that are not legitimized as a success (securing food and housing, expanding educational opportunity, access to health care, etc.) under extant understandings of college success"<sup>15</sup>. To this list of successes not legitimized by higher education is helping students who have not historically been valued by colleges become learners who take responsibility for their education and partner with their faculty and the college to ensure

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14 Baker, C. N. (2013). Social support and success in higher education: The influence of on-campus support on African American and Latino college students. *The Urban Review*, 45(5), 632-650. <https://doi.org/10.1007/s11256-013-0234-9>

15 "View of Historically Underrepresented Students Redefining College Success in Higher Education: Journal of Postsecondary Student Success." View of Historically Underrepresented Students Redefining College Success in Higher Education | Journal of Postsecondary Student Success, <https://journals.flvc.org/jpss/article/view/127615/132441>.

that they succeed. Academic achievement is a process. Underserved students who come to college must become comfortable with being in an environment that has thus far been foreign to them, they must be given the opportunity to acclimate and accept themselves in this new environment. This notion of getting students to take responsibility for their learning is central to the holistic approach we are trying to take with regard to college access. ***Access means belonging, and one belongs because one is vested in being here.***

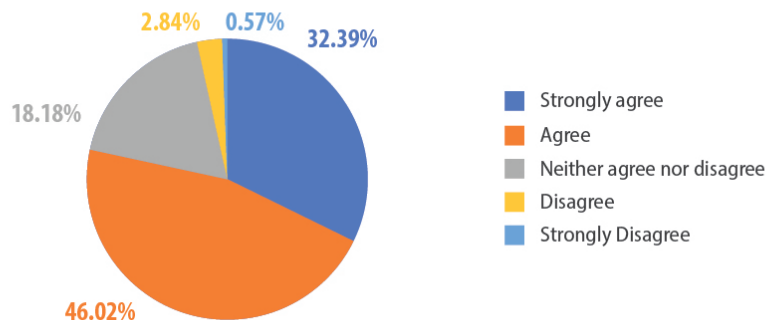


**“My academic advisor encourages me to take responsibility for my own learning”.**

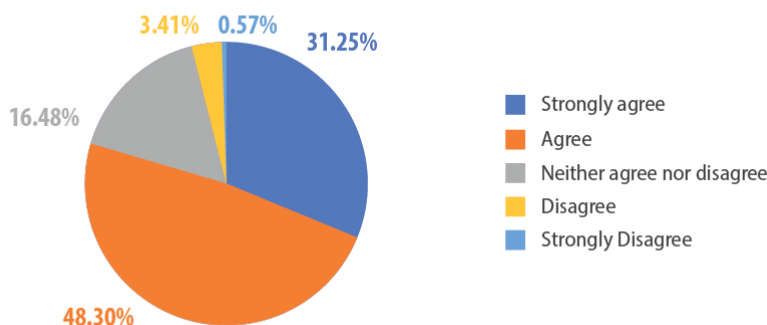
Ensuring a holistic approach to access, we train the student services staff to work with their assigned student caseloads to empower their advisees to advocate for themselves, plan their time properly, to obtain tutoring if they are struggling, and to celebrate small victories with the students whenever there are positive outcomes. It is important that students encounter a unified message to help them understand that they not only belong but they also have ownership of their learning.

Looking at the data, 78% of the Chinese student respondents said that they either strongly agreed or agreed that their advisor encouraged them to take responsibility for their learning (32% strongly agreed and 46% agreed with the statement). 18% of respondents said that they neither agreed nor disagreed with the statement. Another positive in this data set is that only one student strongly disagreed and another five said that they disagreed with the statement. Both data sets for the faculty and for advising have similar responses so, we are pleased that this goal is being met across the departments. Being vested in and responsible for one’s learning is an important concept in belonging to a learning community and an important component of access.

**MY ACADEMIC ADVISOR ENCOURAGES ME TO TAKE RESPONSIBILITY FOR MY OWN LEARNING (NATIVE SPEAKERS OF CHINESE)**

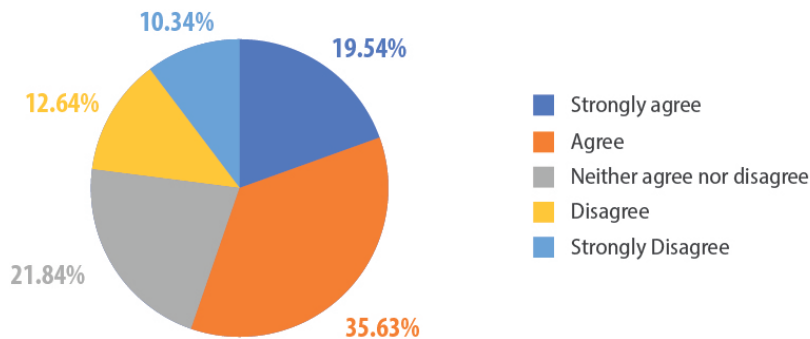


**IN GENERAL, EMAILS FROM MY ACADEMIC ADVISOR ARE USEFUL (NATIVE SPEAKERS OF CHINESE)**

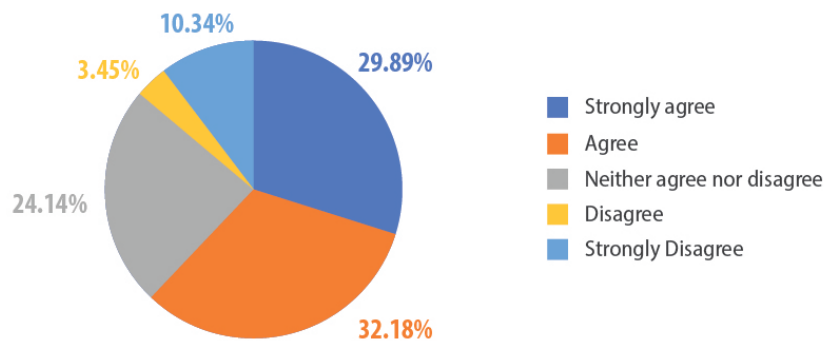


The Spanish language respondents had lower responses for advising, with only 19% strongly agreeing and 48% agreeing that their academic advisor encourages them to take responsibility for their learning. These responses constitute only 67% of the group and point to the need for additional training in the advising department. Covid caused a turn-over in several departments, including in advising, and we attribute some of the movement impacted on how students and advisors were able to build relationships of trust that would enable these more meaningful interactions. Additionally, 22% of respondents said that they neither agreed nor disagreed with the statement, with 13% disagreeing and 10% strongly disagreeing. The 23% of respondents who disagreed or disagreed strongly is an unacceptable response rate and points to more training being necessary to ensure that students feel vested in their education as it correlates favorably with retention.

**MY ACADEMIC ADVISOR ENCOURAGES ME TO TAKE RESPONSIBILITY FOR MY OWN LEARNING (NATIVE SPEAKERS OF SPANISH)**

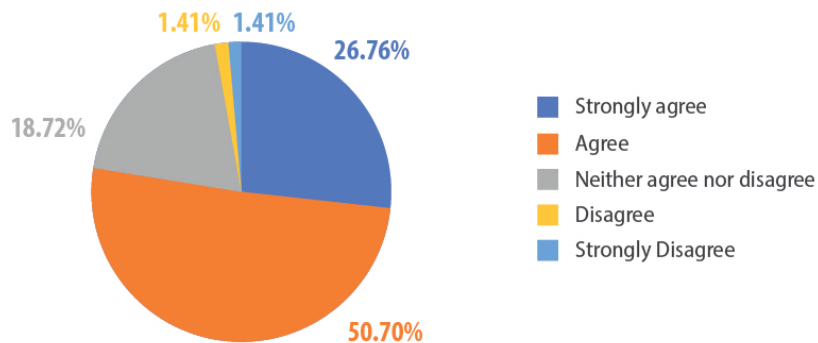


**IN GENERAL, EMAILS FROM MY ACADEMIC ADVISOR ARE USEFUL (NATIVE SPEAKERS OF SPANISH)**

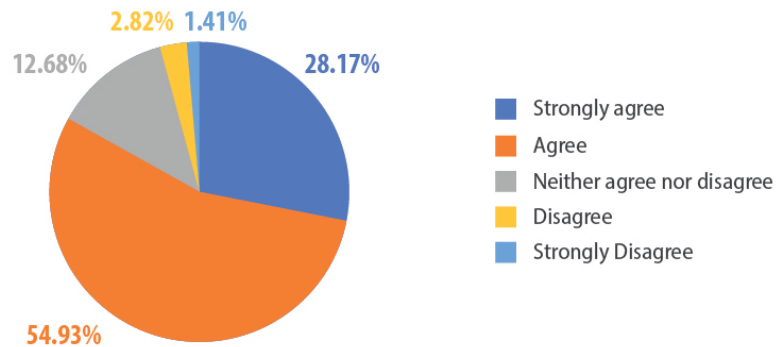


The English-speaking student survey had results similar to the Chinese language responses, with 78% of the students either strongly agreeing (26.76%) or agreeing (50.70%) with the statement that their advisor encourages them to take responsibility for their learning. We would prefer a more robust response percentage in the strongly agree column, but this allows us to see that we are on the right track. Another 20% of respondents neither agreed nor disagreed with the statement. Only one student disagreed, and another strongly opposed, which points to the fact that students are being exposed to the concept of ownership of responsibility and partnership which supports the efforts of the faculty.

**MY ACADEMIC ADVISOR ENCOURAGES ME TO TAKE RESPONSIBILITY  
FOR MY OWN LEARNING (NATIVE ENGLISH SPEAKERS)**



**IN GENERAL, EMAILS FROM MY ACADEMIC ADVISOR  
ARE USEFUL (NATIVE ENGLISH SPEAKERS)**



## MENTAL HEALTH AND WELLNESS

Four-year colleges tend to be the focus of most studies on students and mental health; however, there are some comprehensive surveys we can use with which to compare our findings. According to a national survey of 4,000 students and ten community colleges conducted by Wisconsin Hope Lab—*Too Distressed to Learn?*— “nearly half (49%) of the community college students surveyed report at least one mental health condition, with depression (36%) and anxiety (29%) the most common issues. These rates are high when compared with incidence



among four-year students”<sup>16</sup>. This study also found that “while students over age 25 are less likely than younger students to report a mental health condition, they are more likely to have received support (33% vs. 26%). Service usage rates are slightly higher for females than males (30% versus 28%)”. This observation of underreporting mental health issues by adult learners is consistent with our internal observations. It is also important to acknowledge that immigrant student populations struggle with stigma and cultural acceptance of discussing mental health issues outside of the family and are very hesitant to seek formal assistance from an outside sector. It is well documented that “immigrants face stressors unique to the experience of migration that may exacerbate or cause mental health problems but access care at rates far below the general population, leaving them at risk of untreated mental health conditions”<sup>17</sup>. “Studies have shown that immigrants from Asia, Latin America, and Africa use mental health services at lower rates than nonimmigrants, despite an equal or greater need”<sup>18</sup>. Given the demographics of the college, we are interested in the national data for Asian immigrants. According to various available studies, “Asian immigrants more consistently showed lower use rates than U.S.-born Asians. For example, U.S.-born Asians with a psychiatric diagnosis used mental health services at twice the rate of Asian immigrants with a similar diagnosis”<sup>19</sup>; 14% of Asian immigrants with a psychiatric diagnosis had used mental health services in the past year, compared with 20% of U.S.-born Asians<sup>20</sup>; and only 5% of Asian immigrants had used any mental health services<sup>21</sup>. There is a clear connection with acclimating to the dominant culture that makes it easier to obtain help from formal outside sources; however, since many of the students LIBI serves have migrated to the US themselves, they are experiencing the unique stressors of acculturation and survival. Our students are statistically at a heightened risk of needing mental health care, but we know from experience and well-documented studies that they are reluctant to seek it. For this reason, that we have asked an array of questions that would help our advising team better understand the emotional stress our students may be experiencing and to be vigilant about any “red flags” as they meet with students.

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16 Eisenberg, Daniel, et al. “What We’re Learning: Work-Study Program a Data Update ... - the Hope Center.” [Hope4college.com](https://hope4college.com/wp-content/uploads/2019/11/Wisconsin-HOPE-Lab-Data-Brief-16-06-Work-Study.pdf), Healthy Minds Network at University of Michigan, Wisconsin HOPE Lab at University of Wisconsin-Madison, Association of Community College Trustees, and Single Stop, Mar. 2016, <https://hope4college.com/wp-content/uploads/2019/11/Wisconsin-HOPE-Lab-Data-Brief-16-06-Work-Study.pdf>.

17 Derr, Amelia Seraphia. “Mental Health Service Use Among Immigrants in the United States: A Systematic Review.” *Psychiatric services* (Washington, D.C.) vol. 67,3 (2016): 265-74. doi:10.1176/appi.ps.201500004

18 Derr, Amelia Seraphia. “Mental Health Service Use Among Immigrants in the United States: A Systematic Review.” *Psychiatric services* (Washington, D.C.) vol. 67,3 (2016): 265-74. doi:10.1176/appi.ps.201500004

19 Le Meyer O, Zane N, Cho YI, et al. Use of specialty mental health services by Asian Americans with psychiatric disorders. *Journal of Consulting and Clinical Psychology*. 2009;77:1000–1005.

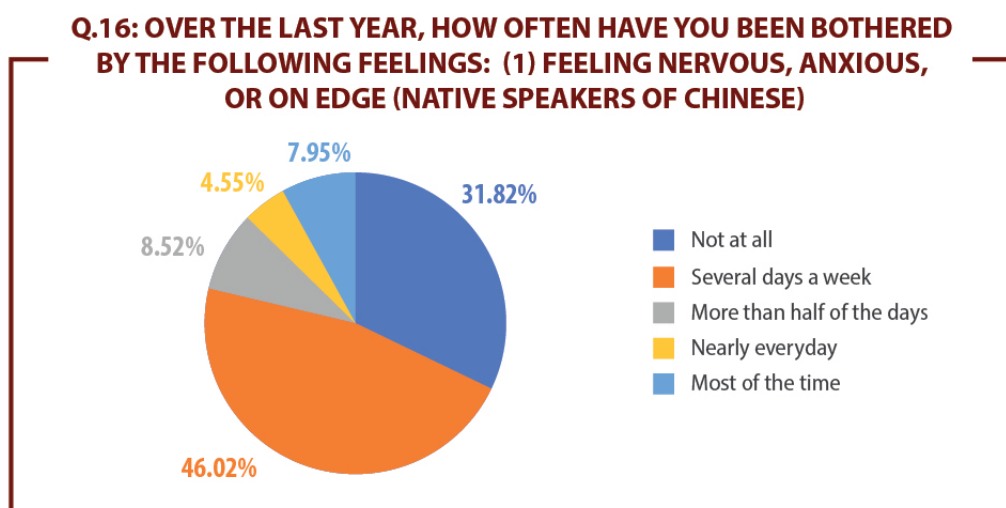
20 Kim G, Aguado Loi CX, Chiriboga DA, et al. Limited English proficiency as a barrier to mental health service use: a study of Latino and Asian immigrants with psychiatric disorders. *Journal of Psychiatric Research*. 2011;45:104–110.

21 Nguyen D, Lee R. Asian immigrants’ mental health service use: an application of the life course perspective. *Asian American Journal of Psychology*. 2012;3:53–63.

Our advising team and the faculty are at the front lines for the college with regard to identifying a student who may be in a crisis, and they must be better aware of the types of emotional challenges our students may be facing. Although it is not perfect, anonymous self-reporting gives us basic understanding and a starting point for staff training. Given that we have not been very successful in obtaining honest and forthcoming answers in the past when questions were asked directly about mental health treatment, we employed a less “threatening” line of questioning this time.

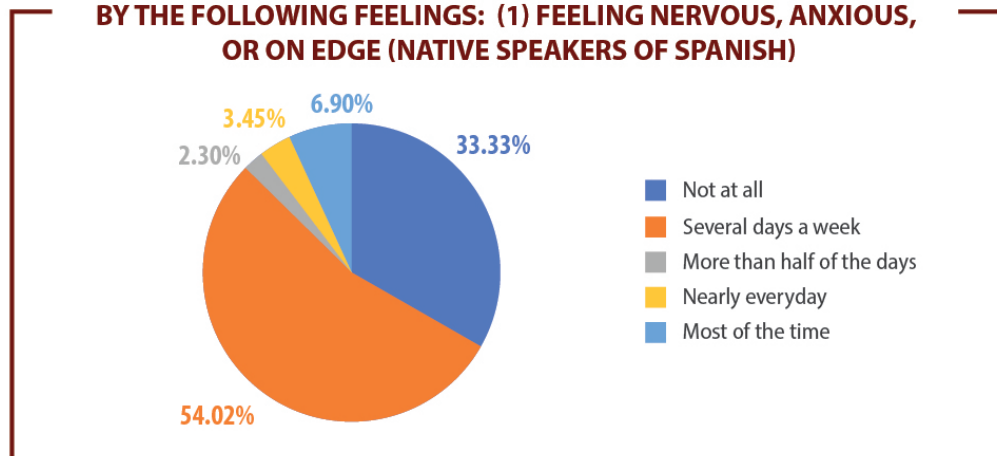
Over the last year, how often have you been bothered by the following feelings?

Of our Asian student respondents reported 46% responded feeling nervous, anxious, or on edge **several days per week**, with another 9% reporting feeling so **more than half of the days**, and another 8% feeling this way **most of the time**. Only 32% said they **did not feel this way at all**.



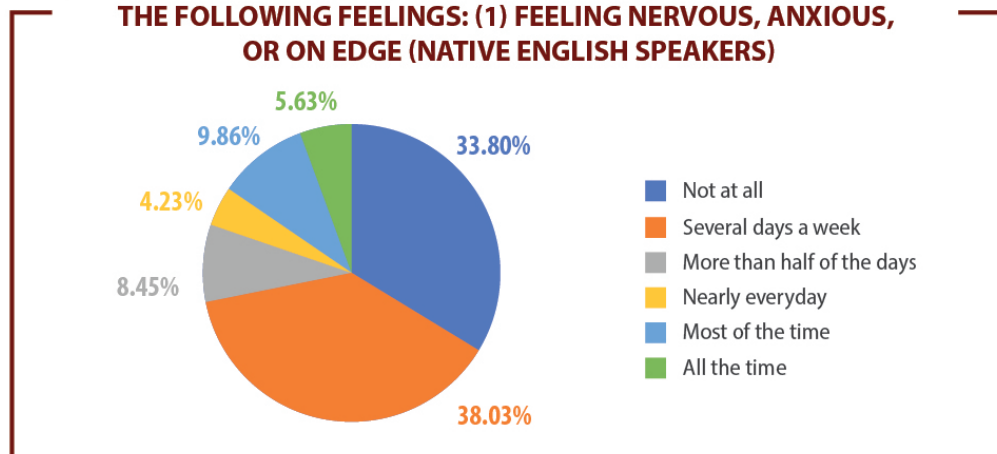
Similarly, to the Asian student responses, only 33% of the Spanish speaking respondents indicated never feeling nervous, anxious, or on edge, with 54% saying that they felt that way **several days per week**. Only 3.5% reported feeling this way most of the time, and 7% felt like this **all the time**.

**Q.16: OVER THE LAST YEAR, HOW OFTEN HAVE YOU BEEN BOTHERED BY THE FOLLOWING FEELINGS: (1) FEELING NERVOUS, ANXIOUS, OR ON EDGE (NATIVE SPEAKERS OF SPANISH)**



Similar to the other language groups, 34% of the English-speaking respondents indicating never feeling nervous, anxious, or on edge; however, 38% indicated that they felt like this **several days per week**. Almost 10% of this group said that they feel like this **most of the time**, and almost 6% said they feel this way all the time.

**Q.16: OVER THE LAST YEAR, HOW OFTEN HAVE YOU BEEN BOTHERED BY THE FOLLOWING FEELINGS: (1) FEELING NERVOUS, ANXIOUS, OR ON EDGE (NATIVE ENGLISH SPEAKERS)**



Given the difficult personal circumstances, including greater than average financial hardships, food insecurity and family and cultural obligations our students face, it is not surprising that many of them report **worrying too much about different things**. Of the three language groups, 45% of our Spanish-speaking students, 34% of our English-speaking respondents, and 33% of our Chinese-speaking respondents reported that they **worrying too**

***much about different things*** at least several days out of the week. Additionally, 37.5% of our Asian student respondents indicated not being able to stop or control worrying at least several times per week. That feeling resonated with 33% of the Hispanic student respondents and with 32% of the English language respondents. Interestingly, our Asian (23%) and Hispanic (25%) students were more likely than our English-speaking students (17%) to report ***feeling afraid as if something awful might happen*** at least ***several days a week***. We should point out that immigrant students, represented in the Spanish and Chinese versions of our institutional survey, “are also still experiencing their home country’s cultural norms, expectations, and socialization, which can create tension as well as impact the educational experience”<sup>22</sup>. Although they exist in the dominant American culture, immigrant students face an added layer of complexity trying to navigate family and cultural expectations which are sometimes in conflict. These dueling expectations inevitably contribute to the feelings of anxiety expressed by some of our students. In addition, various studies published on immigrant student experiences “suggest that Southeast Asian immigrant students are less prepared to navigate financial aid in college due to lack of social and capital support compared to their non-immigrant peers”<sup>23</sup>. We know from the socioeconomic circumstances of our students that finances are a key worry and source of anxiety for most of them. Adding to the already increased reasons for anxiety among our immigrant student populations, were also added fears associated with the Covid-19 pandemic. Most of our students live in areas hardest hit by the pandemic. Additionally, for our Asian-American students the pandemic increased fears for their safety with the rising levels of hate crimes against the community. All these reasons explain why a quarter of our students expressed that they are afraid that something awful might happen.

We know that “experiencing negative campus climate has a substantial negative impact on Asian immigrant college students’ mental health and that it is a strong predictor of depression.”<sup>24</sup> In an attempt to develop emotional resiliency among our students, we try to create a positive college experience for all of our students by providing a holistic experience that addresses the needs specific to our student demographic. Students are assigned an academic advisor while receiving their course schedule. They have a personalized one-on-one session to discuss their specific life situations and goals at the Third Week Welcome meetings with their advisors. Students are part of mid-term check-ins and end-of-term meetings. All this is aimed at creating the kind of student-college partnership discussed in a previous section. Developing students’ confidence to take responsibility for their learning makes them an active part of the college community. By actively creating an inclusive experience

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22 George Mwangi, Chrystal A., et al. “Vol. 23, No. 2 - Files.eric.ed.gov.” Immigrant Identity and Experiences in U.S. Higher Education Research: A Systematic Review, International Journal of Multicultural Education, 2021, <https://files.eric.ed.gov/fulltext/EJ1313353.pdf>.

23 George Mwangi, Chrystal A., et al. “Vol. 23, No. 2 - Files.eric.ed.gov.” Immigrant Identity and Experiences in U.S. Higher Education Research: A Systematic Review, International Journal of Multicultural Education, 2021, <https://files.eric.ed.gov/fulltext/EJ1313353.pdf>.

24 Chen, A. C., & Rhoads, R. A. (2016). Undocumented student allies and transformative resistance: An ethnographic case study. The Review of Higher Education, 39(4), 515-542. <https://doi.org/10.1353/rhe.2016.0033>

where students are at the center of all that we do, we naturally create a climate of belonging. In addition, the academic advising office has extensive mostly free outside resources where students can seek assistance we cannot provide. These include soup kitchens, mental health networks, daycare centers, support groups, substance abuse resources and domestic violence shelters.

It should also be underscored that because over 50% of the entire college population are students of Asian background, we are particularly vigilant about red flags when interacting with students who are experiencing personal difficulties. According to the American Psychological Association (APA) "suicide was the 8th leading cause of death for Asian Americans, whereas it was the 11th leading cause of death for all racial groups combined"<sup>25</sup>.

Additionally, "among Asian American adults, those aged 18-34 had the highest rates of suicidal thoughts (11.9 percent), intent (4.4 percent) and attempts (3.8 percent) compared to other age groups"<sup>26</sup>.

## BELONGING

### **"I feel like I belong to the LIBI community".**

Over the last two years we have been teaching and learning online. Student engagement has been transitioned and reimagined on Microsoft Teams, through social media, mobile applications, and virtual events. "Belonging" to a community is a very big part of retention and we were worried about replicating the student clubs, the student-run sundry stores, the various trips we would take students on pre-Covid, and the successful VITA tax preparation program our accounting and business students would participate in since 2015.

Here is how our students responded to the question of "I feel like I belong to the LIBI community":

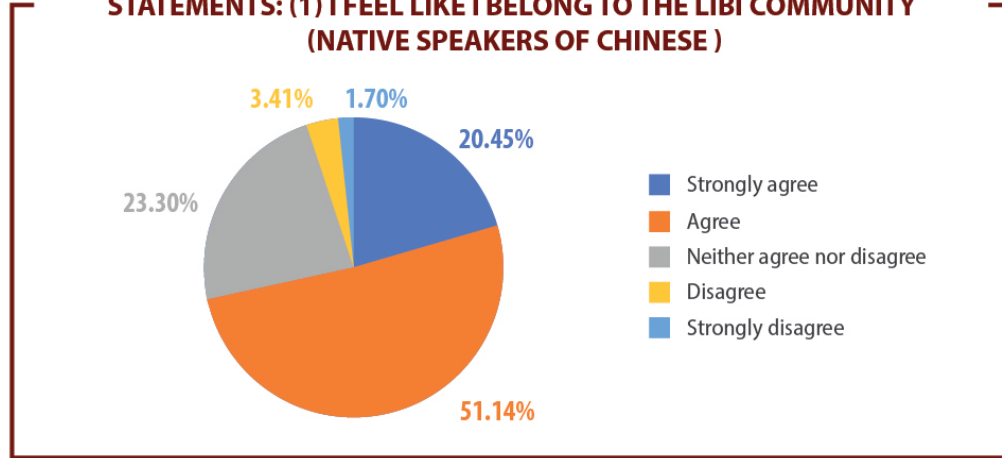
- 20.5% of our Asian student respondents said that they strongly agree with this statement.
- 51.0% said that they agree with the statement.
- 71.5% of the Chinese speaking students indicated that they either agreed or strongly agreed with the sentiment.
- Another 23% neither agreed nor disagreed, while only 1.7% strongly disagreed.

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25 Heron, M. (2011). Deaths: Leading causes for 2007. National Vital Statistics Reports, 59 , 8

26 Duldulao, A.A., Takeuchi, D.T., & Hong, S. (2009). Correlates of suicidal behaviors among Asian Americans. Archives of Suicide Research, 13 , 277–290.

**Q.18: PLEASE INDICATE YOUR AGREEMENT LEVEL WITH THE FOLLOWING STATEMENTS: (1) I FEEL LIKE I BELONG TO THE LIBI COMMUNITY (NATIVE SPEAKERS OF CHINESE )**



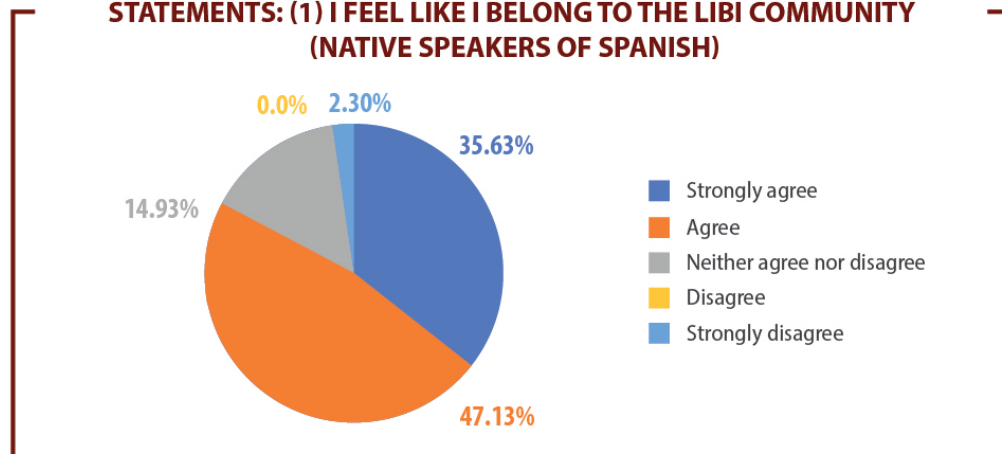
Although not ideal, 28.5% of the Asian student respondents either had no opinion on the topic (23%) or disagreed or strongly disagreed (5.5% for both categories).

The Spanish language results were slightly better: nearly 36% of the Hispanic student respondents said that they strongly agreed that they belong to the LIBI community. Additionally, another 47% indicated that they agree with the statement that "I feel like I belong to the LIBI community". Almost 15% said they did not agree or disagree, and 2% said they strongly disagree.

- 83% of our Spanish language respondents either agreed or strongly agreed with the statement that "I feel like I belong to the LIBI community".

Given that we have not met these students in person, we are very pleased with these results.

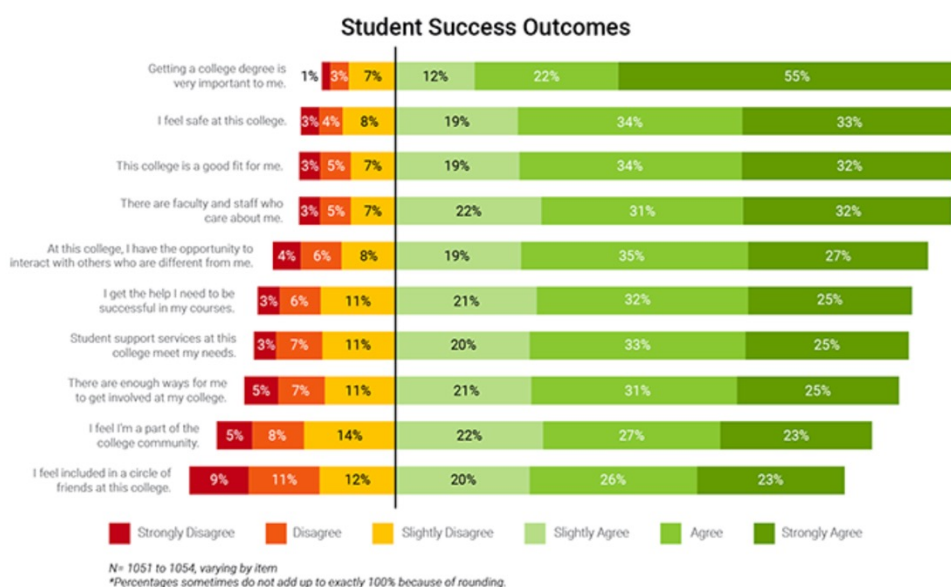
**Q.18: PLEASE INDICATE YOUR AGREEMENT LEVEL WITH THE FOLLOWING STATEMENTS: (1) I FEEL LIKE I BELONG TO THE LIBI COMMUNITY (NATIVE SPEAKERS OF SPANISH)**



A similar range of answers was recorded for the English-speakers, with nearly 30% saying that they strongly agreed that they felt they belonged to the LIBI community, and 51% said that they agreed with the statement. Nearly 17% of students said they neither agree nor disagree with the statement, while another student (1.4%) disagreed and another strongly disagreed with the statement.

- 80% of English-language respondents either agreed or strongly agreed that they feel like they belong at LIBI.

Comparing our findings to those published in a white paper by Anthology (a higher ed technology services company), “The Pandemic College Student Experience: Implications for Student Success and Retention”<sup>27</sup>, only 50% of the 1050 students they sampled indicated that they either strongly agreed or agreed with the statement “I feel that I am part of the college community”. These findings put LIBI’s responses in a very favorable zone, especially given that “feeling included” and “like a part of the college community,” are “typical factors of mattering and belonging that lead to increased retention,” according to the white paper.



“Establishing a strong sense of belonging in a learning community is at the heart of successful retention and success”<sup>28</sup>. According to research, “the need for belonging (relatedness)” is an important part of the “self-determination theory and accounts for students’

27 The Pandemic College Student Experience: Implications for Student Success and Retention. Anthology. (n.d.). Retrieved February 12, 2022, from <https://www.anthology.com/paper/the-pandemic-college-student-experience>

28 Thomas, L. (2013). What works? Facilitating an effective transition into higher education. *Widening Participation and Lifelong Learning*, 14(1), 4-24.



motivation to persist in achieving academic goals”<sup>29</sup>. It is with this in mind that we further explore the facets of what constitutes *belonging*.

“Research has shown that building a learning community where learners feel connected to the learning space, each other and the instructor result in greater cognitive learning and persistence in online courses”<sup>30</sup>. Given that we had to pivot to online teaching and learning in less than two weeks, much of the infrastructure that needed to be put into place was added and improved as we went along deeper into the lockdown. Our already vulnerable student population would face another obstacle as the days wore on. It should be underscored that as a brick-and-mortar institution we knew that a new skillset would have to be acquired by our faculty in order to ensure they could engage students meaningfully in course activities (see section on ACUE).

Since we know that “a learning community where learners feel connected to the learning space, each other and the instructor result in greater cognitive learning and persistence in online courses”<sup>31</sup>, we asked our students to identify the biggest challenge they experienced while learning remotely. The choices included:

- Inadequate opportunity to study with other classmates.
- Inadequate opportunity to interact with my professors.
- Inadequate opportunity to establish peer-support groups (make friends, form study groups).
- Not confident enough to handle difficult tasks with online learning mode.
- Experiencing problems with my computer.
- Experiencing problems with my internet service.
- I worry about privacy issues.
- I don’t feel comfortable asking questions.
- I have a hard time concentrating during remote lectures.
- N/A not applicable
- Other (please specify)

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29 Bigatel, Paula, and Stephanie Edel-Malizia. “Predictors of Instructor Practices and Course Activities That Engage Online Students.” Online Journal of Distance Learning Administration, University of West Georgia Distance and Distributed Education Center, 2018, [https://ojdla.com/archive/spring211/bigatel\\_malizia211.pdf](https://ojdla.com/archive/spring211/bigatel_malizia211.pdf)

30 Ibid.

31 Ibid.

We asked students to pick the biggest challenge they experience with remote learning, specifically asking them to pick the one that is the most difficult for them. Students who did not experience any difficulties with remote learning were asked to select N/A (not applicable).

The results were as follows for the **English language respondents**:

<b>Inadequate opportunity to study with other classmates.</b>	5.63%
<b>Inadequate opportunity to interact with my professors.</b>	4.23%
<b>Inadequate opportunity to establish peer-support groups (make friends, form study groups).</b>	4.23%
<b>Not confident enough to handle difficult tasks with online learning mode.</b>	5.63%
<b>Experiencing problems with my computer.</b>	18.31%
<b>Experiencing problems with my internet service.</b>	1.41%
<b>I worry about privacy issues.</b>	0.0%
<b>I don't feel comfortable asking questions.</b>	0.0%
<b>I have a hard time concentrating during remote lectures.</b>	5.63%
<b>N/A not applicable</b>	54.93%

It is worth noting that over half the respondents indicated that they had no problems with remote learning. The next most significant group at 18% indicated that they were experiencing problems with their computer. Internet service did not seem to pose a problem for the English language respondents, and no one said that they were uncomfortable asking questions. Inadequate opportunity to study with other classmates received a much lower response rate than we initially anticipated. Only 5.6% of the respondents in this language group felt that their biggest challenge to remote learning was not having the opportunity to study with their classmates. Another 4% indicated that their biggest challenge with remote instruction was not having the opportunity to establish peer support groups (make friends, form study groups). Only 4% of respondents in this group said that they had inadequate opportunity to interact with their professors.

## Chinese Language Respondents

<b>Inadequate opportunity to study with other classmates.</b>	9.66%
<b>Inadequate opportunity to interact with my professors.</b>	11.36%
<b>Inadequate opportunity to establish peer-support groups (make friends, form study groups).</b>	11.93%
<b>Not confident enough to handle difficult tasks with online learning mode.</b>	7.95%
<b>Experiencing problems with my computer.</b>	5.11%
<b>Experiencing problems with my internet service.</b>	4.55%
<b>I worry about privacy issues.</b>	1.14%
<b>I don't feel comfortable asking questions.</b>	1.70%
<b>I have a hard time concentrating during remote lectures.</b>	2.84%
<b>N/A not applicable</b>	43.75%

Interestingly, the differences between the Chinese and the English language groups shows an 11-percentage point differential between students who said they experienced no problems with remote learning. Of the Chinese language respondents, almost 44% selected N/A versus nearly 55% of the English language respondents. The questions that saw an uptick in responses in this group were: inadequate opportunity to study with other classmates (9.7%); inadequate opportunity to interact with my professors (11.4%); inadequate opportunity to establish peer-support groups (make friends, form study groups) at almost 12%. These last two responses were three times higher than the English language responses. While we were physically on campus, our Asian-American students from ESL backgrounds traditionally preferred to form homogenous study pods and many could be seen together at the learning center, the library, and in student common areas. There is research on Chinese international students and their integration into American classrooms, but very little exists in terms of sociocultural adaptation of students who enroll in college after they immigrate and settle in the US. Since the issue of social integration of Chinese American immigrant students into American colleges has been thinly studied, we rely on our own observations and note that this subgroup of LIBI students has traditionally tended to seek out support mechanisms among themselves. Through a series of interviews, a study conducted by Hsin and Xie in 2014 suggest that Asian American students believe success is achieved through effort<sup>32</sup>. This same study notes that “regardless of ethnicity, immigrants tend to be more optimistic about future success and are motivated to suc-

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32 Hsin, Amy and Yu Xie. “Explaining Asian Americans’ academic advantage over whites.” Proceedings of the National Academy of Sciences, vol. 111, no. 23, 2014.

ceed. Asians' immigrant background may only intensify beliefs that working hard can help one move upward and obtain social prestige"<sup>33</sup>. We have seen this among our immigrant Chinese American students and their preference to study communally with others who share their cultural belief system rooted in the notion that through effort comes success. Our survey finding of nearly 22% of our Chinese language respondents indicating that they don't have adequate opportunity to study with classmates (9.7%) plus another 12% indicating inadequate opportunities for study group formation is consistent with the cultural preferences of this subset of students. In fact, we know that since remote instruction started, the students have created support groups using the social media WeChat to communicate and interact together.

### Spanish Language Respondents

Inadequate opportunity to study with other classmates.	9.20%
Inadequate opportunity to interact with my professors.	1.15%
Inadequate opportunity to establish peer-support groups (make friends, form study groups).	11.49%
Not confident enough to handle difficult tasks with online learning mode.	2.30%
Experiencing problems with my computer.	31.03%
Experiencing problems with my internet service.	11.49%
I worry about privacy issues.	2.30%
I don't feel comfortable asking questions.	9.20%
I have a hard time concentrating during remote lectures.	17.24%
N/A not applicable	4.60%

The most alarming finding in the Spanish language survey was that only 4.6% of the respondents indicated Not Applicable (NA) prompting the conclusion that *almost 95% of the respondents in this group experienced some difficulty with remote learning*. In contrast, 44% of the Chinese language respondents and 55% of the English language respondents indicated having no problems with remote instruction.

Additionally, 42.5% of the respondents in this group reported having trouble with their computer (31%) and having trouble with their internet (11.5%) as their primary challenge

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33 Tang, Sabrina, "Asians and the Study Habits of Non-Asians in the United States" (2021). Honors Scholar Theses. 833. [https://opencommons.uconn.edu/srhonors\\_theses/833](https://opencommons.uconn.edu/srhonors_theses/833)

with remote learning. This ties in with the results we obtained in the IT section of the survey (see Challenges and IT Assistance section) and will require a more thorough evaluation.

Similar to the Chinese language respondents, nearly 21% of the students who opted to take the survey in Spanish felt that remote instruction did not provide adequate opportunity to study with classmates (9.2%) nor did it provide adequate opportunity to establish peer-support groups such as study groups or making friends (11.5%). This group of respondents had the lowest dissatisfaction of the three groups with the opportunity to interact with their professors. At 11%, the Chinese language respondents had the highest level of the three groups in this category (*opportunity to interact with my professors*).

The Spanish language responses also differed from the other two languages in that 9% of the students indicated that their greatest difficulty with remote learning is that they don't feel comfortable asking questions. This is in contrast to the English language responses where zero students indicated that they were uncomfortable asking questions, and 1.7% of Chinese language respondents indicated that. Further consideration and discussion across the departments (academic advising and the academic divisions) will be initiated to help us better understand the discrepancies between the language groups.

Another big differential between the Spanish language respondents and the other two language groups is the identification of inability to concentrate during remote lectures. Of the Spanish language respondents, 17% identified that as the greatest challenge remote learning poses for them. This is in contrast to the 2.8% of Chinese language respondents and 5.6% of English language respondents. Preliminarily we attribute some of the potential reasons for our Spanish speaking respondents' difficulties in concentrating while in class due to childcare issues. According to our most recent survey, 45% of the respondents in the English language group indicated that they are single parents; 47% of the Hispanic students said they were parenting alone; and almost 21% of the Chinese language group students said they were single parents. **More analysis is necessary for us to be able to begin deploying appropriate interventions.**

Studies show that "particularly, female learners are reported as the ones who are mostly challenged by such family responsibilities as childcare and domestic works as well as their work if they are employed"<sup>34</sup> Given that over 80% of LIBI's student population is female, we must assume that this provides some of the reasons why our Hispanic students are indicating that concentrating during online lectures poses an issue for them. Even controlling for some of these external factors, the Spanish speaking respondents show a nearly 12% increase in this area when compared to the English language respondents (5.6%) while the rates of self-reported single parenthood were similar for the two groups.

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34 Neil Selwyn(2011)'Finding an appropriate fit for me': examining the (in)flexibilities of international distance learning,International Journal of Lifelong Education,30:3,367-383,DOI:[10.1080/02601370.2011.570873](https://doi.org/10.1080/02601370.2011.570873)

Studies show that “adult learners are required to have time management skills or appropriately structure or schedule their studies to create [a] balance<sup>35</sup>” between their external roles and their responsibilities as students. There is extensive research that points to the finding that if adult learners “have insufficient or lack of time management skills, then this causes another challenge for them to continue their education or to successfully complete distance education program”<sup>36</sup>. Further, literature review of internal challenges of online adult learners indicates “that middle-aged adults (between the ages of 36 and 55) are unable to create a balance between their education and work, family, and social life”<sup>37</sup>. A study conducted by Neil Selwyn in 2011 “discusses how most learners managed to sustain only a limited ‘strategic flexibility’ towards their learning—especially in terms of negotiating issues of time, space, place and existing familial and employment roles. Moreover, the extent to which individuals were able to ‘conduct’ the nature of their studies appears to be influenced significantly by gender, life-stage and employment/occupational status”<sup>38</sup>. Analyzing the pattern of issues we see emerging from the feedback we have been receiving, we acknowledge the need to create an additional student service position to work with our first-year students on issues such as time management, study skills, metacognitive strategies, and academic integrity. We are in the process of creating this new position within the Provost’s office so that the uniquely academic concerns emerging from our experiences learning remotely can be better addressed with new students as early on in their studies as possible. More work will be done to follow-up on the discrepancies in experiences between the language groups.

## **WHAT CONTRIBUTES TO PERSISTENCE AND SUCCESS IN ONLINE LEARNING COMMUNITIES? A LONG- TERM PROJECT**

A 2018 study by Choi and Kim examined meaningful factors affecting adult distance learners’ decisions to drop out. “Their study found that some of the factors affected adult learners’ decisions to persist in or drop out of the online degree programs such as basic physical constraints from work, scholastic aptitude, family/personal issues, motivation for studying, academic integration, interaction, and motivation”<sup>39</sup>. In another major study, Lee, Choi and Kim found that the degree to which students perceived an academic outcome to be contin-

35 Zhang, Z. & Krug, D. (2012). Virtual Educational Spaces: Adult Learners’ Cultural Conditions and Practices in an Online Learning Environment. *International Journal of Instructional Technology and Distance Learning*, 9(7), 3–12. Retrieved from [http://www.itdl.org/Journal/Jul\\_12/Jul\\_12.pdf](http://www.itdl.org/Journal/Jul_12/Jul_12.pdf)

36 Kara, M., Erdoğan, F., Kokoç, M., & Cagiltay, K. (2019, January). Challenges faced by adult learners in online ... - eric. Open Praxis. Retrieved January 14, 2022, from <https://files.eric.ed.gov/fulltext/EJ1213733.pdf>

37 Kara, M., Erdoğan, F., Kokoç, M., & Cagiltay, K. (2019, January). Challenges faced by adult learners in online ... - eric. Open Praxis. Retrieved January 14, 2022, from <https://files.eric.ed.gov/fulltext/EJ1213733.pdf>

38 Neil Selwyn(2011)‘Finding an appropriate fit for me’: examining the (in)flexibilities of international distance learning,*International Journal of Lifelong Education*,30:3,367-383,DOI:[10.1080/02601370.2011.570873](https://doi.org/10.1080/02601370.2011.570873)

39 Kara, M., Erdoğan, F., Kokoç, M., & Cagiltay, K. (2019, January). Challenges faced by adult learners in online ... - eric. Open Praxis. Retrieved January 14, 2022, from <https://files.eric.ed.gov/fulltext/EJ1213733.pdf>

gent upon their own actions (academic locus of control) and metacognitive self-regulation skills were high-impact factors influencing whether a student would continue or drop-out.<sup>40</sup> Research shows metacognition (self-regulation) increases student motivation because students feel more in control of their own learning. Students who learn metacognitive strategies are more aware of their own thinking and more likely to be active learners who learn more deeply.

**“metacognition lies at the root of all learning”**

**“...self-knowledge, awareness of how and why we think as we do, and the ability to adapt and learn, are critical to our survival as individuals...”**

James Zull (2011)

From Brain to Mind: Using Neuroscience to Guide Change in Education  
(Stylus Publishers)

We will be establishing a more robust program of putting metacognition into practice in our first year experience and incorporate professional development for faculty in support of this initiative. “Metacognitive gaps limit students’ ability to learn independently and to regulate their own learning. To promote better learning, instructors must try to influence students’ ability to engage in self-regulated learning”<sup>41</sup>.

## **WHAT CONTRIBUTES TO PERSISTENCE AND SUCCESS IN ONLINE LEARNING COMMUNITIES? THINGS WE CAN FIX NOW**

According to a study on Best Practices in Predicting and Encouraging Student Persistence and Achievement Online<sup>42</sup> it is: “flexibility in the asynchronous environment, time-on-task, procedural/instructional clarity and faculty involvement and feedback”<sup>43</sup>. Student partici-

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40 Lee, Y.; Choi, J. & Kim, T. (2013). Discriminating factors between completers of and dropouts from online learning courses. *British Journal of Educational Technology*, 44(2), 328–337. <https://doi.org/10.1111/j.1467-8535.2012.01306.x>

41 Stephen, chew, & Bill, C. (2021, August 13). Metacognition and self-regulation. *Taking Learning Seriously*. Retrieved January 14, 2022, from <https://takinglearningseriously.com/barriers-to-learning/metacognition-and-self-regulation/>

42 Morris, L. V., & Finnegan, C. L. (2008). Best practices in predicting and encouraging student persistence and achievement online. *Journal of College Student Retention: Research, Theory and Practice*, 10(1), 55–64. <https://doi.org/10.2190/CS.10.1.e>

43 Bigatel, Paula, and Stephanie Edel-Malizia. “Predictors of Instructor Practices and Course Activities That Engage Online Students.” *Online Journal of Distance Learning Administration*, University of West Georgia Distance and Distributed Education Center, 2018, [https://ojdla.com/archive/spring211/bigatel\\_malizia211.pdf](https://ojdla.com/archive/spring211/bigatel_malizia211.pdf)



pants who finished their course successfully identified “faculty presence and participation [as having] contributed to their sense of belonging”<sup>44</sup>.

- flexibility in the asynchronous environment
- time-on-task
- procedural/instructional clarity and
- faculty involvement and feedback.

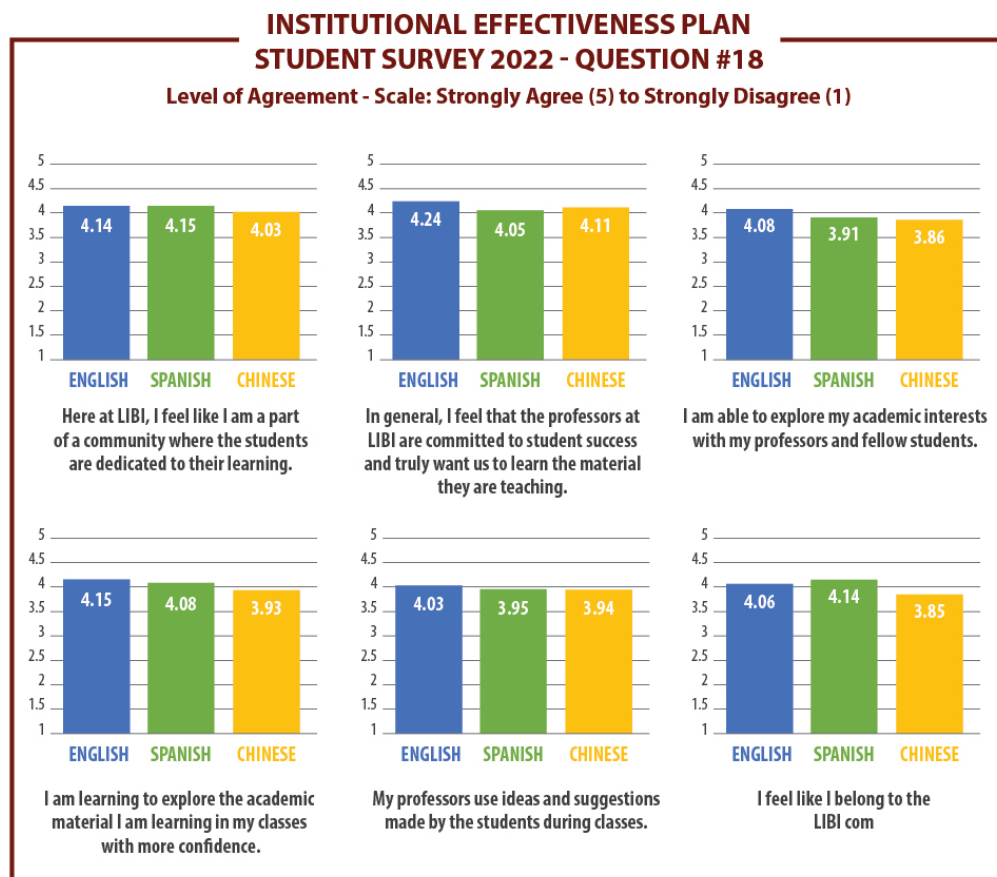
## FACULTY INVOLVEMENT AND FEEDBACK

*“In general, I feel that the professors at LIBI are committed to student success and truly want us to learn the material they are teaching”.*

- 85% of our Asian student respondents felt either very strongly (26.7%) or strongly (almost 58.5%) that their faculty were committed to their success. Only 1.14% of our Chinese-speaking students disagreed, and no students strongly disagreed.
- Nearly 75% of Hispanic students either agreed (36.8%) or strongly agreed (37.9%) with the statement. Additionally, 3.5% disagreed and 2.3% strongly disagreed with the statement.
- 89% of English-speaking student respondents either strongly agreed (36.6%) or agreed (52.1%) with this statement. Additionally, 1.4% of the students disagreed and zero students strongly disagreed with that statement.

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<sup>44</sup> Ibid.



LIBI's advising model, and indeed the policies and operations across the college, are designed to support a student-centered model of retention that includes policies and the expectation that overtime students become more self-aware so that they build self-efficacy.

Studies have shown that course activities and faculty who prompt students to reflect on their learning and to think more deeply about their course content have a positive relationship to retention.

The questions we asked in support of this were:

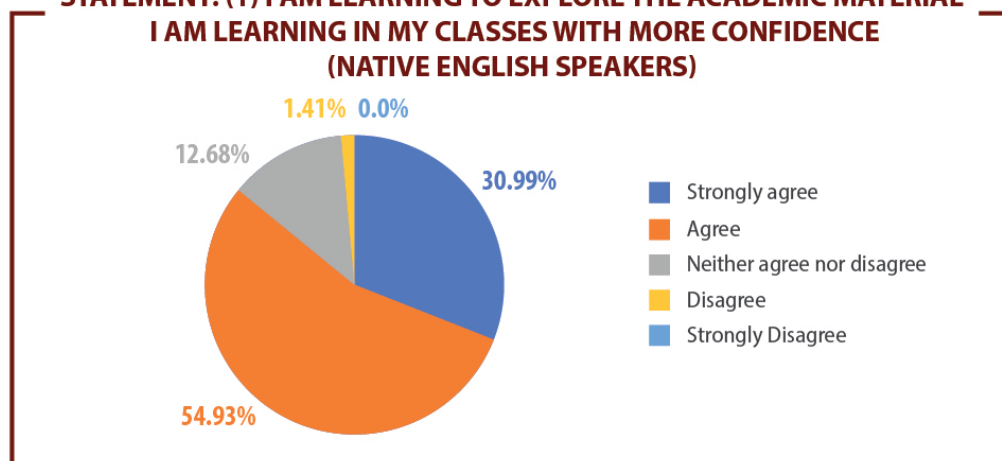
***I am learning to explore the academic material I am learning in my classes with more confidence.***

***I am able to explore my academic interests with my professors and fellow students.***

- 74% of Asian student respondents indicated that they either strongly agreed (17%) or agreed (57%) with the statement that they are learning to explore the academic material they are studying with more confidence.

- 69% of Hispanic student respondents strongly agreed (31%) or agreed (38%) with the statement ***“I am learning to explore the academic material I am learning in my classes with more confidence”***. Additionally, 7% disagreed and 1% strongly disagreed with that statement.
- 86% of the English language respondents either strongly agreed (31%) or agreed (55%) that they are learning to explore the academic material they are learning with more confidence. Only 1.4% of the students in this language group indicated that they disagreed with this statement. Zero students strongly disagreed.

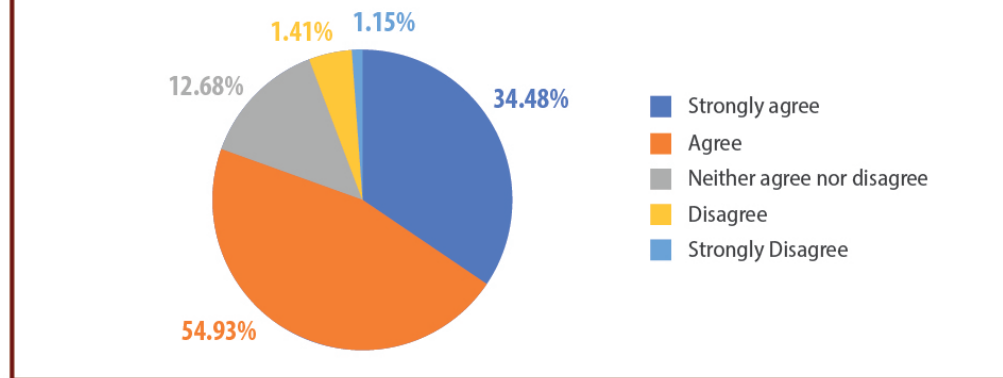
**Q18: PLEASE INDICATE YOUR AGREEMENT LEVEL WITH THE FOLLOWING STATEMENT: (1) I AM LEARNING TO EXPLORE THE ACADEMIC MATERIAL I AM LEARNING IN MY CLASSES WITH MORE CONFIDENCE (NATIVE ENGLISH SPEAKERS)**



**Q18: PLEASE INDICATE YOUR AGREEMENT LEVEL WITH THE FOLLOWING STATEMENT: (1) I AM LEARNING TO EXPLORE THE ACADEMIC MATERIAL I AM LEARNING IN MY CLASSES WITH MORE CONFIDENCE (NATIVE SPEAKERS OF CHINESE)**



**Q18: PLEASE INDICATE YOUR AGREEMENT LEVEL WITH THE FOLLOWING STATEMENT: (1) I AM LEARNING TO EXPLORE THE ACADEMIC MATERIAL I AM LEARNING IN MY CLASSES WITH MORE CONFIDENCE (NATIVE SPEAKERS OF SPANISH)**



We asked the question about interacting with peers and instructors multiple times in the survey in slightly different ways in order to determine the consistency of student answers. Studies show strong links between student experience, performance, and faculty presence.

***"I am able to explore my academic interests with my professors and fellow students".***

- 82% of the English language respondents strongly agreed or agreed with the statement. Only 1.4% of the respondents indicated that they disagreed with the statement, while 17% neither agreed nor disagreed.
- 74% of the Chinese language respondents either strongly agreed (17%) or agreed (57%) that they are able to explore their interests with their professors and fellow students. An additional 5% either strongly disagreed or disagreed with the statement. As we note throughout this document, Asian students are the most dissatisfied with the level of peer interaction in the remote learning setting.
- 69% of Spanish speaking students strongly agreed with the statement that they are able to explore their academic interests with their professors and classmates, while 8% disagreed (6.9%) or strongly disagreed (1.15%). The remaining 23% neither agreed nor disagreed with this statement. Of all three language groups this was the largest neutral group.

# STUDENT-CENTERED LEARNING EXPERIENCES

## WHAT CONTRIBUTES TO PERSISTENCE AND SUCCESS IN ONLINE LEARNING COMMUNITIES? COMPARING THEORY AND PRACTICE

### Flexibility in the Asynchronous Environment

In order to determine how our students truly feel about learning remotely, we asked the question in several ways. One of the questions asked students to indicate how excited they are to return to campus.

***“LIBI will soon go back to teaching and learning in person at the campuses,  
are you excited to begin learning in-person?”***

The options provided were as follows:

- Yes, very excited because I don't feel I am learning as much online as I can be in person.
- Yes, very excited because I don't feel I don't have a reliable internet connection and learning online is a challenge.
- Yes. I am excited to try a different way of learning.
- Yes, I want to leave my house and learn in a place where I can concentrate.
- No, I enjoy learning online because I can review my lessons whenever I need to by listening to the recordings.
- No, I enjoy learning online because I can do it around my work schedule.
- No, I left New York during the Pandemic and will not be able to come to campus.
- No, I am worried about my health and the well-being of my family, and I am still scared that I can get COVID-19 if we are back in person.
- No, I am worried that I will have babysitting problems when we go back to campus.
- Other (please specify)

The breakdown of the responses given by students who took the survey in **English** are listed below:

<b>Yes, very excited because I don't feel I am learning as much online as I can be in person.</b>	11.27%
<b>Yes, very excited because I don't feel I don't have a reliable internet connection and learning online is a challenge.</b>	0.0%
<b>Yes. I am excited to try a different way of learning.</b>	7.04%
<b>Yes, I want to leave my house and learn in a place where I can concentrate.</b>	2.82%
<b>No, I enjoy learning online because I can review my lessons whenever I need to by listening to the recordings.</b>	28.17%
<b>No, I enjoy learning online because I can do it around my work schedule.</b>	22.54%
<b>No, left New York during the Pandemic and will not be able to come to campus.</b>	1.41%
<b>No, I am worried about my health and the well-being of my family, and I am still scared that I can get COVID-19 if we are back in person.</b>	9.86%
<b>No, I am worried that I will have babysitting problems when we go back to campus.</b>	16.90%

Just slightly over 11% felt that they wanted to go back to campus because they did not feel that they were learning as much online as they could be in person. Another 7% indicated that they are excited to try learning a different way, while another almost 3% said that they want to leave their house and learn in a place they can concentrate. Together, these respondents constitute just over 22% of the English language surveys. Of the remaining 78% of respondents, 28% indicated that they enjoy learning online because it allows them to review their lessons whenever they need to by listening to the recordings. Another 22.5% of the remaining 78% of respondents said that they like learning online because they can do it around their work schedule. Another significant portion of respondents (almost 17%) indicated that they are worried about returning to campus because they will have problems with babysitting. About 10% said they were still worried about the pandemic and the well-being of their family should they return to in person instruction.

The issue with childcare is consistent with the answers that the English language respondents gave to a previous question of whether they are working and going to school. In this question, almost 20% said that they are not working because they have to care for small children; therefore, the 17% of students who indicated that they were worried about child-

care if we return to campus corresponds. Although 53.5% of respondents indicated having a full or part-time job, only 22.5% said that they like learning remotely because they can do it around their job responsibilities.

<b>ARE YOU WORKING AND GOING TO SCHOOL?</b> (English language responses)	
No, I am not working so that I can concentrate on my courses.	8.45%
No, I am not working because I have to care for my small child/children.	19.72%
No, I am not working because I have to care for sick or elderly family member.	2.82%
No, I am not working because of the pandemic.	0.0%
No, I am not working because I have not been able to find a job.	5.63%
No, I am not working right now, but I am actively looking for a job.	5.63%
Yes, I am working full-time.	28.17%
Yes, I am working part-time.	25.35%
Yes, I am working but only when my job needs me (I do not have a set schedule).	4.23%
Other (please specify)	

### **Spanish Language Respondents**

Yes, very excited because I don't feel I am learning as much online as I can be in person.	9.20%
Yes, very excited because I don't feel I don't have a reliable internet connection and learning online is a challenge.	1.15%
Yes. I am excited to try a different way of learning.	11.49%
Yes, I want to leave my house and learn in a place where I can concentrate.	2.30%
No, I enjoy learning online because I can review my lessons whenever I need to by listening to the recordings.	31.03%
No, I enjoy learning online because I can do it around my work schedule.	11.49%
No, I left New York during the Pandemic and will not be able to come to campus.	2.30%



No, I am worried about my health and the well-being of my family, and I am still scared that I can get COVID-19 if we are back in person.	9.20%
No, I am worried that I will have babysitting problems when we go back to campus.	17.24%
Other (please specify)	4.60%

The largest portion of students who took the survey in Spanish (31%) indicated that they are not looking forward to going back to campus because they like to review their lessons by going over the recordings. Similar to the English language respondents, 17% said that they are worried about having babysitting problems if we go back to campus. About 11.5% of the Spanish language respondents indicated that they like learning online because it allows them flexibility around their jobs. In comparison, this is half of the 22.5% of the English language respondents in this area. Approximately 9% said that they are excited to go back to campus because they don't feel that they are learning as much as they would in-person. This is only 2% lower than the English language respondents. Another 11.5% indicate that they were excited to try to learn a different way (up from the 7% of the English language respondents). Similar to the English language respondents, **only 1 in 5 students is looking forward to in-person learning.**

ARE YOU WORKING AND GOING TO SCHOOL? (Spanish language responses)	
No, I am not working so that I can concentrate on my courses.	2.30%
No, I am not working because I have to care for my small child/children.	9.20%
No, I am not working because I have to care for sick or elderly family member.	0.0%
No, I am not working because of the pandemic.	1.15%
No, I am not working because I have not been able to find a job.	3.45%
No, I am not working right now, but I am actively looking for a job.	8.05%
Yes, I am working full-time.	42.53%
Yes, I am working part-time.	28.74%
Yes, I am working but only when my job needs me (I do not have a set schedule).	2.30%
Other (please specify)	2.30%

Although 17% of the Spanish language respondents indicated that they don't want to go back to in-person learning because they are worried about securing babysitting for their children, only about 9% of those same respondents indicated that they are not working so that they can take care of their children. Although approximately 71% of the Spanish language respondents indicated that they work either full or part-time, only 11.5% said that they like learning remotely because they are able to do it around their job schedules.

### **Chinese Language Respondents**

Yes, very excited because I don't feel I am learning as much online as I can be in person.	5.68%
Yes, very excited because I don't feel I don't have a reliable internet connection and learning online is a challenge.	1.14%
Yes, I am excited to try a different way of learning.	4.55%
Yes, I want to leave my house and learn in a place where I can concentrate.	0.0%
No, I enjoy learning online because I can review my lessons whenever I need to by listening to the recordings.	34.66%
No, I enjoy learning online because I can do it around my work schedule.	30.68%
No, I left New York during the Pandemic and will not be able to come to campus.	3.41%
No, I am worried about my health and the well-being of my family, and I am still scared that I can get COVID-19 if we are back in person.	7.95%
No, I am worried that I will have babysitting problems when we go back to campus.	11.93%
Other (please specify)	

Our Chinese language respondents were the least excited to return to in-person learning. Only 4.5% of the respondents in this language group indicated that they are excited to learn a different way, and only 5.7% said that they felt that they would learn more in person than online. Only approximately 10% were positively predisposed to return based on the sum of these two responses, approximately half that of the English and Spanish language respondents respectively for those same two questions. Over 65% of the respondents in this language group indicated that they would like to remain online because they like to re-listen to the recorded lectures (almost 34.7%) while another 30.7% indicated that they

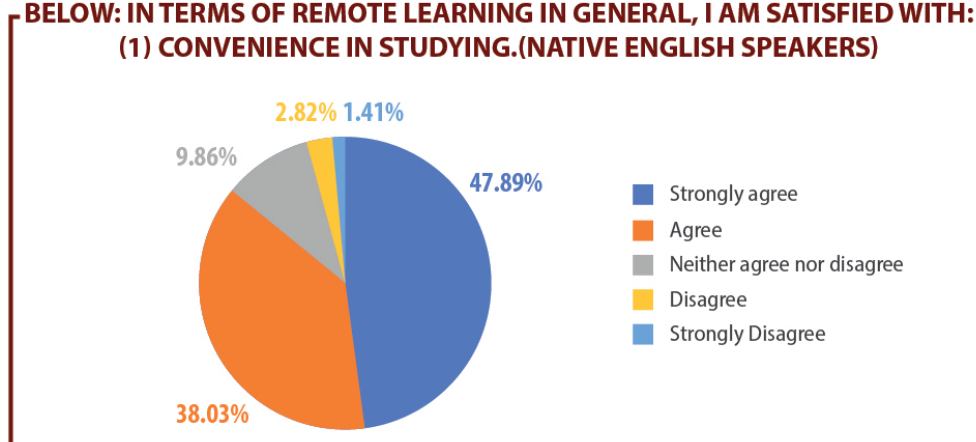
like the flexibility of learning around their work schedule. Another 12% of the respondents in the Chinese language group indicated that they are worried about securing babysitting when we return to campus. All three groups had similar response rates for being worried for the well-being of their family if we return to in-person learning.

<b>ARE YOU WORKING AND GOING TO SCHOOL?</b> <b>(Chinese language responses)</b>	
<b>No, I am not working so that I can concentrate on my courses.</b>	8.52%
<b>No, I am not working because I have to care for my small child/children.</b>	14.77%
<b>No, I am not working because I have to care for sick or elderly family member.</b>	1.14%
<b>No, I am not working because of the pandemic.</b>	3.98%
<b>No, I am not working because I have not been able to find a job.</b>	1.14%
<b>No, I am not working right now, but I am actively looking for a job.</b>	3.41%
<b>Yes, I am working full-time.</b>	25.0%
<b>Yes, I am working part-time.</b>	36.93%
<b>Yes, I am working but only when my job needs me (I do not have a set schedule).</b>	5.11%
<b>Other (please specify)</b>	

In comparison, approximately 62% of our Asian student respondents hold either full or part-time jobs and 31% expressed the appreciation for the flexibility that online education affords them. As noted, only 10%, or 1 in 10, of our Chinese language respondents expressed enthusiasm to return to in-person learning representing the lowest number of the three language groups.

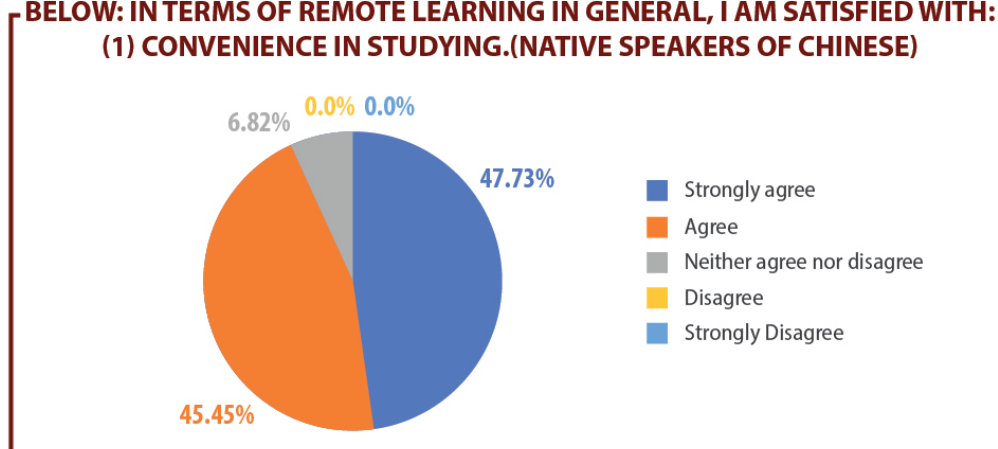
We also asked students to rate their remote learning experience in terms of how satisfied they are with the convenience of studying online. Of the English language respondents, 86% said that they either strongly agree (almost 48%) or agree (38%) that remote learning is convenient. Only 4% of respondents in this group either disagreed (2.8%) or strongly disagreed (1.4%) that they were satisfied with the convenience of studying online.

**Q20: USING THE FOLLOWING SCALE, PLEASE RATE THE STATEMENTS BELOW: IN TERMS OF REMOTE LEARNING IN GENERAL, I AM SATISFIED WITH:**  
**(1) CONVENIENCE IN STUDYING.(NATIVE ENGLISH SPEAKERS)**

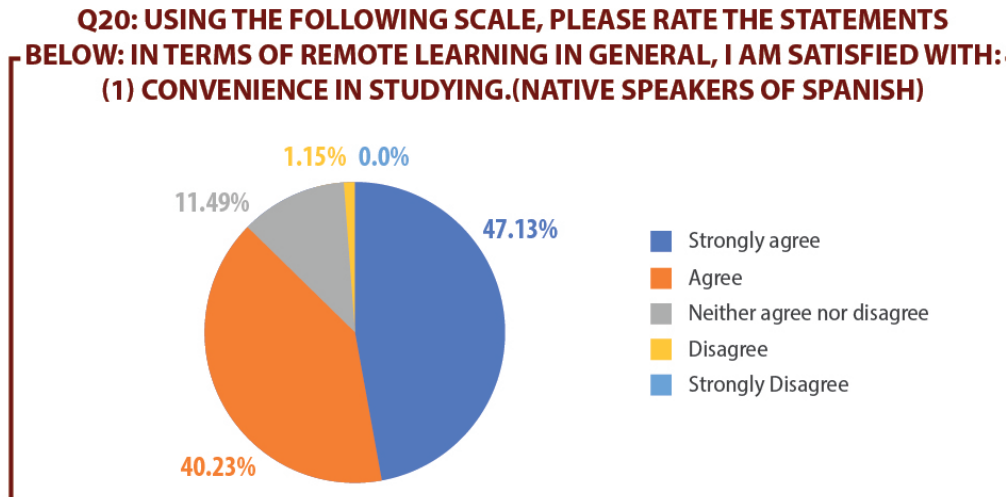


When asked that same question, 93% of the Chinese language respondents either strongly agreed (almost 48%) or agreed (45.5%) with the statement that studying online is convenient. Zero respondents in this language group disagreed and zero strongly disagreed. Only 7% neither agreed nor disagreed with the statement. This is consistent with the previously discussed finding that only 10% of the Chinese language respondents were looking forward to in-person instruction.

**Q20: USING THE FOLLOWING SCALE, PLEASE RATE THE STATEMENTS BELOW: IN TERMS OF REMOTE LEARNING IN GENERAL, I AM SATISFIED WITH:**  
**(1) CONVENIENCE IN STUDYING.(NATIVE SPEAKERS OF CHINESE)**



Of the Spanish language respondents, 87% said that they either strongly agreed (47%) or agreed (40%) with the statement that studying online is convenient. Zero students indicated that they strongly disagreed that studying online is convenient, while only 1% disagreed. Of this language group 11.5% neither agreed nor disagreed with the statement.



Prior to this survey it was already anecdotally evident to us that thanks to their online instruction experience due to the lockdowns, our students now increasingly want engaging courses they can access from anywhere and at any time. Because of the pandemic and life demands, online education has become a viable option for our students who have to fit their education around work schedules and family obligations. Clearly, flexibility in the access, among other benefits including time efficiency, have increased the appeal of distance learning for our students. **Our students, however, have added another dimension to the list of why they want to learn online - travel expenses.** Of the Chinese language respondents, 31% indicated that they are worried about the rising costs of gasoline (“I am on a strict budget and I don’t know how the increase will allow me to commute”). Another 41% said that they have not thought about the costs of gas as they were hoping to continue learning online. Only 9.7% indicated “I don’t anticipate any issues with my commute because I will be taking public transportation”.

### **Chinese Language Respondents**

Definitely! I am on a strict budget and I don't know how the increase will allow me to commute.	31.25%
I may take a semester off to save a little so that I can come back and not put a strain on my family.	4.55%
I think that it will be difficult to add the extra expense into my budget, but I am committed to continuing my studies so I will figure it out.	3.98%

<b>I may have to figure out if some of my classmates want to carpool.</b>	0.57%
<b>I may have to take fewer classes, even if it means delaying graduation, so that I can limit the number of days I have to drive.</b>	1.70%
<b>Not sure yet because I was hoping we can continue to learn remotely.</b>	43.18%
<b>I don't anticipate any issues with my commute because I will be taking public transportation.</b>	9.66%
<b>Other</b>	5.11%

### **Spanish Language Respondents**

When asked the question: "do you feel that the price of gasoline is going to impact your ability to come to campus?", Spanish language respondents provided the following answers:

<b>Definitely! I am on a strict budget and I don't know how the increase will allow me to commute.</b>	24.14%
<b>I may take a semester off to save a little so that I can come back and not put a strain on my family.</b>	3.45%
<b>I think that it will be difficult to add the extra expense into my budget, but I am committed to continuing my studies so I will figure it out.</b>	9.20%
<b>I may have to figure out if some of my classmates want to carpool.</b>	0.0%
<b>I may have to take fewer classes, even if it means delaying graduation, so that I can limit the number of days I have to drive.</b>	3.45%
<b>Not sure yet because I was hoping we can continue to learn remotely.</b>	36.78%
<b>I don't anticipate any issues with my commute because I will be taking public transportation.</b>	17.24%
<b>Other</b>	5.75%

Of the Spanish respondents, 17% did not anticipate gas prices affecting them because they will use public transportation. Another 24% indicated that the gas prices will have an impact on them as they are on a strict budget, while an additional nearly 37% said that they are not quite sure how the increase in gas prices will affect them since they are hoping to continue their studies online. We should note that from the consistent feedback we

received in this survey, we see a clear need to address adding at least a hybrid modality to our brick-and-mortar offerings.

### **English Language Respondents**

The English language respondents provided the following answers:

<b>Definitely! I am on a strict budget and I don't know how the increase will allow me to commute.</b>	26.76%
<b>I may take a semester off to save a little so that I can come back and not put a strain on my family.</b>	2.82%
<b>I think that it will be difficult to add the extra expense into my budget, but I am committed to continuing my studies so I will figure it out.</b>	8.45%
<b>I may have to figure out if some of my classmates want to carpool.</b>	1.41%
<b>I may have to take fewer classes, even if it means delaying graduation, so that I can limit the number of days I have to drive.</b>	1.41%
<b>Not sure yet because I was hoping we can continue to learn remotely.</b>	29.58%
<b>I don't anticipate any issues with my commute because I will be taking public transportation.</b>	12.68%
<b>Other</b>	16.90%

Of the English language survey respondents, almost 30% said that they are not sure how the gas increases will affect them because they are hoping to continue to learn online. Another nearly 13% said that they did not anticipate issues with their commute should we return to face-to-face learning because they plan on taking public transportation; however, nearly 27% indicated that they are not sure how they would be able to commute as they are on a strict budget.

Several things emerge from this analysis: it is evident that LIBI students, irrespective of the language in which they completed the survey, want to be able to receive a quality education without having to forgo their job responsibilities or familial responsibilities. This analysis also indicates that students want to save on travel expenses.

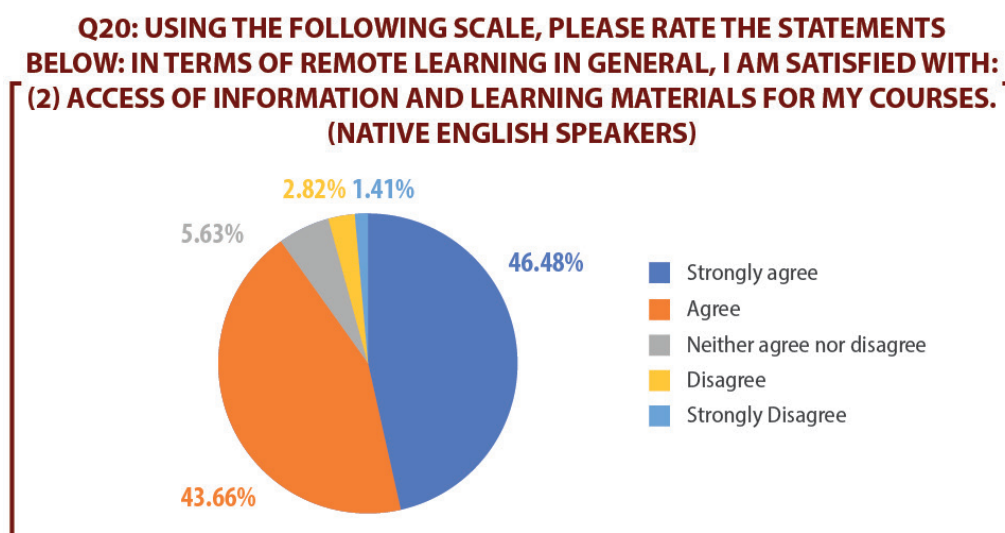


It is further evident that LIBI students across the language groups are satisfied with remote learning when we look at the answers they provided to the following questions:

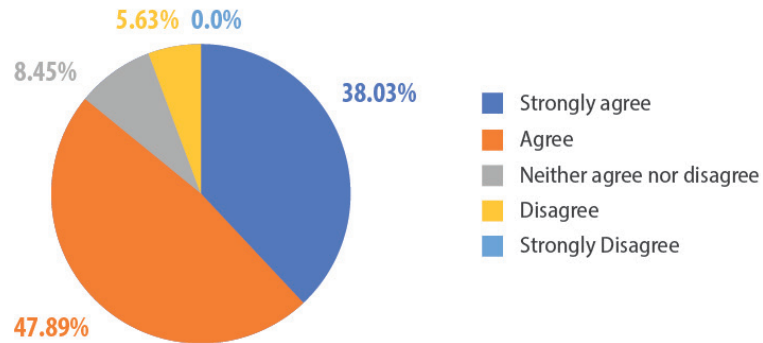
**Using the following scale, (strongly agree, agree, neither agree nor disagree, disagree and strongly disagree) please rate the statements below: In terms of remote learning in general, I am satisfied with.....**

- Access to information and learning materials for my courses.
- Opportunities to interact with my professors.
- Opportunities to interact with my classmates.

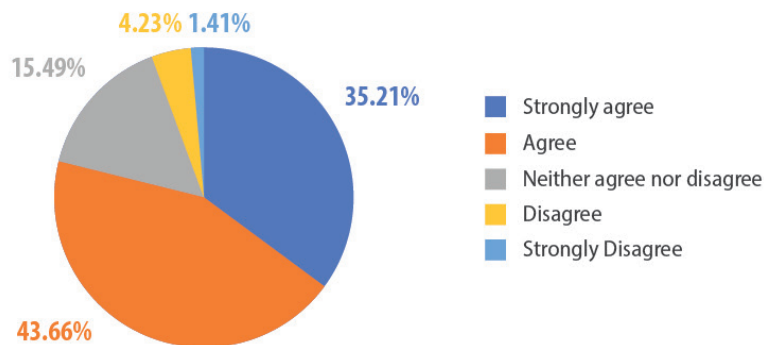
Of the English language respondents, 90% said that they strongly agree (46.5%) or agree (43.7%) that they had access to information and learning materials for their courses. Almost 86% said that they either strongly agreed (38%) or agreed (48%) that they had opportunities to interact with their professors, whereas approximately 6% said that they disagreed with that statement. Zero respondents said that they strongly disagreed that they had opportunities to interact with their professors. Additionally, almost 79% of the English language respondents indicated that they either agreed (almost 44%) or strongly agreed (35%) that remote learning gave them opportunities to interact with their classmates. These answers are consistent with another question in the survey that asked students to identify the single biggest challenge they experienced with remote learning. Only 5.6% of this group identified Inadequate opportunity to study with other classmates as their biggest challenge of learning online. Additionally, only 4.2% of this group of respondents identified “inadequate opportunity to interact with my professors” as their biggest challenge – which is consistent with the high satisfaction rates reported for this question here.



**Q20: USING THE FOLLOWING SCALE, PLEASE RATE THE STATEMENTS BELOW: IN TERMS OF REMOTE LEARNING IN GENERAL, I AM SATISFIED WITH:**  
**(3) OPPORTUNITIES TO INTERACT WITH MY PROFESSORS.**  
**(NATIVE ENGLISH SPEAKERS)**



**Q20: USING THE FOLLOWING SCALE, PLEASE RATE THE STATEMENTS BELOW: IN TERMS OF REMOTE LEARNING IN GENERAL, I AM SATISFIED WITH:**  
**(3) OPPORTUNITIES TO INTERACT WITH MY CLASSMATES.**  
**(NATIVE ENGLISH SPEAKERS)**

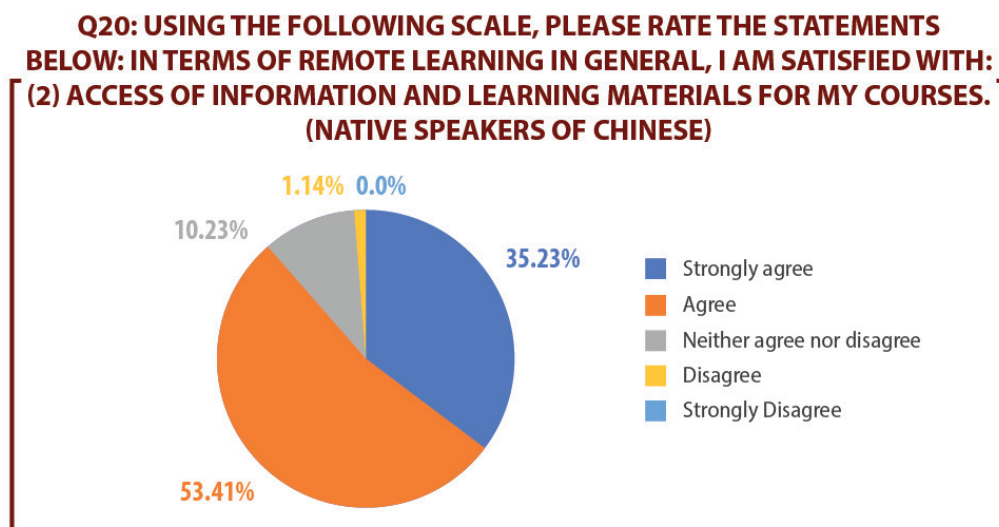


### **Chinese Language Respondents**

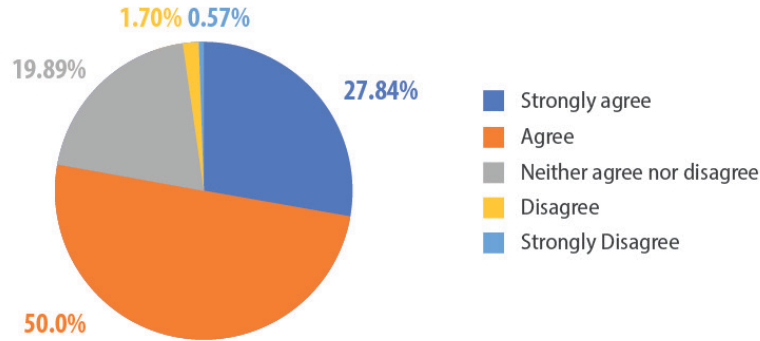
Tally for strongly agree and agree:

Access to information and learning materials for my courses.	88.64%
Opportunities to interact with my professors.	77.84%
Opportunities to interact with my classmates.	73.29%

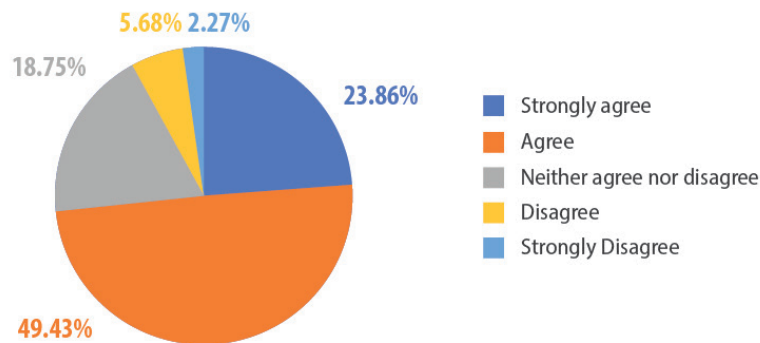
Of the Chinese language group respondents, almost 89% indicated that they either agreed (54%) or strongly agreed (35%) that they had access to the learning materials they needed for their courses. Additionally, almost 78% indicated that they either strongly agreed or agreed that they had opportunities to interact with their professors, while 73% either agreed or strongly agreed that they had sufficient opportunities to interact with their classmates. Interestingly, 21.5% of respondents in this group indicated that they neither agreed nor disagreed (19.9%) or disagreed (1.7%) with the statement that they were satisfied with the opportunities they had to interact with their professors. In a previously discussed question, 11.4% of the respondents in this group identified “Inadequate opportunity to interact with my professors” as their biggest challenge of learning remotely. Additionally, almost 24.5% of respondents in this group indicated that they neither agreed nor disagreed (18.8%) or disagreed (5.7%) with the statement that they were satisfied with the opportunities to interact with their classmates in a remote learning environment. As noted previously, 21.5% of Chinese language respondents indicated that insufficient interaction with peers was their single greatest challenge of learning remotely. The following were the two questions where this group identified the lack of peer interaction as the greatest challenge of online learning “inadequate opportunity to study with other classmates” (9.7%) and “inadequate opportunity to establish peer-support groups (make friends, form study groups)” (11.9%). These two questions confirm that this language group would benefit from having an opportunity to participate in a hybrid style of learning with some portion of the course taught online and part face-to-face. We see that our Asian students like to form groups and join them online now. More than the other language groups, for our Asian-American students access to higher education also constitutes opportunities to learn communally.



**Q20: USING THE FOLLOWING SCALE, PLEASE RATE THE STATEMENTS BELOW: IN TERMS OF REMOTE LEARNING IN GENERAL, I AM SATISFIED WITH:**  
**(3) OPPORTUNITIES TO INTERACT WITH MY PROFESSORS.**  
**(NATIVE SPEAKERS OF CHINESE)**



**Q20: USING THE FOLLOWING SCALE, PLEASE RATE THE STATEMENTS BELOW: IN TERMS OF REMOTE LEARNING IN GENERAL, I AM SATISFIED WITH:**  
**(3) OPPORTUNITIES TO INTERACT WITH MY CLASSMATES.**  
**(NATIVE SPEAKERS OF CHINESE)**



### **Spanish Language Respondents**

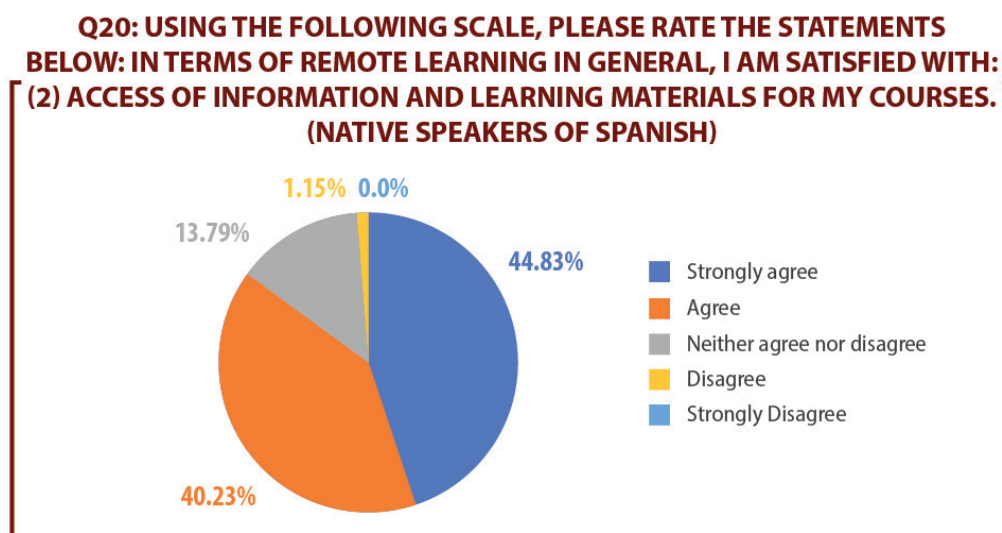
Tally for strongly agree and agree:

Access to information and learning materials for my courses.	85.06%
Opportunities to interact with my professors.	81.61%
Opportunities to interact with my classmates.	78.16%

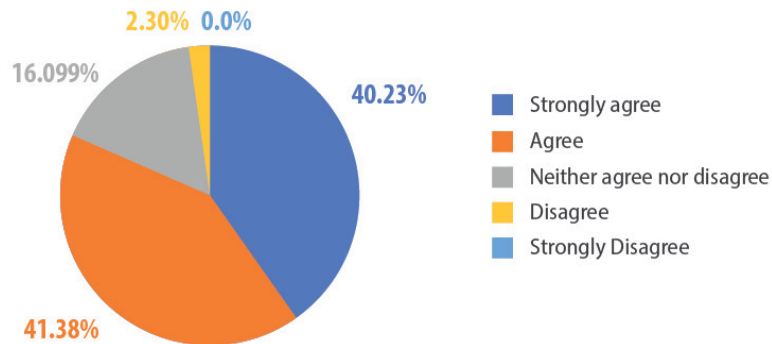
Similar to the other two language groups, 85% of the Spanish language respondents felt that they had access to information and learning materials they needed for their courses. Only 1% of the respondents disagreed that they had all the materials and information they needed, and zero students strongly disagreed.

Similarly, almost 82% of the Spanish language respondents indicated that they either strongly agreed (40.2%) or agreed (41.4%) with the statement that they were satisfied with the opportunities they had to interact with their professors, while 2.3% of the respondents disagreed with that statement. It should be noted that 3.5% of respondents in this group identified "Inadequate opportunity to interact with my professors" as their biggest challenge of learning remotely. These responses corroborate the general feelings in this area of students whose first language is Spanish.

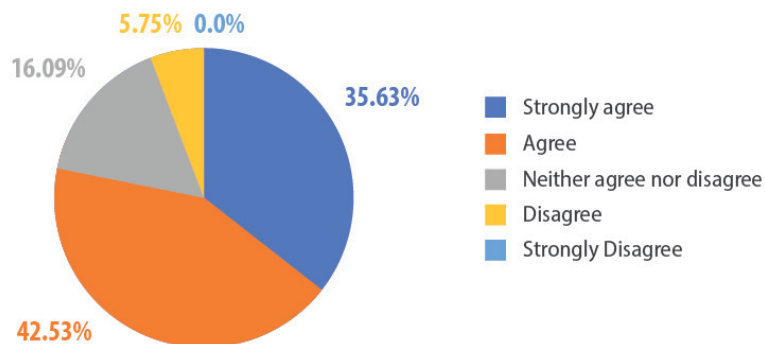
Additionally, 21.4% of the respondents in this group indicated that they neither agreed nor disagreed (16%) or disagreed (almost 6%) with the statement that they were satisfied with the opportunities they had to interact with their classmates. In comparison, almost 14% of this group identified lack of interaction with their peers as their biggest challenge with on-line learning. When asked to identify the single biggest challenge to online learning, this group identified "inadequate opportunity to study with other classmates" (5.8%) and "inadequate opportunity to establish peer-support groups (make friends, form study groups" (8%). We point out that the number of students who disagreed with the statement that they had sufficient opportunity to interact with classmates is identical to the response rate to the single challenge question (both at almost 6%).



**Q20: USING THE FOLLOWING SCALE, PLEASE RATE THE STATEMENTS BELOW: IN TERMS OF REMOTE LEARNING IN GENERAL, I AM SATISFIED WITH:**  
**(3) OPPORTUNITIES TO INTERACT WITH MY PROFESSORS.**  
**(NATIVE SPEAKERS OF SPANISH)**



**Q20: USING THE FOLLOWING SCALE, PLEASE RATE THE STATEMENTS BELOW: IN TERMS OF REMOTE LEARNING IN GENERAL, I AM SATISFIED WITH:**  
**(3) OPPORTUNITIES TO INTERACT WITH MY CLASSMATES.**  
**(NATIVE SPEAKERS OF SPANISH)**



## **CONCLUSION**

Even with the roughly 20% of students either not having an opinion or disliking the lack of opportunities for interaction with their peers, on average 80% of our students seem to enthusiastically embrace online education. It appears from their feedback that they appreciate the flexibility of not having to be at a specific campus location at a specific time. They seem to feel comfortable with the level of interaction and communication they have with their professors, and there is strong agreement across the language groups that they have access to all of the class materials that they need. The "literature on the efficacy of online

courses is expansive and divided”<sup>45</sup>. We do note that our student demographics give us a population of students not frequently studied (heavily Asian, adult students, immigrants from ESL backgrounds, etc.) so we use the research that is available more as a comparison rather than a predictor. We see many studies that “online learners will quit more easily” and “online learning can lack feedback for both students and instructors”<sup>46</sup>, yet we are seeing a more interesting story emerge from our retention data of students where 94% have at least one risk factor for dropping out and half of them have up to six such risk factors. Our data seems to be adding another dimension to the existing online research and we will continue to gather more evidence with the hope of tailor-making quality educational experiences for a subset of students who are being overlooked by higher education as a whole. True to our mission of creating access for those historically underserved and overlooked populations, we will very actively pursue obtaining permission to permanently be able to offer online instruction as an option to current and future LIBI students.

## **WHAT CONTRIBUTES TO PERSISTENCE AND SUCCESS IN ONLINE LEARNING COMMUNITIES?**

### **Procedural/Instructional Clarity**

To determine how our students felt about the level of instructional clarity they received from their instructors, we asked them to assess the following: “I received unclear instructions on assignments, exams, and/or quizzes.” The options students were provided were: Extremely common, Somewhat common, Somewhat uncommon, Extremely uncommon, and Not sure.

Of the English language respondents, 2.82% respondents said it was extremely common to receive unclear instructions from faculty, while nearly 55% said it was extremely uncommon. Additionally, another 11% said it was somewhat uncommon and almost 17% said that it was somewhat common. We note that 62% of the English language respondents felt that receiving unclear instructions on assignments, exams, and/or quizzes was either extremely (55%) or somewhat uncommon (17%). Nearly 20%, or one in five respondents, thought that it was either extremely or somewhat common.

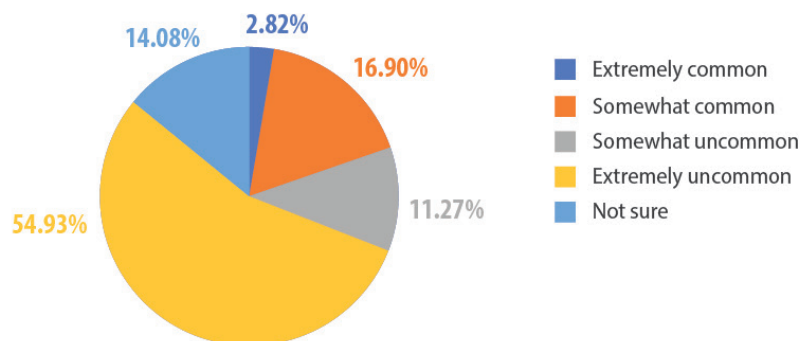
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45 Driscoll, A., Jicha, K., Hunt, A. N., Tichavsky, L., and Thompson, G. (2012). Can online courses deliver in-class results? A comparison of student performance and satisfaction in an online versus a face-to-face introductory sociology course. *Am. Sociol. Assoc.* 40, 312–313. doi: 10.1177/0092055X12446624

46 Atchley, W., Wingenbach, G., and Akers, C. (2013). Comparison of course completion and student performance through online and traditional courses. *Int. Rev. Res. Open Dist. Learn.* 14, 104–116. doi: 10.19173/irrodl.v14i4.1461

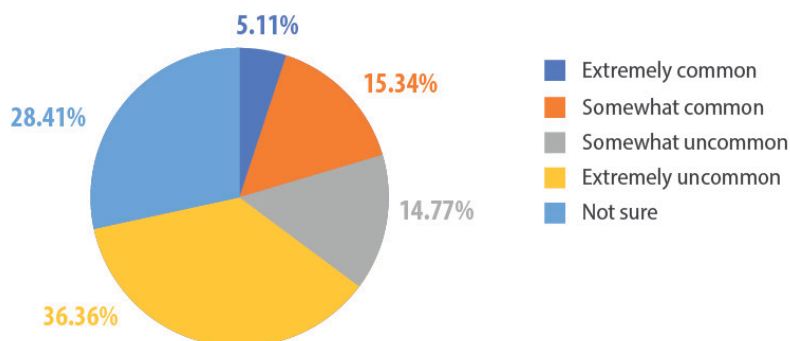


**Q26: PLEASE INDICATE THE FREQUENCY WITH WHICH THESE OCCURED  
THROUGHOUT YOUR TIME AT LIBI. PLEASE MAKE SURE YOU ARE  
ANSWERING IN GENERAL AND NOT USING ISOLATED INSTANCES:  
(1) I RECEIVED UNCLEAR INSTRUCTIONS ON ASSIGNMENTS, EXAMS,  
AND/OR QUIZZES. (NATIVE ENGLISH SPEAKERS)**

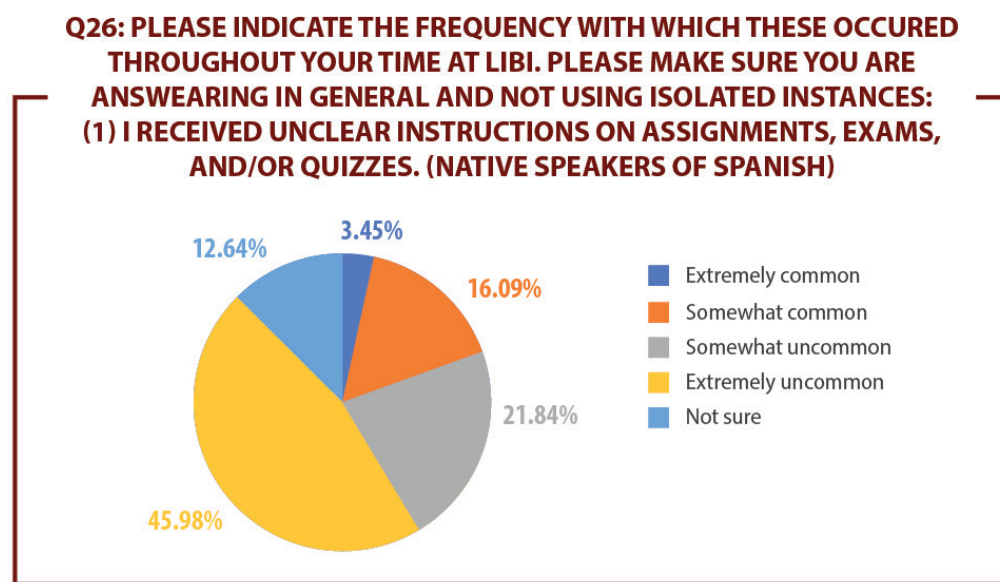


Of our Chinese language respondents, 5% indicated that it was extremely common to receive unclear instructions from faculty. Further, 51% either said that it was extremely uncommon (36.4%) or somewhat uncommon (14.8%) to receive unclear instructions on assignments, exams, and/or quizzes. Another 15% of the Chinese language respondents said that it was somewhat common, and if combined with the 5% who responded that it was extremely common not to receive clear instructions, we note that a fifth of the respondents felt that instructional clarity was lacking.

**Q26: PLEASE INDICATE THE FREQUENCY WITH WHICH THESE OCCURED  
THROUGHOUT YOUR TIME AT LIBI. PLEASE MAKE SURE YOU ARE  
ANSWERING IN GENERAL AND NOT USING ISOLATED INSTANCES:  
(1) I RECEIVED UNCLEAR INSTRUCTIONS ON ASSIGNMENTS, EXAMS,  
AND/OR QUIZZES. (NATIVE SPEAKERS OF CHINESE)**



Among the Spanish language respondents, 3.5% indicated that it was extremely common to receive unclear instructions, with another 16% indicating that it was somewhat common. Again, reflecting the answers provided by the other language groups, a fifth or one in five respondents, felt that instructors did not provide sufficient clarity on assignments, test, and/or quizzes. Almost 68% of the respondents in this language group felt that it was extremely uncommon (46%) or somewhat uncommon (22%) to receive unclear instructions.



It is worth noting that many of our students come from ESL backgrounds and that the students who responded to the English language survey had a significantly higher rate of respondents (55%) who indicated that it was extremely unlikely to receive unclear instructions on assignments or tests/quizzes. In comparison, only 36% of the Chinese language respondents indicated that it was extremely uncommon to receive unclear instructions while 46% of the Spanish language respondents indicated so. The 19% (Chinese language respondents) and 9% (Spanish language) differential compared to the English language survey respondents likely points to a language proficiency issue. We will address this the faculty as a whole. We anticipate this will involve some additional training across the disciplines with the Director of ESL and General Education as well as with the First Year Experience Coordinator who has completed a program offered by ACUE in teaching to improve student achievement and close accessibility gaps.

## RETENTION AND INSTRUCTION (IN A REMOTE ENVIRONMENT)

As noted previously, only 6% of LIBI students carry no risk factors for dropping out. All risk factors we track are proven to be predictive barriers to completion that are external, circumstantial, and quantifiable (not internal, such as motivation or self-efficacy). As we consider this section, we know that no matter how thematically good or well designed a course is, it cannot prevent students learning remotely from dropping out when external factors such as job demands for sole-income earners, family issues for students parenting alone, or personal safety are involved. Since, however, “it has been reported that students’ sense of belonging to a community, engagement, and interactions with faculty are all related to retention”<sup>47</sup>, we will disaggregate these variables to see how our students rate our performance in these areas.

In this section we will consider a few factors that may help us better understand how faculty and staff can engage online students to reduce attrition, and we will seek to understand the link between adult learners’ characteristics and the appropriateness of the online environment we provide them for their online experiences.

To build a baseline, we asked students to tell us how common it is for them not to receive communication from their professors about their graded work. The following question was given to all students as part of our 2022 student survey:

***“I receive little to no communication from my professors regarding graded work.”***

The options provided were:

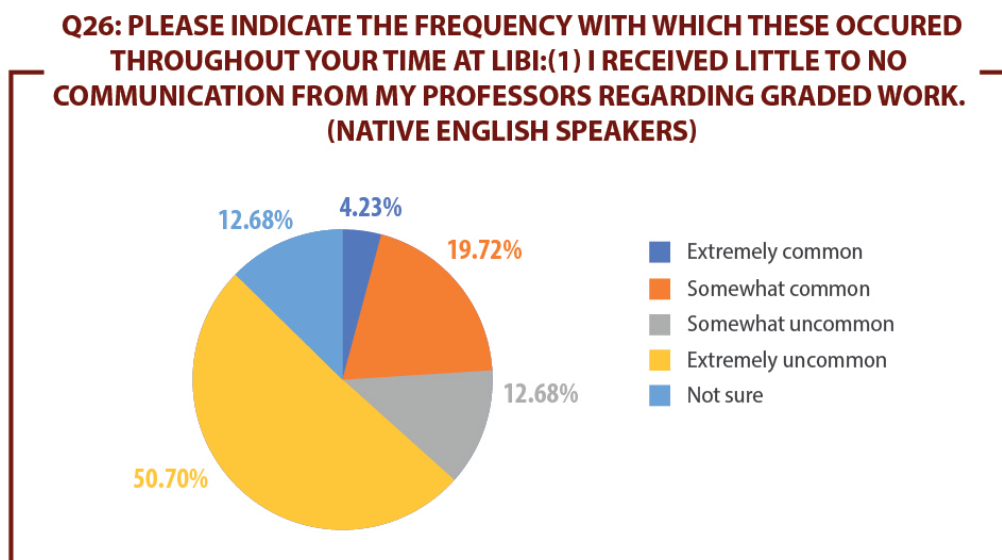
- Extremely Common,
- Somewhat Common,
- Somewhat Uncommon,
- Extremely Uncommon, and
- Not Sure.

Of the English language respondents, almost 51% indicated that it was Extremely Uncommon for them not to receive communication from their faculty about their graded work and 4% said it was Extremely Common. Although we are happy to see that only 4% of students

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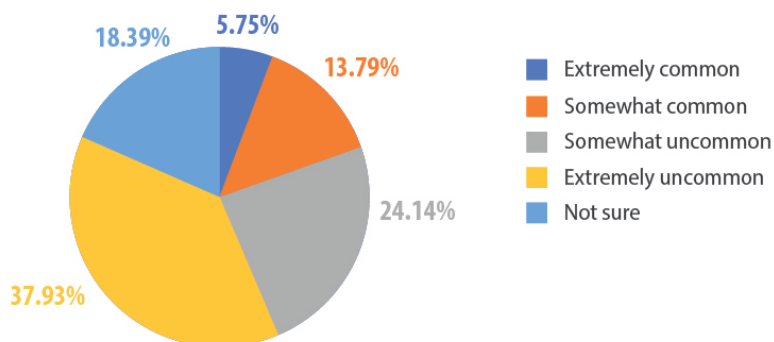
<sup>47</sup> Lee, Y. & Choi, J. (2011). A review of online course dropout research: implications for practice and future research. *Education Tech Research Dev.* 59. 593–618. doi: 10.1007/s11423-010-9177-y

have reported experiencing no communication from their faculty regarding their graded work, we are dissatisfied that nearly 20% of respondents felt that it was Somewhat Common for them not to receive timely feedback from their faculty. A quarter of the English language survey respondents felt that it was either Extremely Common or Somewhat Common not to receive timely feedback from their faculty. We see this as a “must improve” item.



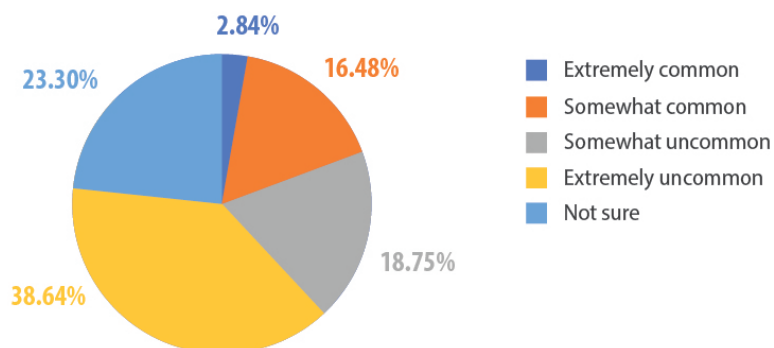
Of the Spanish language respondents, almost 38% felt that it was Extremely Uncommon that they did not receive communication from their faculty regarding their graded work. Another 24% said that it was Somewhat Uncommon while almost 6% said it was Extremely Common. While 62% of respondents felt that it was either Extremely Uncommon or Somewhat Uncommon for them to have no feedback from their faculty on graded work, almost 20% felt that it was either Extremely Common or Somewhat Common. A fifth of the Spanish language responses did not meet LIBI’s criteria for satisfactory performance in this area.

**Q26: PLEASE INDICATE THE FREQUENCY WITH WHICH THESE OCCURED  
THROUGHOUT YOUR TIME AT LIBI:(1) I RECEIVED LITTLE TO NO  
COMMUNICATION FROM MY PROFESSORS REGARDING GRADED WORK.  
(NATIVE SPEAKERS OF SPANISH)**



The Chinese language respondents indicated a similar level of disagreement with the statement “I receive little to no communication from my professors regarding graded work”, almost 39% said that it was *Extremely Uncommon*. Of the respondents 19% said that it was either *Extremely Common* (2.8%) or *Somewhat Common* (16.5%) that they did not receive feedback on their graded work from their faculty.

**Q26: PLEASE INDICATE THE FREQUENCY WITH WHICH THESE OCCURED  
THROUGHOUT YOUR TIME AT LIBI:(1) I RECEIVED LITTLE TO NO  
COMMUNICATION FROM MY PROFESSORS REGARDING GRADED WORK.  
(NATIVE SPEAKERS OF CHINESE)**



We note that one of the academic goals for the upcoming year will be to improve faculty feedback on activities, assignments, and projects across all academic departments. Review of literature shows that prompt and meaningful feedback (within 72 hours) increases student engagement and persistence in online courses. We will be acquiring an added tracking mechanism to our Canvas student system with the hope of being able to determine whether prompt feedback contributes to student persistence, and what role it plays for first generation college students, adult learners, and ESL student populations. We will be controlling for students who are on probation as well as those enrolled in LIBI's pathway program along with the linguistic language levels.

## CHALLENGES AND IT ASSISTANCE

"Computer and internet self-efficacy of adult learners play a significant role in online learning processes"<sup>48</sup>. Research shows that adult learners with low perception of technological competency who experience challenges are at risk of dropping out.<sup>49</sup>

As a traditionally brick-and-mortar institution focused on retention of highly at-risk student populations, we have been reviewing resources and studies on factors that influence student attrition in Asian-American students, students with ESL backgrounds, students who are parenting alone, and low-income students. As expected, we found "that overall, internal factors of self-efficacy, self-determination, autonomy, and time management along with external factors of family, organizational and technical support were found to be significant"<sup>50</sup> contributors influencing online students' decision to drop out. With this in mind and the understanding that even if we eliminate some of the more basic challenges for our students, we may be able to positively influence retention at least for some. Our 2022 IEP survey therefore tackled some of these issues directly.

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48 Ensa Johnson, Refilwe Morwane, Shakila Dada, Gaby Pretorius & Marena Lotriet (2018) Adult Learners' Perspectives on Their Engagement in a Hybrid Learning Postgraduate Programme, *The Journal of Continuing Higher Education*, 66:2, 88-105, DOI: 10.1080/07377363.2018.1469071

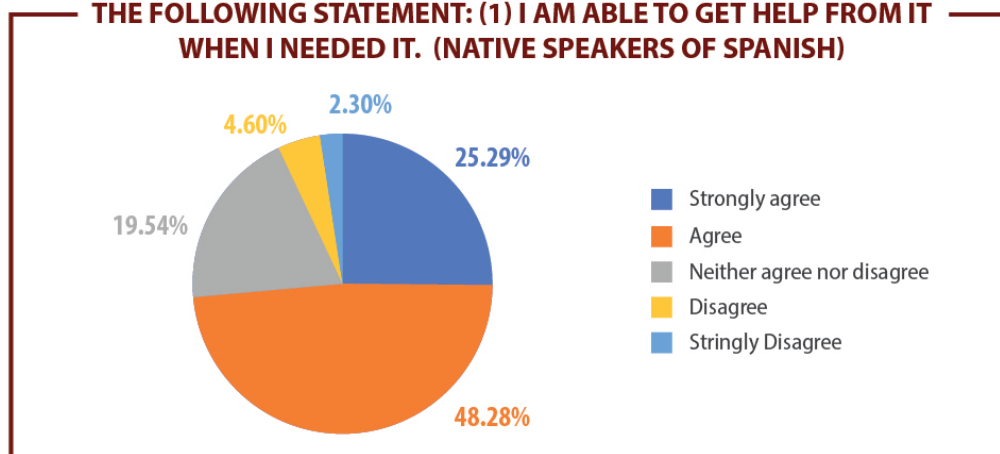
49 Appana, S. (2008). A Review of Benefits and Limitations of Online Learning in the Context of the Student, the Instructor and the Tenured Faculty. *International Journal on E-Learning*, 7(1), 5-22. Waynesville, NC USA: Association for the Advancement of Computing in Education (AACE). Retrieved May 18, 2022 from <https://www.learntechlib.org/primary/p/22909/>.

50 Street, H. (2009, November 30). Factors influencing a learner's decision to drop-out or persist in higher education distance learning. *Online Journal of Distance Learning Administration*. Retrieved January 5, 2022, from <https://eric.ed.gov/?id=EJ918570>

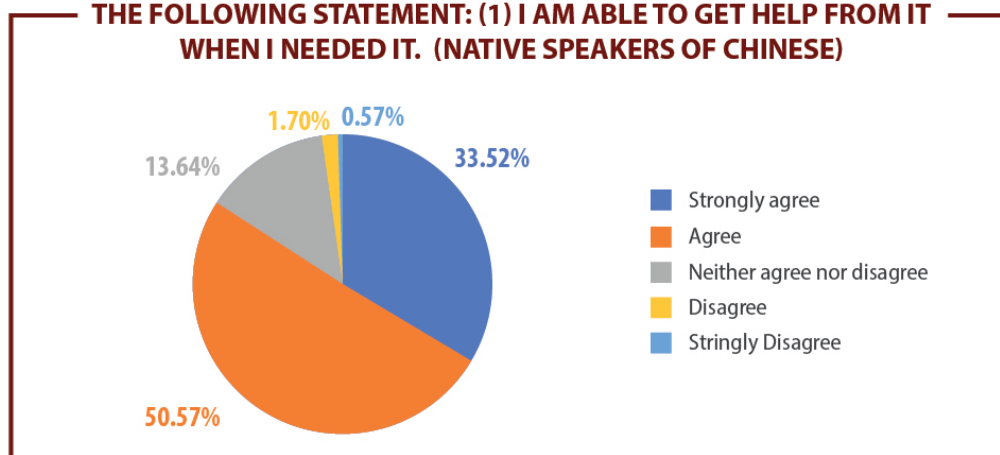
We asked our students to tell us how easy it was for them to get help from IT when they needed it. Of the English language surveys, almost 79% either strongly agreed (32.3%) or agreed (46.5%) with the statement ***"I am able to get help from IT when I need it"***. Additionally, another 7% of our English language respondents either disagreed or strongly disagreed with the statement.

Nearly 74% of the Spanish language respondents either strongly agreed (25%) or agreed (48%) with that statement. Nearly 20% of the Spanish language respondents neither agreed nor disagreed with the statement, while nearly 7% either disagreed (4.6%) or disagreed strongly (2.3%) with the statement that they were able to get help from IT when they needed it. Of the Chinese language respondents, 84% either agreed (50.6%) or strongly agreed (33.5%) that they are able to get help from IT when they need it. Additionally, nearly 14% indicated that they neither agreed nor disagreed with the statement. Only 2% of the students either disagreed (1.7%) or strongly disagreed (.57%) with the statement that they can get IT help when they need it.

**Q19: PLEASE INDICATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENT: (1) I AM ABLE TO GET HELP FROM IT WHEN I NEEDED IT. (NATIVE SPEAKERS OF SPANISH)**

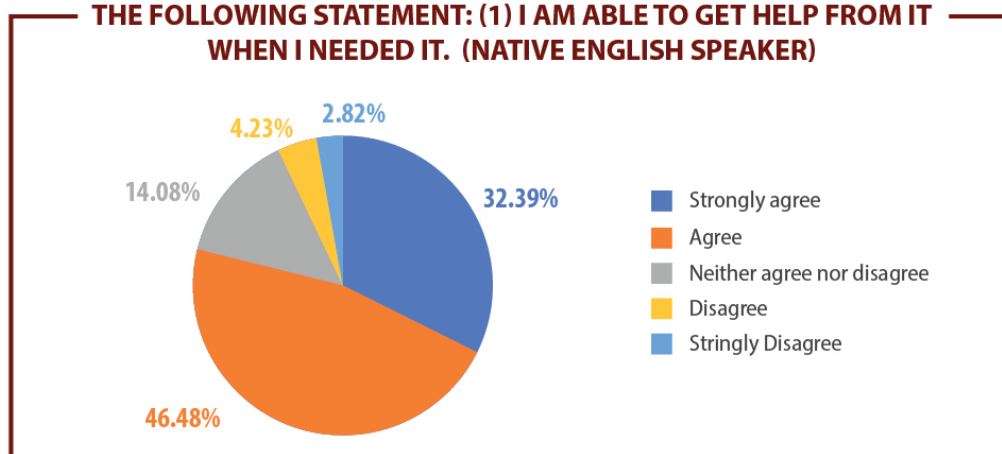


**Q19: PLEASE INDICATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENT: (1) I AM ABLE TO GET HELP FROM IT WHEN I NEEDED IT. (NATIVE SPEAKERS OF CHINESE)**





**Q19: PLEASE INDICATE YOUR LEVEL OF AGREEMENT WITH THE FOLLOWING STATEMENT: (1) I AM ABLE TO GET HELP FROM IT WHEN I NEEDED IT. (NATIVE ENGLISH SPEAKER)**



Having identified the availability of IT help when students need it as a positive driver of retention, the response rates we received require that we take a closer look at how IT help is provided to better understand why there was a 10% difference in satisfaction rates between the Chinese language student responses and the Spanish language responses. The neutral responses were also higher for the Spanish language respondents (20%) than the other language groups. Further, both the English and the Spanish language respondents had the same rate of disagreement with the statement at 7% for each group, which is 5% more than in the Chinese language respondents. These results necessitate that we conduct more research and evaluate our processes to better understand the differences in perception by language group. We will also be considering the digital skills of the students upon entering the college and developing quality assurance mechanisms as we go forward.

## TUTORING AND RETENTION

Tutoring assistance has always been provided at no-cost to the students and the institutional data on tutoring outcomes we collected over the last decade shows a connection to retention. The data we collected made tutoring an important **part of** the holistic approach to student retention, but tutoring as a stand-alone offering has not always been a high-impact practice (HIP) for LIBI. Many variables contributed to mixed results of tutoring as a predictor of graduation while we were physically on campus. Students with high GPAs would seek tutoring or help in the writing center to ensure that they kept their grades high,



while students who used tutoring as a way to reinforce their language skills and not necessarily to seek subject-specific help would skew grade tracking associated with additional academic assistance as they would register for help in specific for some courses. We also had instances of students signing up for tutoring because it was a free service and a way to have a one-on-one session with instructors when students would miss class (LIBI almost never offers peer-to-peer tutoring). Since moving to online learning we wanted to see if tutoring would play a more pronounced role in retention. The entire tutoring operation was launched electronically into its new virtual form a week after the lockdown and has been open and operational consistently with only minor disruptions since.

***“The tutoring I received was not personal and I felt disconnected from the tutor.”***

## **CONCLUSION**

Our findings support much of what was outlined by Mehmet Kara et al when they outlined these challenges faced by adult learners in remote learning environments.

Our research strongly supports that we can think of these difficulties as three main hurdles adult learners must clear in order to complete their educational journeys. The main categories into which most obstacles online learners face can be distilled into:

- Internal Challenges
- External Challenges and
- Program Related Challenges

*Internal Challenges* are difficulties with time management and the inability to balance work and family responsibilities with school responsibilities. Collectively, Mehmet Kara et al refer to this bucket of impediments as **management challenges**. These are uniquely personal impediments that require a disciplined approach and a resolute mindset on the part of the learner to resolve or at least to address. Despite the fact that most colleges are keenly aware of this challenge and try to help with this process, many adult learners struggle to figure this out and unfortunately, in the case of LIBI students as indicative by our attrition numbers, 30-40% never do.

The next tier of obstacles under the *Internal Challenges* umbrella are **learning challenges**. These encompass items such as lacking preparation or “prerequisite knowledge” required to successfully begin college level studies and the inability to understand course materials, along with low levels of confidence common among adult learners. Things such as lack of interest in the program or materials along with low concentration on study are all part of this subgroup of *Internal Challenges* according to Mehmet Kara et al.

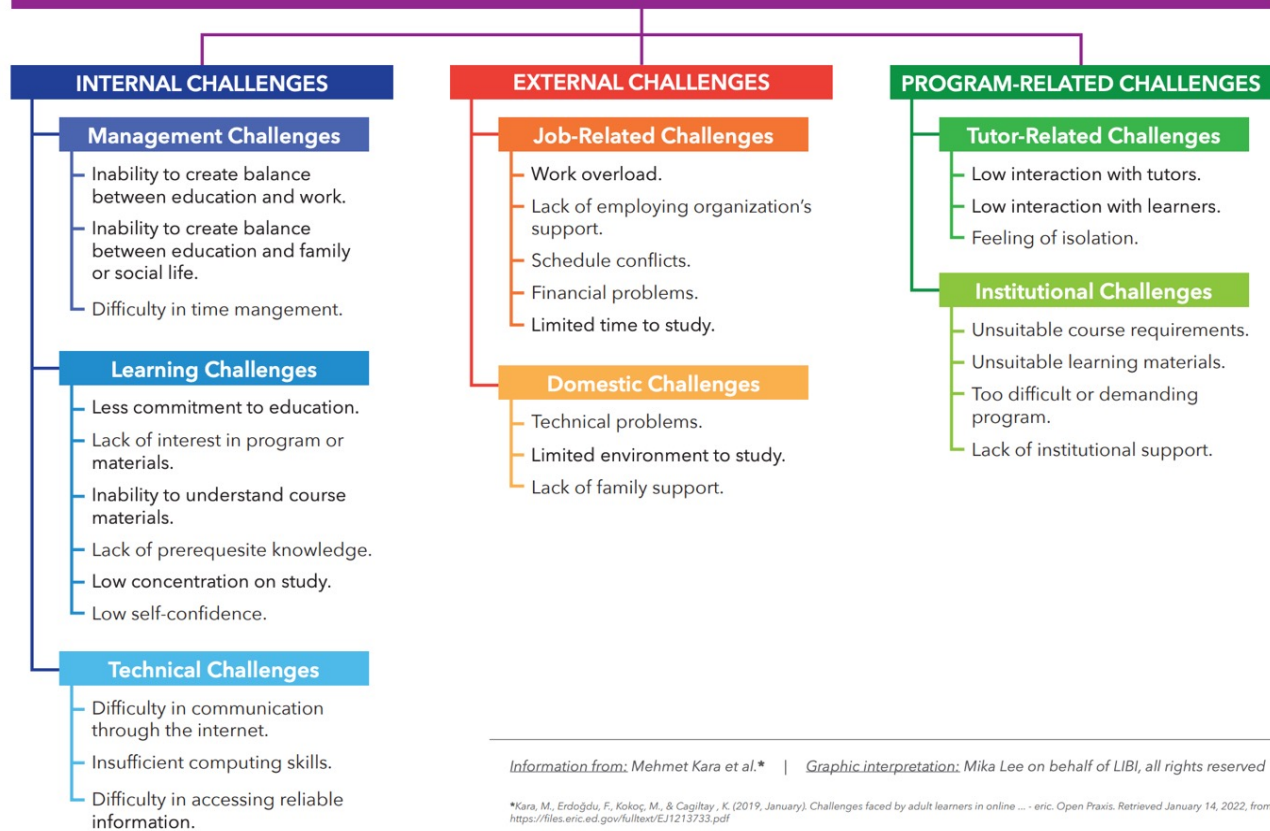
The third bucket of obstacles under the *Internal Challenges* are **technical challenges**. These include computer proficiency or at least competency, difficulty in communication using the internet, and difficulty accessing reliable information.

We spent a significant portion of our 2022 Institutional Effectiveness Plan (IEP) delving into data that will hopefully help us better understand where our students are in terms of these very challenges so we can start addressing their obstacles with more sensitivity.

The next “tunnel” of obstacles students need to clear according to Mehmet Kara et al are the *External Challenges*. These are subdivided into **job-related challenges** and **domestic challenges**. Job related impediments such as work overload (in the case of our students, excessive hours devoted to “trying to make a living”) and financial problems. Schedule conflicts with school and being forced to learn and study around a demanding or exhausting job schedule, all resulting in a limited time to study. Companion barriers, the domestic challenges, include a limited environment to study, lack of family support, and technical problems. These barriers are discussed throughout this document and the issues that emerged dominant will be used as a springboard to help tailor support services for our students. We have conducted our annual surveys in the students’ native languages so that the unique needs of our student subgroups could be identified and addressed more rapidly.

The third and final tunnel of obstacles are the *Program-Related Challenges* and include **tutor-related challenges** and **institutional challenges**. Tutor-related challenges include feeling of isolation, low interaction with tutors and other learners, while institution challenges include lack of institutional support, unsuitable learning materials, unsuitable course requirements and the unsuitable demands of the program the student is enrolled in. This document includes an extensive analysis of program-related challenges and the perception our students have of the issues in the sub-groups of this category.

## CHALLENGES FACED BY ADULT LEARNERS IN DISTANCE EDUCATION



We note that, although these difficulties are outlined with distance learners in mind, these obstacles also apply to students in brick-and-mortar environments. Most research argues that face-to-face contact improves retention; our data does not necessarily support that theory fully. Students learning online can be retained at close to, if not at better rates, than students engaged in face-to-face instruction when there are strong student support mechanisms in place. In many ways, the challenges posed by online learning can also be its greatest strengths when properly supported.

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# **PART II: FACULTY**

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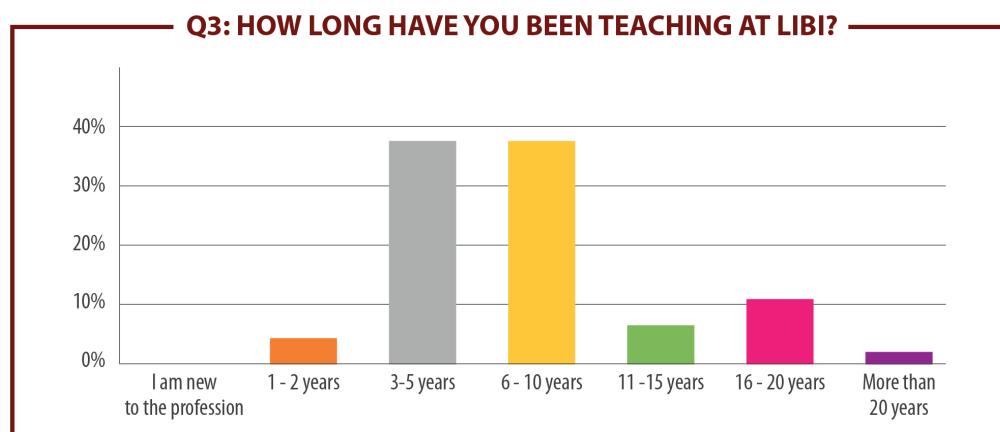
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# ANNUAL FACULTY SURVEY

Student satisfaction is as important to LIBI as faculty satisfaction. In the Covid-19 era, our faculty had to innovate like never before. The disruption was felt by our entire institution; however, the faculty were uniquely tasked with “normalizing” the situation for the students as much as it was feasible. The faculty were the thread that kept the students connected to the college in the most uncertain of times, and for that they will always be LIBI’s heroes. We, therefore, wanted to find out what our faculty had to say (anonymously) about their experiences and about the support that we tried to make sure was available. We were also interested in obtaining some benchmarks about online instruction from faculty who have taught only face-to-face prior to March 2020.

Over 87% of the faculty participated in the survey, and we feel that we have very reliable data we can discuss in this document. It should be noted that 100% of the faculty who responded were teaching at LIBI prior to the pandemic. This fact makes the data that much more interesting and relevant since all respondents had the opportunity to experience both modalities at LIBI.

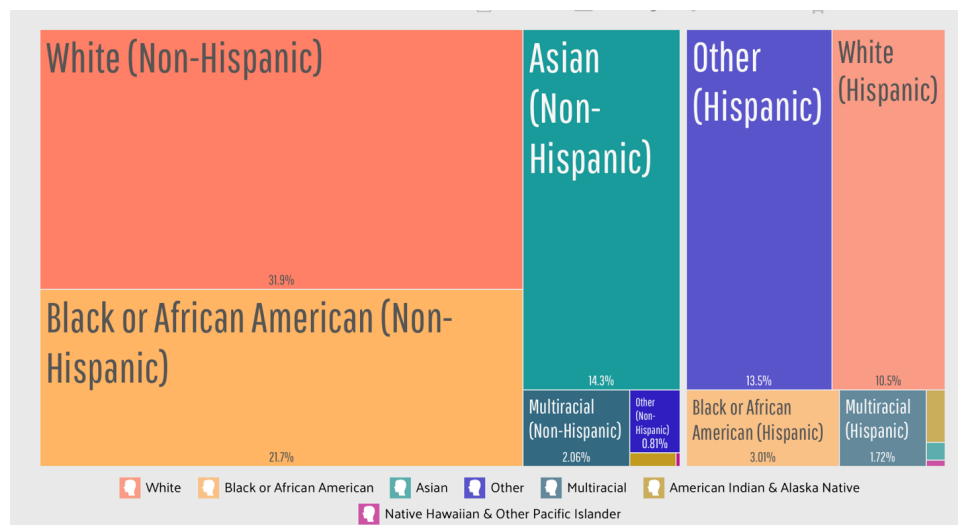
The majority of the faculty responding have taught at LIBI either 3-5 years or 6-10. Each group constituted nearly 38%, for a total of nearly 76% of the respondents. A little over 11% have been with the college between 16-20 years and 2% have been with LIBI for more than 20 years.



In terms of race demographics, our faculty indicated the following:

<b>White, Non-Hispanic</b>	26.67%
<b>Black or African American</b>	33.33%
<b>Hispanic or Latino</b>	8.89%
<b>Asian</b>	13.33%
<b>American Indian or Alaska Native</b>	2.22%
<b>Native Hawaiian or Other Pacific Islander</b>	0.00%
<b>Bi-Racial</b>	0.00%
<b>Multi-Racial</b>	2.22%
<b>Other</b>	13.33%

Demographics of New York City:

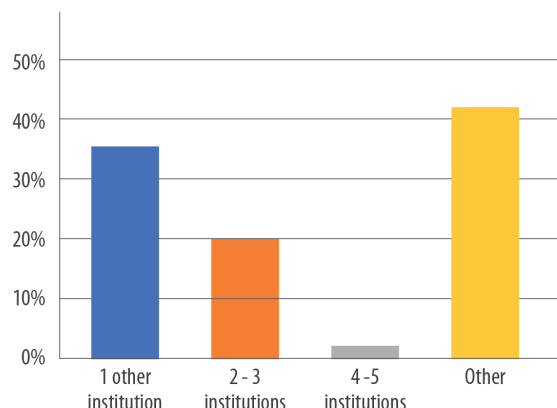


Source: <https://datausa.io/profile/geo/new-york-ny/>

Unlike LIBI's student demographics, our faculty are much more diverse, and in range with racial and ethnic composition of New York City.

Of our adjunct faculty, 42% are practitioners in the field in which they instruct, while nearly 36% instruct at one other institution. A full 20% indicated that they instruct at 2 to 3 institutions per semester, while just over 2% said that they teach in 4-5 institutions per semester.

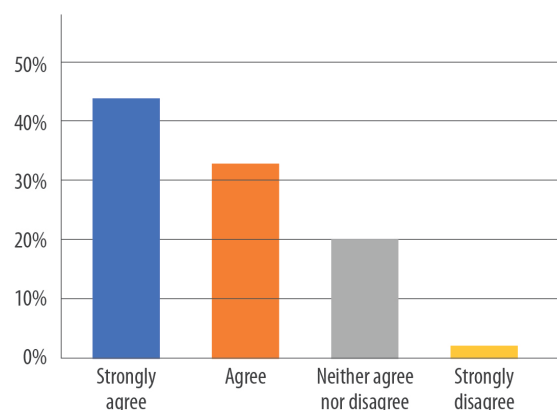
**Q8: IF YOU ARE AN ADJUNCT FACULTY MEMBER, PLEASE INDICATE HOW MANY INSTITUTIONS YOU TEACH FOR DURING A TYPICAL SEMESTER**



Teaching a highly vulnerable student population at risk for dropping out requires that the faculty are clear about the mission of the college so that they are appropriately prepared to provide support to those enrolled in their courses. Nearly 87% of our respondents either strongly agreed (53.3%) or agreed (33.3%) that “the mission of the college clear and accurate”. Additionally, 11% neither agreed nor disagreed with the statement, while only 2.2% disagreed. An important follow-up question asked the faculty to assess whether they felt that LIBI “lives” its mission.

To the question “do you feel that the college “lives” its mission?”, 78% of the respondents either strongly agreed (44.4%) or agreed (33.3%) with the statement. Another 20% neither agreed nor disagreed with the statement, while 2% strongly disagreed. In a post-survey recap it was noted that those who did not agree with the statement felt that the mission of the college did not entail teaching online which we are doing right now. This sentiment certainly brought the conversation of mission review into a sharper focus.

**Q14: DO YOU FEEL THAT THE COLLEGE “LIVES” ITS MISSION?**



The mission of the college has not been reviewed in 7 years before Covid-19 struck, and we were preparing to engage in a year-long process of self-evaluation and discussions when the lockdowns occurred. At that moment, the sole priority became educating our students and supporting our faculty while we navigated uncharted territory.

Now that nearly two years have passed, and we have learned many lessons about who we are and what we can do, the time has come to, yet again, undertake the task of asking ourselves some difficult questions about our institutional mission. Therefore, in order to better understand the views our community holds, over the next year we will begin the process of evaluating whether we are meeting our mission and whether there are new catalysts that may be prompting us to change our direction or alter course. A key question that emerged before the pandemic but have taken a more pronounced place in our institution as the pandemic has worn on, is the question of whether we need to broaden the definition of success within the context of the linguistic, economic, and racial diversity of the students we serve.

Although the pandemic affected everyone; it did not affect everyone equally. In the pre-pandemic LIBI, a genuine culture of care was physically evident throughout the institution. Outside of the typical student support services such as free tutoring assistance and vigilant one-on-one advising, we ensured that students had opportunities to participate in new cultural experiences, service-learning offerings, college sponsored trips in and outside of New York City, as well as making sure that students had access to community support services specific to their needs (domestic violence shelters, child-care facilities, substance abuse treatment and support groups, immigration services, etc.). Our faculty members were integral in identifying students in crises, and many forged relationships with students that allowed them to have private conversations with their students, that in turn afforded the college the opportunity to intervene and to extend appropriate help. Although it is difficult to capture this “culture of care” into a mission statement, it became even more difficult to rapidly translate that into a distance education environment.

As the face-to-face interactions were such an integral part of what gave LIBI that differentiating quality (our students were never just a student ID number), we asked the faculty a series of questions to determine how they coped, and are coping, with the transition to remote learning.

***“I miss face-to-face interaction with my students since we started remote instruction.”***

- 1.** 51% of the faculty indicated that they either strongly agree (24.4%) or agree (26.7%) with this statement.



2. 24.4% neither agreed nor disagreed with the statement.
3. 24.5% either strongly disagreed (8.8%) or disagreed (15.6%)

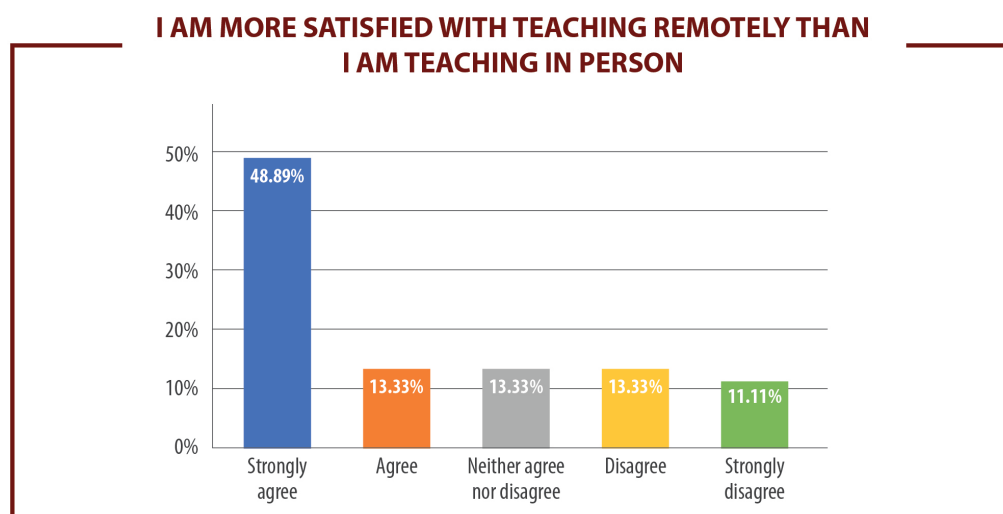
***“Not meeting my online students face-to-face prevents me from knowing them as well as I did when we were on-site.”***

1. 44.4% of the faculty either agreed (24.4%) or strongly agreed (20%) with this statement.
2. 22.2% neither agreed nor disagreed with this statement.
3. 33.3% either disagreed (22.2%) or strongly disagreed (11.1%) with this statement.

We believe that some of the answers to these questions were motivated by the emphatic answers to:

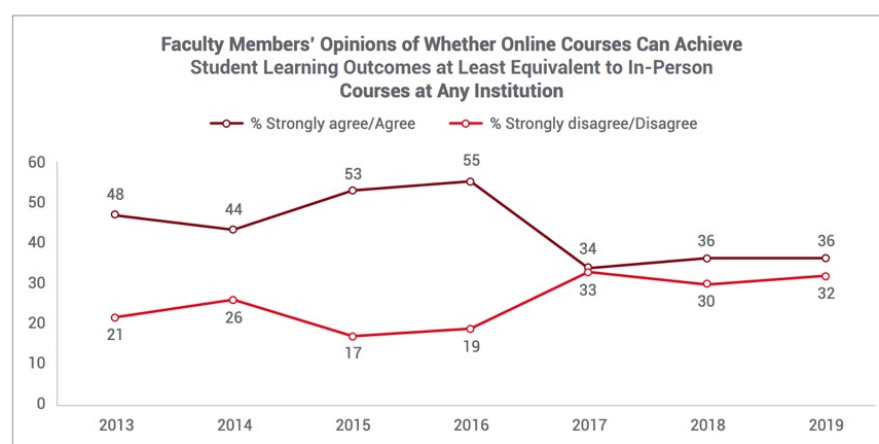
***“I am more satisfied with teaching remotely than I am teaching in person.”***

1. 62% of the faculty either strongly agreed (48.9%) or agreed (13.3%) with this statement. It should be noted that almost half of the faculty indicated a strong preference for remote instruction, while only 11% expressed strong dissatisfaction.
2. 13.3% of the faculty indicated neutrality for the statement.



This finding was a little surprising to us as the expectation was that we would see the reverse answers (heavily strongly or strongly disagree) with the statement. Short of concluding that after two years of teaching remotely, our faculty have gotten accustomed to the modality and have worked out the initial “glitches” enough to enjoy teaching online, we turned to pre-pandemic research into faculty attitudes toward online education. Growing to appreciate online instruction, it appears, is not atypical. According to a study by Gallup and Inside Higher Ed, “faculty members who have taught online are considerably more positive about online courses yielding similar educational results to in-person courses than are their peers without online teaching experience”<sup>1</sup>.

Faculty members have become much more positive about the potential of online education than they were in the past. Between 2013 and 2016, a significantly higher percentage of faculty members disagreed than agreed that online courses could achieve outcomes equivalent to those of in-person courses, compared with roughly divided opinions now.



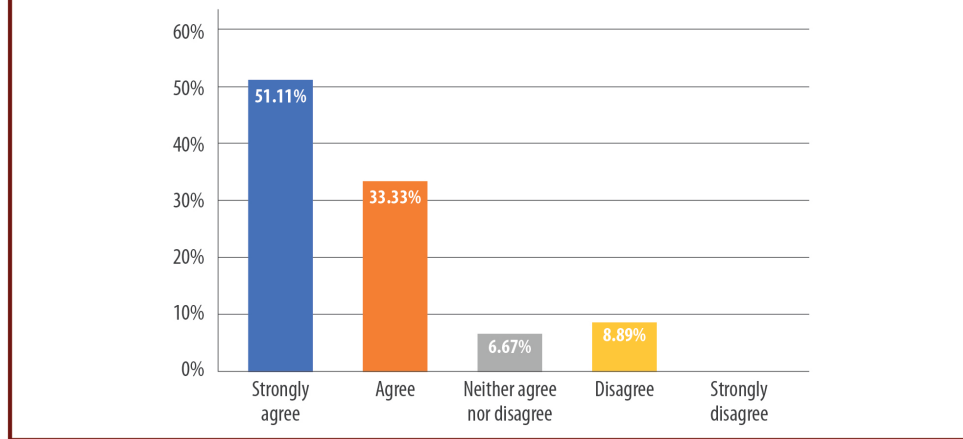
Source: [https://www.insidehighered.com/system/files/media/IHE\\_2019\\_Faculty\\_Tech\\_Survey\\_20191030.pdf](https://www.insidehighered.com/system/files/media/IHE_2019_Faculty_Tech_Survey_20191030.pdf)

It appears that convenience of remote instruction is the driving force behind some of the sentiments of satisfaction. The question that garnered the most agreement was: ***“I appreciate that I can access my online course any time it is convenient to me.”*** A full 60% of the faculty strongly agreed with that statement while another nearly 29% agreed. No one strongly disagreed or disagreed, but 11% of the faculty felt neutral about it.

Echoing the sentiments of our students, 84.4% of our faculty respondents indicated that they either strongly agreed (51.1%) or agreed (33.3%) that *“teaching online is a great delivery method for our curriculum that offers many benefits when it comes to flexibility and convenience”*. Only 8.9% of the respondents disagreed with the statement and there were zero respondents who strongly disagreed with the statement.

<sup>1</sup> Jaschik, S., & Lederman, D. (Eds.). (2019, October 30). The 2019 survey of Faculty Attitudes on Technology. Inside Higher Ed. Retrieved January 4, 2022, from <https://www.insidehighered.com/booklet/2019-survey-faculty-attitudes-technology>

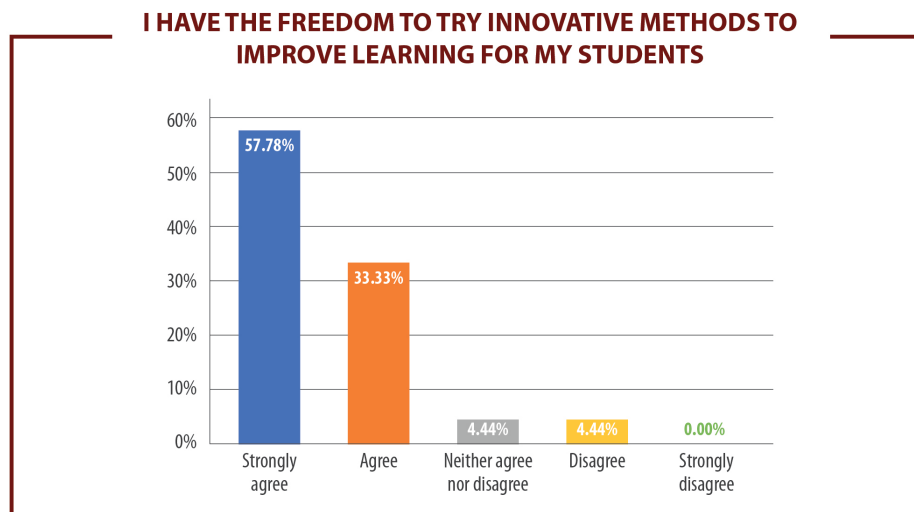
**TECHING ONLINE IS A GREAT DELIVERY METHOD FOR  
OUR CURRICULUM THAT OFFERS MANY BENEFITS WHEN IT  
COMES TO FLEXIBILITY AND CONVENIENCE**



***"I have the freedom to try innovative methods to improve learning for my students."***

We are proud that 91.1% of the faculty indicated that they either strongly agree (57.8%) or agree (33.3%) when asked whether they have the freedom to innovate to improve their students' learning. LIBI is always mindful of preserving the academic freedom of our faculty and students. LIBI's academic leadership and the Board of Directors make every effort to stay in line with commonly accepted practices and the 1957 ruling where "the court summarized the "four essential freedoms" that constitute academic freedom for a university. Academic freedom, the court said, means that an institution can "determine for itself on academic grounds who may teach, what may be taught, how it should be taught, and who may be admitted to study. - Sweezy v. New Hampshire, 354 U.S. 234 (1957)"<sup>2</sup>.

<sup>2</sup> Admin. (2017, November 4). Academic freedom. Advocacy, Legislation & Issues. Retrieved January 20, 2022, from <https://www.ala.org/advocacy/intfreedom/academicfreedom>



***“I have to be more creative in terms of the resources used for online courses.”***

A little over 71% of the faculty respondents indicated that they either strongly agree or agree that they have to be more creative with respect to the resources they use for online courses in comparison to face-to-face instruction.

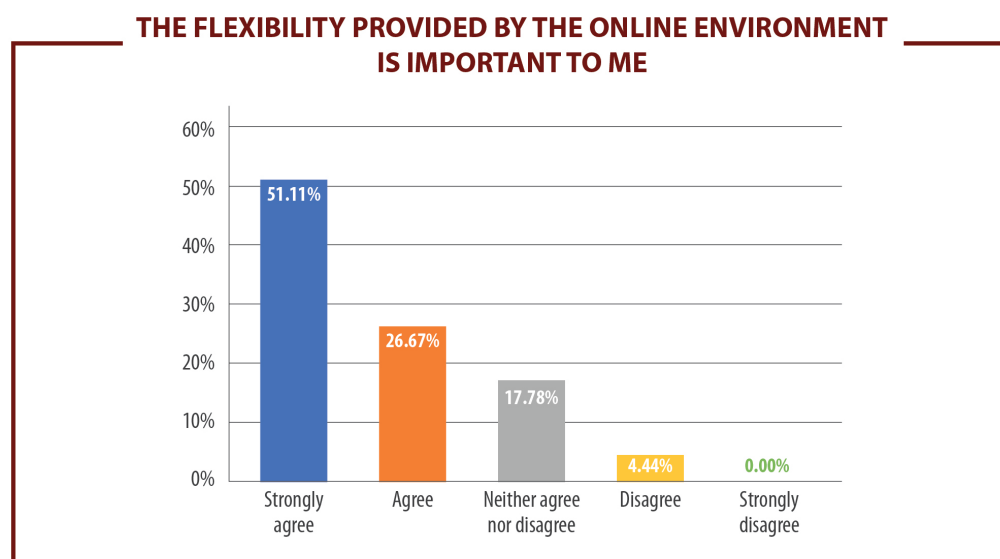
With “one and a half billion students around the world, according to UNESCO, engaged in remote learning at the height of the COVID-19 pandemic in March 2020”<sup>3</sup>, teaching methodologies had to evolve at an unprecedented speed. Our faculty were not alone in the struggle and the great scramble to deliver to the students something that resembled the “normal” classroom experience. “What is clear is major changes, in the way we teach post-secondary students, are triggered by the sudden immersion of many into online learning as a result of COVID-19 and the new technologies that increase flexibility in, and access to, post-secondary education”<sup>4</sup>. Going back to our discussion on access for students who have been historically underserved, engagement was always critical in face-to-face instruction, but it became the quest for the “holy grail” for our faculty when we transitioned to online learning. Adding to the difficulties was the asynchronous option we had to offer to our students. Although synchronous teaching and learning were the primary goal, some students simply were unable to participate because their children needed access to the technology during the time classes were scheduled. Faculty had to develop new and innovative ways to ensure that those who were forced to attend asynchronously were served and benefitted from the class at the same levels as the synchronous students. To help our

<sup>3</sup> Teachonline.ca. (n.d.). A new pedagogy is emerging... and online learning is a key contributing factor. Teach Online. Retrieved January 4, 2022, from <https://teachonline.ca/tools-trends/how-teach-online-student-success/new-pedagogy-emerging-and-online-learning-key-contributing-factor>

<sup>4</sup> Ibid.

faculty be “more creative” in ways that they could engage both synchronous and asynchronous students, we partnered with the Association of College and University Educators (ACUE) to certify a core of our faculty. We were excited that their goals focused on improving student achievement and closing equity gaps, and we feel this helped us transition to online teaching and has encouraged more thoughtful and intentional teaching practices. The training acclimated our faculty to a new and unfamiliar environment and because a cohort of our instructors went through the program together, they were able to lean on each other and learn together. As noted by Vaill and Testori in the Journal of Asynchronous Learning Networks “one important aspect of effective online teaching is to make it a group effort by having a faculty development program that aids faculty in adjusting to teaching online, providing assistance during the online implementation process”.

Another element in online instruction that was important to the faculty, as well as to students, is flexibility. Of our faculty respondents, 77.8% indicated that they either strongly agreed (51.1%) or agreed (26.7%) that the flexibility provided by the online environment is important to them.



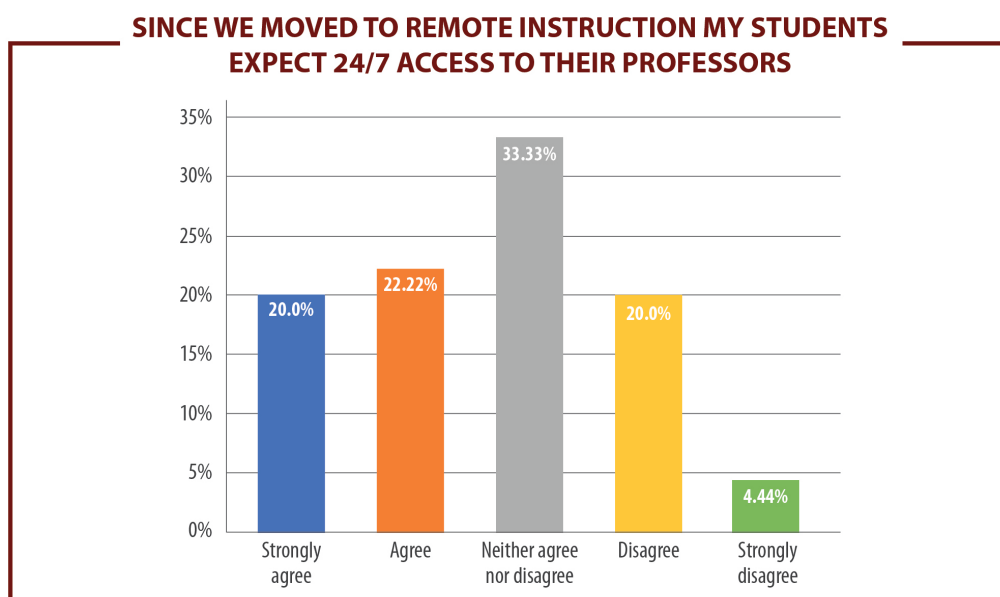
Comparing our faculty responses to those in the Gallup and Inside Higher Ed study done in 2019 when faculty still had a choice to instruct in person or online, 41% of those in the sample indicated that they “like the flexibility teaching online offers” them as an instructor.<sup>5</sup> We attribute our 36% positive difference to the circumstances of the pandemic when instructors who would under normal circumstances never have freely selected to try teaching online, were forced to do so – and have realized that they like it.

<sup>5</sup> Jaschik, S., & Lederman, D. (Eds.). (2019, October 30). The 2019 survey of Faculty Attitudes on Technology. Inside Higher Ed. Retrieved January 4, 2022, from <https://www.insidehighered.com/booklet/2019-survey-faculty-attitudes-technology>

# FACULTY BURNOUT

Because “**student success** is tightly linked to the mental and emotional health and professional **success of instructors**”<sup>6</sup>, many college administrators wisely have been turning their attention to the topic of faculty burnout. We, too, were curious to find out if our faculty were feeling stressed because unreasonable expectations are being placed on them by the students, so we asked the faculty to tell us their level of agreement with the following statement: “Since we moved to remote instruction my students expect 24/7 access to their professors”.

Roughly 42% of the faculty either strongly agreed (20%) or agreed (22%) with the statement. A little over 33% neither agreed nor disagreed, while 24% either disagreed (20%) or strongly disagreed (4%). Although a quarter of the faculty felt that the expectation of “on-demand” responses were not part of the new online dynamic, one in five strongly disagreed with that assertion.



The conflicted feelings of our faculty about being “present” and available to their students far more than they would normally be in a face-to-face teaching environment seems to be echoed by instructors across institutions. A blog of the Rochester Institute of Technology captures the conflict well – “faculty often struggle with the concept of online teaching pres-

6 Hero, C. (2020, December 1). Faculty Wellness and Careers. Blog. Retrieved January 4, 2022, from <https://www.coursehero.com/blog/faculty-wellness-research/>

ence. Does “being present” in an online course mean posting a new video every week (or every day)? Does it mean hosting live, synchronous sessions? Does it mean responding to every discussion post or email *immediately*?” The blog goes on to point out that a significant part of one’s “online “teaching presence” can be built into the design of the course and can be as unique and personal” as an in-person lecture. As we have stated and the blog confirms, “a deliberate and effective online course design also establishes instructor presence when it focuses on delivering an effective and enjoyable learning experience to students”. Although we have discussed the importance of “teaching presence” in student success in the Student section of this IEP, it is worth reiterating that student outcomes can be improved when faculty engage students in discourse of the content and provide useful feedback. This is reiterated in the RIT blog which brings up the Kupczynski et. al study that identified the following “factors of teaching presence:

1. Instructional design and organization (course materials and activities, for example)
2. Facilitation of discourse (including engaging in asynchronous student discussions to raise questions or make observations)
3. Direct instruction (such as diagnosing understanding through student comments and providing explanatory feedback on assignments)

When students were asked to identify the factors that supported their success in the course, they ranked facilitation of discourse and direct instruction as equally important, with instructional design and organization far behind.”<sup>8</sup> With this in mind, we will continue our efforts to work with the faculty on the key factors of creating effective teaching presence to help address the stress the faculty are feeling around having to be available to their students “24/7”.

Faculty burnout is an immensely important topic to LIBI, as instructors play a critical role in the relationship the students have with the college. “There is essentially unanimous evidence in the literature of the paramount role of the instructor in the online teaching-learning relationship.”<sup>9</sup> As we discussed in the student section of this document, “the instructor is a central figure in the dynamic online learning education, uniquely positioned to provide a holistic view of the course while attending to the ongoing maintenance needs within the course”<sup>10</sup>. As also previously mentioned, “it has also been found almost unanimously that instructors should be accessible and responsive to their learners, addressing the changing needs of the dynamic online classroom regularly and consistently”<sup>11</sup>. Faculty whose

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7 Golia, M. (n.d.). Course Design as Teaching Presence in Online Courses [web log]. Retrieved January 14, 2022, from <https://www.rit.edu/academicaffairs/tls/course-design-teaching-presence-online-courses>.

8 Ibid.

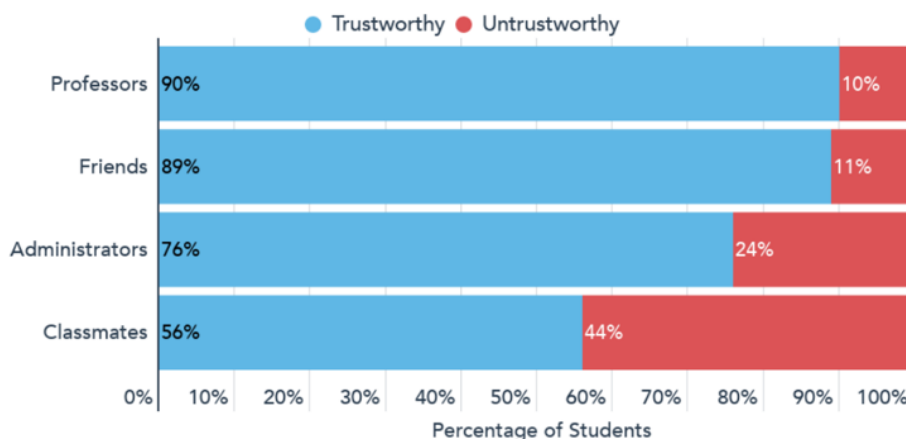
9 Budash, D., & Shaw, M. (2017). Persistence in an online master’s degree program: Perceptions of students and faculty, Online Journal of Distance Learning Administration, 2017 <https://eric.ed.gov/?id=EJ1154295>

10 Ibid.

11 Ibid.

concerns are heard by the administrators and who are supported in the work that they do in the classrooms (whether physical or online) can translate that into positive and supportive relationships with the student. “Although [burnout] is not a medical condition and can occur in any workplace where there is stress, burnout is recognized by the World Health Organization as a syndrome. Its symptoms are physical and emotional, and include feelings of energy depletion or exhaustion; increased mental distance from and feelings of negativity or cynicism towards one’s job; and a reduced ability to do one’s work”<sup>12</sup>. It is quite clear why feelings of negativity or cynicism toward one’s job would be antithetical to the faculty being able to play the critical roles colleges need them to play in online classrooms and in fostering student persistence in unprecedented times.

Pre and post-pandemic research has shown that students have more trusting relationships with their professors than with their administrators. According to a study of 3,500 full-time students conducted by Course Hero, in collaboration with the National Association of Student Personnel Administrators (NASPA), “students overwhelmingly trust their professors (90%) and friends (89%) to do the right thing when it comes to decisions about COVID-19. Students are less likely to put trust in their administrators and fellow classmates to make the right decisions in regard to the coronavirus, with 44% of students expressing distrust in their peers and 25% expressing distrust in their college’s administrators”<sup>13</sup>.



Source: [https://marketplace.collegepulse.com/img/student\\_wellness\\_collegepulse\\_final.pdf](https://marketplace.collegepulse.com/img/student_wellness_collegepulse_final.pdf)

Since research shows that a “student-teacher relationship has also been found to have an

12 Gewin, V. (2021, March 15). Pandemic burnout is rampant in Academia. Nature News. Retrieved January 10, 2022, from <https://www.nature.com/articles/d41586-021-00663-2>

13 A Course Hero/NASPA Study powered by College Pulse. (2020, October). 678DEN7 :ellne66 d85ing C29ID-19 - college pulse. College Pulse. Retrieved January 5, 2022, from [https://marketplace.collegepulse.com/img/student\\_wellness\\_collegepulse\\_final.pdf](https://marketplace.collegepulse.com/img/student_wellness_collegepulse_final.pdf)



impact on absenteeism in higher education settings,”<sup>14</sup> we must ensure that we provide our faculty with the necessary tools and technical support so that they can continue to focus on supporting our students rather than on the process and frustrations of teaching online.

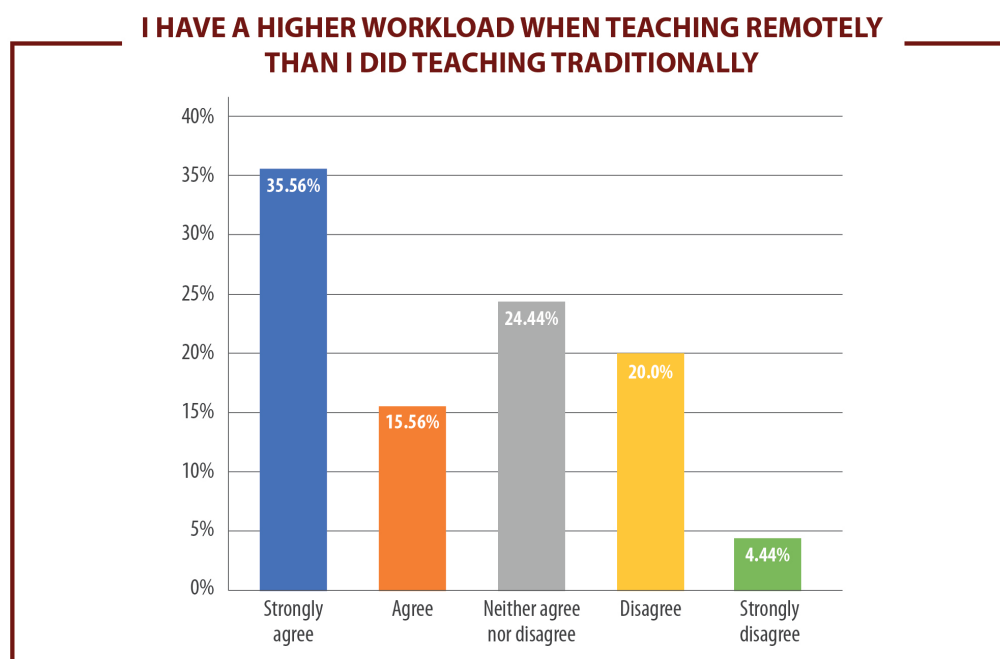
During these uncertain times, the faculty have had a great burden of not just getting through the course outlines in 15 weeks, but in also creating a stabilizing environment in their online classrooms so that our students can continue to have access to higher education. We can’t neglect to point out that “a feeling of security and trust in another person is also important in pedagogical relationships—where students feel anxiety or some degree of fear about the teacher they are probably less likely to learn”<sup>15</sup>. With all of this in mind, it is in the best interest of the faculty members, the students, and the institution to alleviate as many administrative and technological obstacles that can cause faculty burnout so that we continue to meet our mission of serving those students who need us most. As such, the IT department has undertaken a review of helpdesk tickets that came in over the last two semesters to determine which issues are still being reported. From this analysis a decision will be made to offer additional training in those areas, if appropriate.

Workloads must be discussed when considering issues of burnout; therefore, we asked our faculty to tell us whether they feel that their workload has increased since we started teaching and learning online. Of the respondents, 51% of the faculty reported that their workload has increased since we have been teaching and learning remotely. In fact, 35.6% strongly felt that their workload has increased, while another 15.6% agreed with the statement “*I have a higher workload when teaching remotely than I did teaching traditionally*”. About a quarter of the faculty disagreed (20%) or strongly disagreed (4.4%) with that statement. The portion of those who disagreed is identical to an earlier question that asked whether students expected faculty to be available 24/7 in a remote environment.

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14 Tormey, R. Rethinking student-teacher relationships in higher education: a multidimensional approach. High Educ 82, 993–1011 (2021). <https://doi.org/10.1007/s10734-021-00711-w>

15 Tormey, R. Rethinking student-teacher relationships in higher education: a multidimensional approach. High Educ 82, 993–1011 (2021). <https://doi.org/10.1007/s10734-021-00711-w>



The feelings of increased workload seem to be corroborated by other research. In a survey released by the National Council of Teachers of English (NCTE), the 438 respondents representing 2-year college teachers of English across the US, almost 79% expressed spending more time on work due to Covid-19 but only 1.79% indicated that they did so for additional compensation. Similar to our faculty, almost 45% indicated that they spend significantly more time on work without additional compensation, whereas 31% said that they spend somewhat more time on work without additional compensation<sup>16</sup>.

<sup>16</sup> Brett Griffiths, Lizbett Tinoco, Joanne Baird Giordano, Holly Hassel, Emily K. Suh & Patrick Sullivan (2022) Community College English Faculty Pandemic Teaching: Adjustments in the Time of COVID-19, *Community College Journal of Research and Practice*, 46:1-2, 60-73, DOI: 10.1080/10668926.2021.2010623

In regard to changes in workload, participants were asked, “How has the global pandemic changed the time that you spend on work for your job as a two-year college English professional?” Out of 392 respondents, more than three-quarters, 78.57 (308), of participants expressed spending more time on work:

- I spend somewhat more time on work without additional compensation: 31.38% (123)
- I spend significantly more time on work without additional compensation: 45.41% (178)
- I spend more time on work, but I receive extra compensation: 1.79% (7)
- A sizeable percentage of respondents, 17.60% (69), indicated “I spend about the same amount of time on work as I did before the pandemic.”
- Only a small percentage, 3.32% (13), expressed “I spend less time working for my job than I did before the pandemic.”
- Meanwhile, 0.51% (2) indicated “Not sure.”

Source: <https://ncte.org/wp-content/uploads/2022/03/COVID-19-Pandemic-Workload-Results-from-a-National-TYCA-Survey.pdf>

The issue of real or perceived increase in workload also brings with it implications for faculty performance evaluations. Questions around how to evaluate faculty by standards that were in place pre-pandemic now seem a little antiquated. Context matters and considerations will have to be given when looking at the “unevenness of the pandemic’s impact on certain subpopulations of faculty (e.g., faculty of color, women with young children or faculty with elder caretaking responsibilities)”<sup>17</sup>.

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17 Academic Leadership & Faculty Affairs. (2022, February 10). Evaluating faculty during the pandemic: Guidance for reviewers and supervisors. Academic Leadership & Faculty Affairs. Retrieved February 20, 2022, from <https://www.boisestate.edu/academics-deptchairs/home/annual-faculty-evaluation-process-for-calendar-year-2021/evaluating-faculty-during-the-pandemic-guidance-for-reviewers-and-supervisors/>

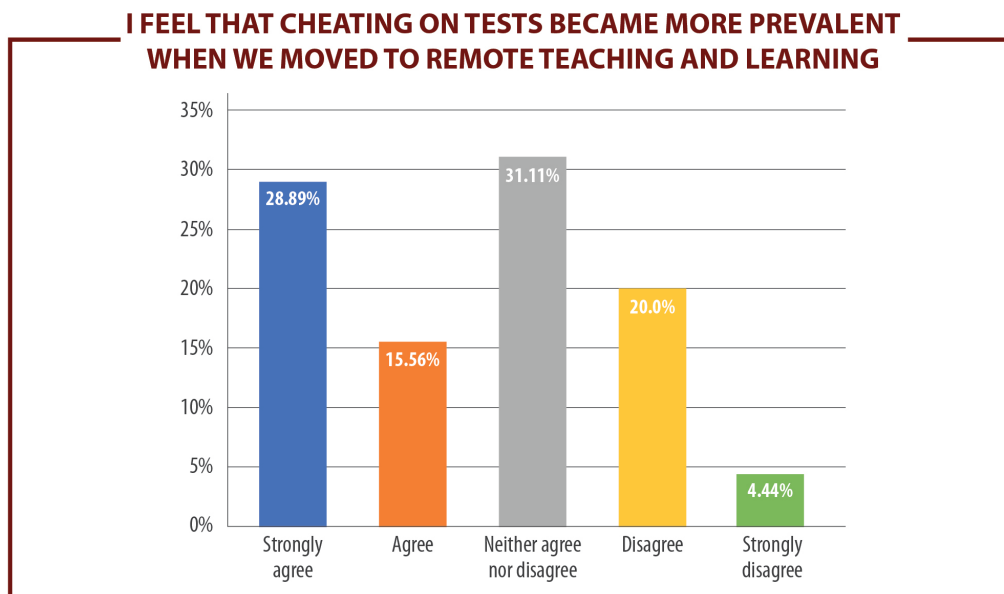
# ACADEMIC INTEGRITY

When we were initially forced into remote instruction, a big area of concern for our institution was how to control academic integrity in an online environment. Two years of teaching and learning online have given us the opportunity to refine processes and policies to address academic dishonesty in this new (for us) environment.

Our 2022 Annual Faculty Survey asked the faculty to assess the following:

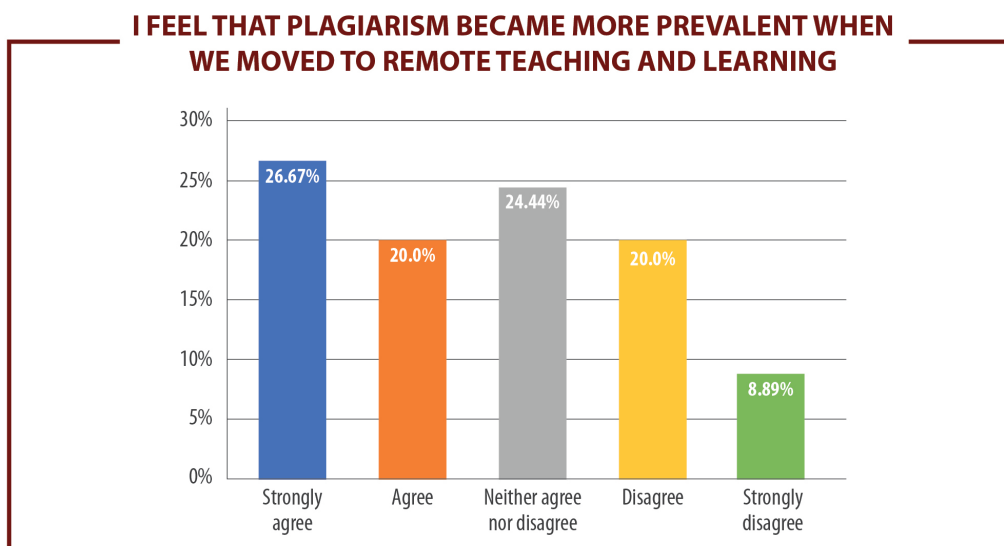
- **"I feel that cheating on tests became more prevalent when we moved to remote teaching and learning."**
- **"I feel that plagiarism became more prevalent when we moved to remote teaching and learning."**

Nearly 44.5% of our faculty respondents indicated that they either strongly agree (28.9%) or agree (15.6%) with the statement that cheating on test has become more prevalent since we moved to online learning. An outsized 31% of our faculty remained neutral on the issue, while 20% disagreed and 4.4% strongly disagreed that distance education leads to more academic dishonesty on tests.



A slightly higher number of faculty, 46.7% felt that plagiarism became more prevalent since we started instructing remotely. Of the 46.7%, 26.7% said that they strongly believed that

plagiarism has become more commonplace, while another 20% said that they agreed with the statement. Almost 29% said that they either disagreed (20%) or strongly disagreed (8.9%) with the statement that “plagiarism became more prevalent when we moved to remote teaching and learning” plagiarism became more prevalent when we moved to remote teaching and learning.



Our faculty seem to align with the prevailing views “of the extent to which academic fraud occurs in online versus in-person instruction”<sup>18</sup>. In the previously referenced study conducted by Gallup and Inside Higher Ed, “sixty percent of faculty members believe that academic fraud is more common in online courses than in face-to-face courses, while 39 percent say it occurs in both settings about equally”<sup>19</sup>. Interestingly, the study also sampled “digital learning leaders” and found that “just 11 percent of digital learning leaders believe academic fraud is more common in online courses; most, 86 percent, think it occurs about equally in both settings.”<sup>20</sup>

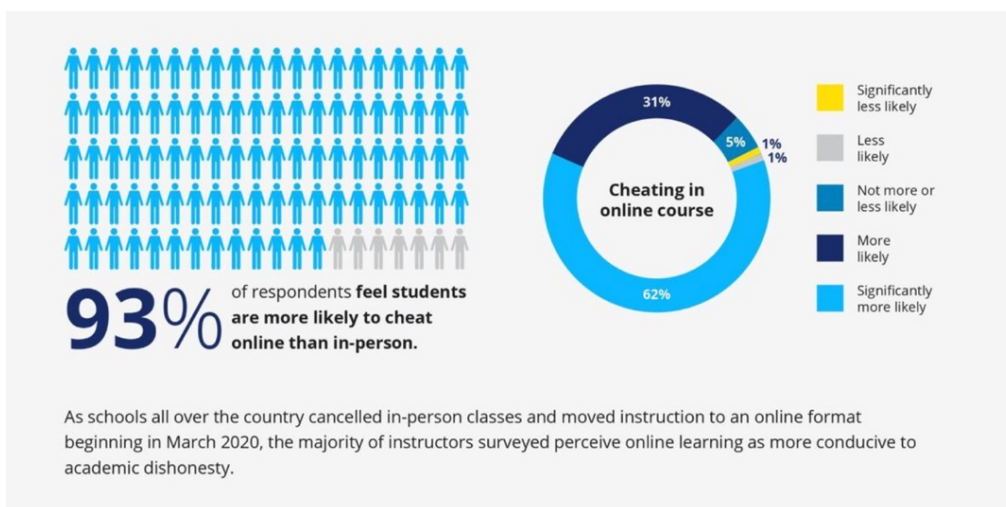
Upon further inquiry, it became evident that Covid-19 lockdowns have ushered in a new era of research on academic integrity across the globe. “Studies about the integrity of online assessments may be less developed than those relating to face-to-face assessments, but indications that online assessments pose high risks to academic integrity are beginning to emerge. The academic publisher Wiley (2020) surveyed almost 800 university teachers

18 Jaschik, S., & Lederman, D. (Eds.). (2019, October 30). The 2019 survey of Faculty Attitudes on Technology. Inside Higher Ed. Retrieved January 4, 2022, from <https://www.insidehighered.com/booklet/2019-survey-faculty-attitudes-technology>

19 Ibid.

20 Ibid.

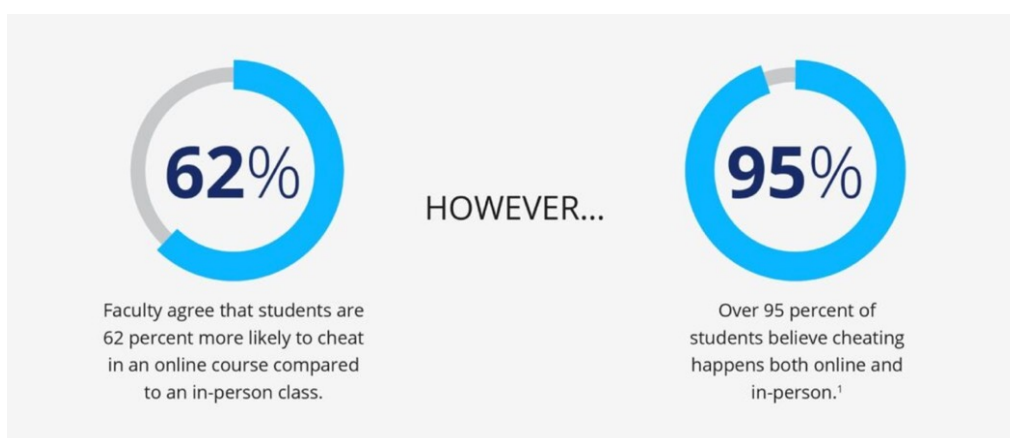
from around the world and found that 93% of participants believed that students have more opportunities to cheat on online assessments and that this problem has never been as severe as during the COVID-19 pandemic”<sup>21</sup>.



Source: <http://read.uberflip.com/i/1272071-academic-integrity-in-the-age-of-online-learning/1?>

From the Wiley findings, only 7% of the 800 instructors surveyed indicated that they believed that cheating online was not more or less likely and significantly less likely than face-to-face instruction. In comparison, 24% of LIBI’s faculty indicated feeling that way.

Interestingly, Wiley also found that 95% of students believe cheating happens both online and in-person.



Source: <http://read.uberflip.com/i/1272071-academic-integrity-in-the-age-of-online-learning/1?>

21 Comas-Forgas, Rubén et al. “Exam cheating and academic integrity breaches during the COVID-19 pandemic: An analysis of internet search activity in Spain.” Heliyon vol. 7,10 (2021): e08233. doi:10.1016/j.heliyon.2021.e08233

Additionally, according to the same Wiley study, “previous studies on this issue surveyed students about their attitudes and opinions regarding cheating in online learning environments—and the findings were mixed. Historically, studies indicate higher levels of academic dishonesty in live courses vs. online ones. Yet unprecedented times often yield unprecedented results. It remains to be seen whether the increased volume of online courses will shift the ratio”<sup>22</sup>.

In our Annual Student Survey, we asked students in the three language groups (English, Spanish, and Chinese) to tell us (anonymously) how prevalent cheating is at LIBI.

The question we posed was: ***“How prevalent would you say is cheating on tests and exams in online classes at LIBI?”***

**Our English language respondents responded as follows:**

ANSWER CHOICES	RESPONSES
Extremely common	2.82%
Somewhat common	9.86%
Somewhat uncommon	9.86%
Extremely uncommon	18.31%
Not sure	59.15%

**Spanish language respondents:**

ANSWER CHOICES	RESPONSES
Extremely common	0.00%
Somewhat common	1.15%
Somewhat uncommon	14.94%
Extremely uncommon	58.62%
Not sure	25.29%

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22 Wiley . 2020. Academic Integrity in the Age of Online Learning.<http://read.uberflip.com/i/1272071-academic-integrity-in-the-age-of-online-learning/0>

### **Chinese language respondents:**

ANSWER CHOICES	RESPONSES
Extremely common	2.27%
Somewhat common	5.11%
Somewhat uncommon	15.91%
Extremely uncommon	19.89%
Not sure	56.82%

The differences in answers among our students by language group are notable. "Not Sure" was the highest rated answer for both students whose native language is English (59%) and for students whose native language is Chinese (almost 57%); however, our student respondents whose native language is Spanish had a similar level of response for "Extremely Uncommon" at almost 59%, while only 25% of this group of students indicated that they were unsure how prevalent cheating is at LIBI. We are cautiously relieved to learn that all three groups had very low ratings for "Extremely Common", with the Spanish language respondents indicating zero, while the Chinese and English language respondents indicated less than 3% for that choice. "Somewhat Common" had an 8% differential between the groups, with a little over 1% of the Spanish language respondents indicating that, while almost 10% of the English language respondents indicated that cheating was somewhat common. The Chinese language respondents were almost exactly in the middle, with slightly more than 5% of the students in this language group indicating that cheating was somewhat common.

Clearly, our faculty and students, as well as the faculty in the Wiley and Gallop samples all share the opinion that academic integrity issues exist online but are divided as to the extent.

We followed up with that question with: ***"If you know of instances that LIBI students cheated, what do you think was the reason they did so?"***

### **The responses from the English language group included:**

ANSWER CHOICES	RESPONSES
Cheating for survival - they were going to fail the course.	7.04%
Cheating because they don't think they will be caught.	1.41%
Cheating because they had no time to study due to work or family situation.	15.49%



Cheating because they didn't bother to study.	7.04%
Cheating because other people were doing it.	0.00%
I don't know of an instance when someone cheated on a test or exam.	69.01%
Other (please specify)	0.00%

For this question, the Spanish language version of the survey asked students to select all answers that apply; therefore, the grand total is more than 100%.

ANSWER CHOICES	RESPONSES
Cheating for survival - they were going to fail the course.	9.20%
Cheating because they don't think they will be caught.	1.15%
Cheating because they had no time to study due to work or family situation.	9.20%
Cheating because they didn't bother to study.	4.60%
Cheating because other people were doing it.	2.30%
I don't know of an instance when someone cheated on a test or exam.	74.71%
Other (please specify)	1.15%

### **Chinese language responses:**

ANSWER CHOICES	RESPONSES
Cheating for survival - they were going to fail the course.	13.07%
Cheating because they don't think they will be caught.	1.70%
Cheating because they had no time to study due to work or family situation.	11.36%
Cheating because they didn't bother to study.	1.70%
Cheating because other people were doing it.	0.00%
I don't know of an instance when someone cheated on a test or exam.	72.16%
Other (please specify)	0.00%

This data set helps us confirm the high response rates for students who indicated that they did not know whether cheating on tests was prevalent at LIBI. For example, almost 77% of Chinese language respondents indicated that they were either not sure (56.8%) if cheating

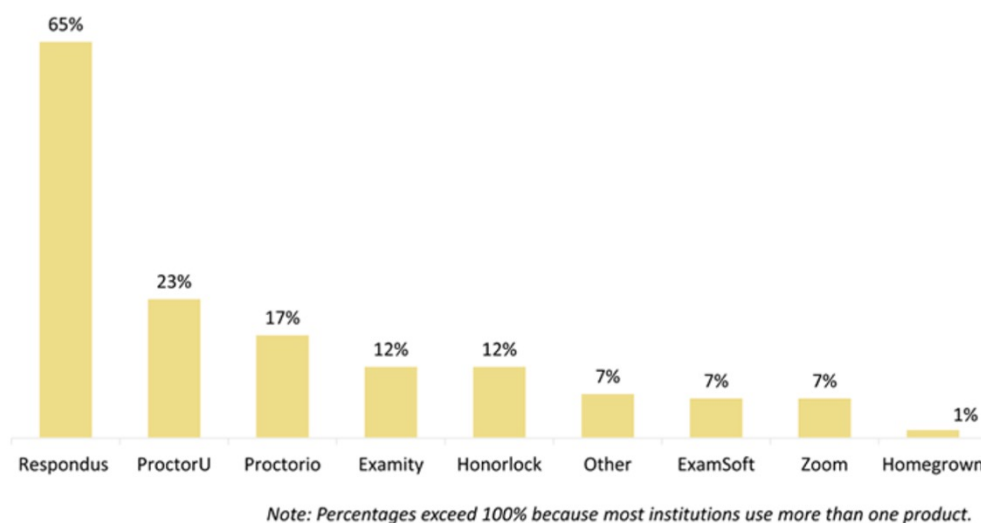
occurred or it was extremely uncommon (19.9%) at LIBI to cheat on tests, while 72% said that they did not know of an instance when someone cheated on a test or exam. Similarly, nearly 84% of the Spanish language group indicated that it was either extremely uncommon (58.6%) to cheat or they were unsure (25.3%) if cheating occurs and nearly 75% of this group indicated that they did not know of an instance when someone has cheated.

LIBI, as all other institutions takes academic integrity very seriously and our Faculty Governance Council (FGC) has undertaken a broad review of our published policies to ensure that all addendums pertaining to online academic dishonesty that were issued by the college to address the shift to remote instruction are properly incorporated into the institutional policy published in the catalog.

As all colleges, we considered exam proctoring vendors. Below are the products that dominate this market.

Proctoring services have been discussed to mitigate online cheating on tests and exams, but below are concerns that have emerged:

**A few products dominate the market for proctoring software.** Respondus products are the most widely used. Two-thirds of institutions (65%) are using the Respondus Monitor and/or LockDown Browser products (see figure 2). ProctorU is the next favored online proctoring tool, used by 23% of institutions. Some institutions are using Zoom for active video exam proctoring.



**Figure 2. Percentage of Institutions Using Specific Proctoring Software**

Source: <https://er.educause.edu/blogs/2020/4/educause-covid-19-quickpoll-results-grading-and-proctoring>

Providers such as Examity, ProctorU (Meazure learning), Honorlock, and Proctorio among others, all present issues including access to appropriate technology and serious privacy issues. First and foremost, we have no institutional way to be certain that all our students have access to the technology to make the various proctoring systems work. We would have no way of knowing if a student truly couldn't make the technology work to take the exam or had dishonest intentions. In cases like these, we would still have to find ways to accommodate these students and proctor the exams ourselves.

Across the nation, privacy issues with third party vendors who record students have been raised by students and faculty alike. Facial recognition software and the collection of biometric information, as well as, in the case of ProctorU, asking test takers to show the proctors the room they are taking the test in and the top of the surface the computer is on to prove they don't have any cheating material, seems a little invasive, and we are unsure if this information is stored or geotagged. According to reports, "ProctorU's privacy policy for test-takers shows the company shares reams of sensitive student data with proctors and schools: their home addresses; details about their work, parental and citizenship status; medical records, including their weight, health conditions and physical or mental disabilities; and biometric data, including fingerprints, facial images, voice recordings and "iris or retina scans"<sup>23</sup>. Until higher education institutions demand more transparent conversations and accountability from the proctoring industry regarding what happens to the data they are collecting, we don't feel that we are in the position to undertake a vendor selection. It should also be noted that our students' living conditions differ greatly from traditional students living in college dorms and the presence of children would likely trigger a cheating report. A review of the available commercial proctoring vendors leads us to conclude that the products are more tailored for traditional college students and would not serve as a solution for LIBI.

Another important factor to consider is the financial cost of proctoring services. Prices from the aforementioned services range from \$15-\$25 per student per test for the cheaper more automated options up to \$25-\$30 per hour, per student if an active proctor is present. Given the student demographic we are committed to serving, it would not be possible to pass these fees onto the students. A college the size of ours is also unable to absorb these fees.

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23 Harwell, D. (2020, April 3). Mass school closures in the wake of the coronavirus are driving a new wave of student surveillance. The Washington Post. Retrieved February 7, 2022, from <https://www.washingtonpost.com/technology/2020/04/01/online-proctoring-college-exams-coronavirus/>

We are not alone in the challenges we see with third party proctoring. Our feelings were confirmed by a poll of 312 institutions conducted by EDUCAUSE shown below:

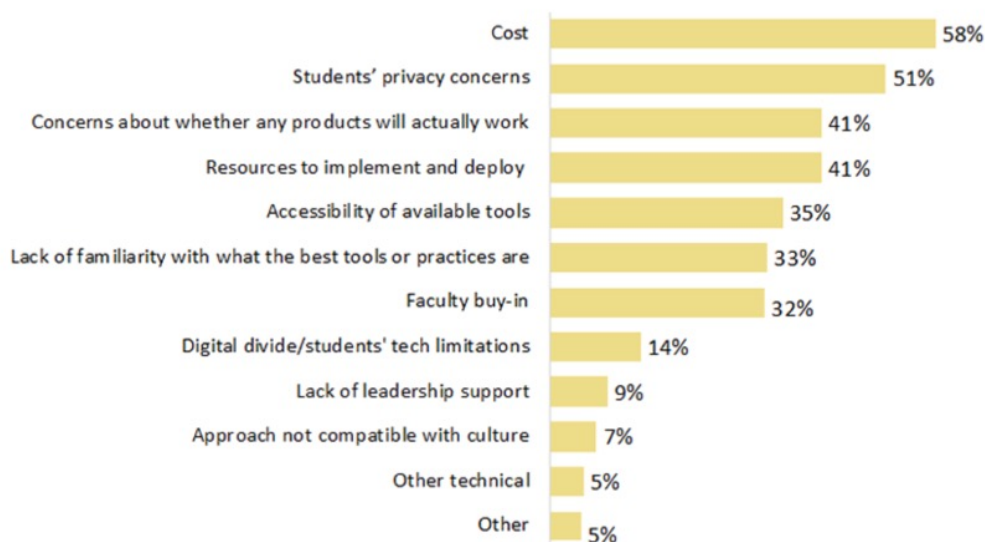


Figure 3. Institutions' Challenges with Remote Proctoring

Source: <https://er.educause.edu/blogs/2020/4/educause-covid-19-quickpoll-results-grading-and-proctoring>

It must be underscored that no proctoring system is perfect. When academic dishonesty occurred in our physical classrooms, it was handled through our student conduct mechanisms. When breaches in academic integrity occur in our online classrooms, they are handled exactly the same way. College policies and individual faculty expectations on academic integrity are spelled out clearly in the beginning of each course.

As research shows that students are less likely to cheat when they have been recently reminded of the institutional code of conduct regarding academic integrity and of the consequences of violations, our faculty do so before administering tests and exams. A message is displayed reminding students of the academic integrity policies at LIPI before every graded test or exam is stated. Faculty vigilance, reminders at the time of assessment, and rigorous follow-through and even application of the consequences of the code of conduct when transgressions occur, all form a strong basis for ensuring academic honesty is the cornerstone of the education we offer to our students.

In addition to technical skills, we are teaching students professional integrity. The foundation they receive from us in personal responsibility and integrity forms the foundation for any profession the students will enter after they leave us.

A few accounts of on the ground student experiences with online proctoring services:

- <https://www.nytimes.com/2020/05/10/us/online-testing-cheating-universities-coronavirus.html>
- <https://www.theverge.com/2020/4/29/21232777/examity-remote-test-proctoring-online-class-education>
- <http://udreview.com/privacy-concerns-over-online-learning-grow-at-the-university/>

## PROFESSIONAL DEVELOPMENT, SUPPORT, AND WORKING OUT THE GLITCHES

One of the many challenges of a brick-and-mortar institution having to pivot to online learning almost overnight, was that none of our faculty had been asked to complete professional development activities that specifically addressed online instruction prior to the pandemic. Unlike other schools that offered both modes of instruction and had portions of the faculty already prepared, we started from the proverbial scratch. As we nervously watched the fight between the CUNY system and the governor about locking down the campuses, we acted quickly to ensure that we were ready in case the scenario of online instruction came to fruition. By March 10th the faculty were already preparing recorded lectures to last two weeks (the plan was that we would be able to fall back on asynchronous learning if the faculty had a difficult time connecting). Classrooms were wired to accommodate students logging in (we initially thought we would be able to have faculty teaching from the campuses while the students were remote). There were many backup plans because we truly felt that the things that were happening were well beyond anyone's ability to predict or anticipate --so we were getting ready for everything as quickly as we could. The week prior to the lockdown the faculty were mandated to attend in-service learning at the campuses (classes were cancelled for two days to accomplish this). During this in-service exercise members of the IT department and the Dean trained the faculty on Microsoft Teams to ensure everyone was comfortable navigating, at least at a basic level, the main tool we were going to rely on. The hours of training paid off as LIBI was able to "go live" remotely as of the first day of the official New York lockdown. Instructors who felt that their personal computers were too slow or inadequate were given school issued laptops to ensure that the basic hurdles were minimized. We continue to be proud of the tremendous level of teamwork that was involved in making sure that the students didn't miss any class time. It still continues to feel remarkable when we say that we were able to function from day 1 of the lockdown, and it

must be said again that so much of that accomplishment belongs to the remarkable actions and dedication on the part of every faculty member at LIBI.

We have clearly made tremendous strides from March 2020 when the lockdown went into effect as evidenced by the responses of great reluctance we received, both from the faculty and the students, when we tried to resume face-to-face instruction in January of 2022.

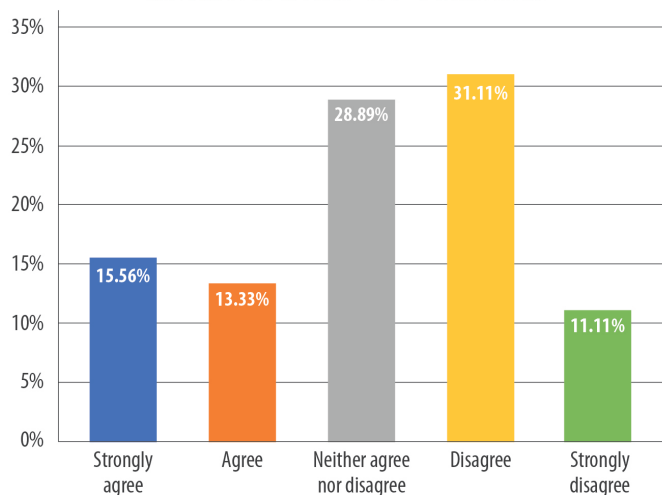
With this in mind, we asked various questions on the Faculty Survey related to our instructors' experiences working remotely. As noted previously, only 11% of our faculty expressed a strong desire to come back to campus, and as we also noted, it is not atypical for instructors to get accustomed to remote instruction and to grow to appreciate it. It should be mentioned that these positive feelings are present even though over 51% of our faculty reported that their workload has increased since we have been teaching and learning remotely. In fact, 35.6% strongly felt that their workload has increased since going online, while another 15.6% agreed with the statement *"I have a higher workload when teaching remotely than I did teaching traditionally"*. About a quarter of the faculty disagreed (20%) or strongly disagreed (4.4%) with that statement.

The next set of questions we asked aimed to determine the level of frustration with the technology and what we could do to make it better.

We asked the faculty to indicate their level of agreement with the following statement: *"Technological and administrative problems occurred too often and caused additional work, which negatively impacted student learning"*.

Of the respondents, 15.6% of the faculty strongly agreed with the statement and another 13% agreed. Another 42% either disagreed (31%) or strongly disagreed (11%) with the statement, while another 29% felt neutral about it. Upon probing for specific reasons, the issues seemed to be wide-ranging and included students' technological issues, professors' own internet connections, and issues surrounding the implementation of a new LMS, among others.

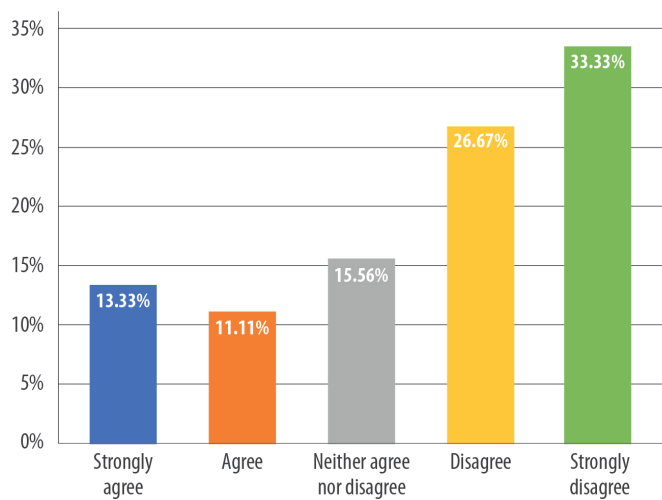
**TECHNOLOGICAL AND ADMINISTRATIVE PROBLEMS OCCURED TOO OFTEN AND CAUSED ADDITIONAL WORK, WHICH NEGATIVELY IMPACTED STUDENT LEARNING**



***"I have frequently felt frustration while teaching remotely due to my limitations with technology".***

Of the respondents, 24.4% of the faculty said that they either strongly agree (13.3%) or agree (11.1%) with this statement. A full 60% either disagreed (26.7%) or strongly disagreed (33.3%) with the statement and another 15.6% were neutral

**I HAVE FREQUENTLY FELT FRUSTRATION WHILE TEACHING REMOTELY DUE TO MY LIMITATIONS WITH TECHNOLOGY**



The responses to this question closely resemble those to question: ***"I am more satisfied with teaching remotely than I am teaching in person"***, where 24.4% of the respondents either strongly disagreed or disagreed with that statement. In this question, 11.1% strongly disagreed and 13.3% disagreed that they are more satisfied with online teaching than they are teaching in person. It would stand to reason that instructors who feel that their teaching is limited by the technology, or their personal inability to harness the potential of the technology limits their ability to teach in the way that they did in person, would be unhappy instructing remotely.

The answers to ***"I have frequently felt frustration while teaching remotely due to my limitations with technology"*** also help to shed some light on the responses of the nearly 29% of faculty who either agreed or strongly agreed that ***"technological and administrative problems occurred too often and caused additional work, which negatively impacted student learning"***.

We found a reassuring set of answers when we asked the faculty to indicate their level of agreement with this statement: ***"I would say that I felt, and continue to feel, comfortable with the technology we use to instruct remotely"***. After two years of using Teams and nearly a year and a half using Canvas, only 6.7% of the faculty disagreed with this statement. No one strongly disagreed, while 11.1% remained neutral. Although approximately a quarter of our faculty indicated being frustrated by their own limitations with technology, only a third of that group indicated that they are still uncomfortable with the platforms we use. We do note that there is a significant difference between being able to use the platforms to instruct and being able to use all the support mechanisms available through those platforms to enhance instruction. We have noted these responses and will continue to offer trainings and support to all faculty who need or want it. Separate data is being collected by IT to help us better determine the nature of faculty inquiries for training purposes.

***"We were provided with sufficient workshops that focused on using the technology that was needed to be successful when teaching remotely"***.

We were very happy to hear that almost three quarters, or 73.3% of our faculty respondents, either agreed (33.3%) or strongly agreed (40%) that the college held sufficient workshops to provide faculty with the necessary tools that enabled them to conduct their classes online. An additional 11.1% either disagreed (4.4%) or strongly disagreed (6.7%) with that statement. The 6.7% of faculty who strongly disagreed that the college provided them with the tools necessary to successfully instruct online also indicated that they do not feel comfortable with the technology we use to instruct remotely. The IT department and the Associate Dean of Instruction will be conducting additional basic training at various times



to ensure that anyone who feels they need reinforcement, or a refresher will be able to participate.

It is particularly important for faculty to feel comfortable with the technology we are using to instruct as they must be able to develop a teaching presence in the online format. Most importantly, faculty must have sufficient tools to be able to effectively connect with their online students. This is why we asked the faculty to tell us how they felt about the following statement: ***"Using an asynchronous platform minimizes student interactions with each other and me, and as a result I have a hard time telling where the class is"***.

Of the respondents, 44.4% either agreed (24.4%) or strongly agreed (20%) with this statement, while 33.3% either strongly disagreed (11.1%), disagreed (22.2%).

Comfort with technology is extremely important; however, because *"the asynchronous on-line classroom has little or no similarity to the classroom experience"* faculty must also receive professional development opportunities and teaching support that will help them navigate new issues such as the fact that "there may be no 'class schedule,' no meeting room or physical location, and, certainly in the asynchronous classroom, no defined time-frame for operation"<sup>24</sup>.

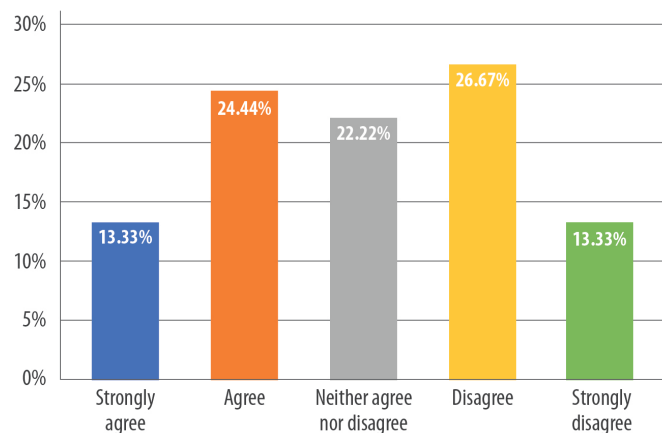
The struggle for our faculty surrounding students' participation in an asynchronous environment, at least in some part, comes from trying to determine how much time students spend engaging with the material and how much of it has been learned. Upon further inquiry it is abundantly apparent that our faculty are not the only set of instructors struggling with the question of time-on-task in asynchronous learning. As the Rochester Institute of Technology (RIT) reassures us that "tasks that are straightforward in an in-person environment, such as calculating attendance or ensuring that students engage with course materials on a regular basis, can be comparatively complicated online. Moreover, determining total time on task expected of students and calculating the time students will need to complete course work may be challenging for instructors"<sup>25</sup>.

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24 Smith, P. & Ragan T.J. (1999) Instructional design. New York: John Wiley & Sons.

25 "Time on Task ." Rochester Institute of Technology. <https://www.rit.edu/academicaffairs/tls/course-design/online-courses/time-task>

**USING AN ASYNCHRONOUS PLATFORM MINIMIZES STUDENT INTERACTIONS WITH EACH OTHER AND ME, AND AS A RESULT I HAVE A HARD TIME TELLING WHERE THE CLASS IS**



"Time plus energy equals learning. There is no substitute for time on task."<sup>26</sup> Although this now sounds antiquated, Chickering and Gameson were talking about engagement in the learning process – something that we are now trying to address in the context of our students who are studying asynchronously. A solution we have tried to implement is endorsed by other institutions, including the University of Kentucky Online, and it entails asking faculty to aggregate the time that it should take an average student working toward a satisfactory grade outcome to complete all of the activities that are included in the course. University of Kentucky Online suggests that faculty account for:

- "Reading course presentations/"lectures"
- Reading other materials
- Participation in online discussions
- Doing research
- Writing papers or other assignments
- Completing all other assignments (e.g . projects)."<sup>27</sup>

"The link between time on task (also called academic engaged time) and learning "is one of the most enduring and consistent findings in educational research". Consequently, some have labeled time on task as the single most influential factor in student success and the

<sup>26</sup> Chickering Arthur and Zelda Gamson. "Seven Principles for Good Practices in Undergraduate Education." AAHE Bulletin (March 1987). P.4

<sup>27</sup> "Time on Task : How Long Will it Take ? " University of Kentucky Online. [https://www.uky.edu/elearning/sites/www.uky.edu/elearning/files/OLCD\\_Time-on\\_Task.pdf](https://www.uky.edu/elearning/sites/www.uky.edu/elearning/files/OLCD_Time-on_Task.pdf)

“most reflective of the degree of student engagement in classroom learning.”<sup>28</sup> Given the recognized importance of the relationship between time on task and student learning, it was of paramount importance that our faculty gained comfort with translating that into online, and specifically, asynchronous instructional environment. To help our faculty conceptualize this we pointed them to the resources available through RIT and emphasized that “total time on task is the same for online and on-campus courses of equal length”.<sup>29</sup> The Associate Dean of Instruction worked on bringing this to the faculty focusing on the following process:

- **Step 1:**

**On-campus learning activities modified for online learning** (Turner 2005)

On-campus activities	Online version
Lecture	Instructor's commentary on the readings, with links to illustrative images, media, or text
Small-group work	Participation in the discussion area
Experiential learning activities	Online labs, interviews, activities within the community, and online field trips
Class discussion	Asynchronous forum where the instructor expands upon the lecture, answers questions, and facilitates student interaction

Source: <https://www.rit.edu/academicaffairs/tls/course-design/online-courses/time-task>

28 Halverson, L.R., & Graham, C.R. (2019). Learner engagement in blended learning environments: A conceptual framework. *Online Learning*, 23(2), 145-178. doi:10.24059/olj.v23i2.1481

29 Starenko, Michael. "Online Course Design: Time on Task V2.0." Rochester Institute of Technology. (December 2015). <https://www.rit.edu/teaching/time-task-online-courses>

- **Step 2:**

**Example tasks and completion times for one week of a 16-week, 3-credit online course (Turner, 2005)**

<b>Task</b>	<b>Time</b>
Viewing three, 15-minute lectures (text or video), with web links	1 hour
Reviewing lectures and exploring links	½ hour
Posting a short "knowledge check" self-assessment statement to the drop box.	½ hour
Reading assignments	1 hour
Completing a 10-item online quiz	1 hour
Posting to discussions (original post, responses to three classmates' posts, responses to responses)	2 hours
Small group project meetings (web conference or asynchronous discussion)	1 hour
Work on final research paper and presentation	1½ hours
<b>Total</b>	<b>8½ hour</b>

Source: <https://www.rit.edu/teaching/time-task-online-courses>

**Instructor activity in online courses**

- › **Designing the course**
- › **Posting new material after the course has been fully designed and is "live"**
- › **Checking in on student interactions, participation, and questions about the course**
- › **Giving feedback on assignments**
- › **Class management**

(Vai & Sosulski, 2011)

Source: <https://www.rit.edu/teaching/time-task-online-courses>

Another tool we employed in helping us tackle time on task was the Course Workload Estimator from the Center for Teaching Excellence at Rice University.

## Rice University Workload Estimator<sup>30</sup>

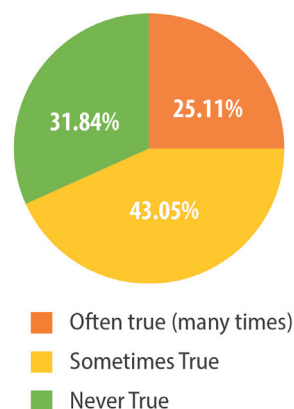
The screenshot shows the 'Course Workload Estimator' interface. It includes sections for Reading, Writing, Exams, and Course Info, each with specific input fields and sliders to estimate workload components.

Source: <https://cte.rice.edu/workload>

One of the issues/conflicts tied closely to the time on-task question that our faculty has grappled with, is the notion of deadlines. Various research exists that reinforces the need for a tougher stance with regard to deadlines. As noted by Chares Graham et. al. in The Technology Source, “regularly-distributed deadlines encourage students to spend time on tasks and help students with busy schedules avoid procrastination.”<sup>31</sup>

A conflicting dichotomy emerged during the pandemic. Our faculty know that many of the students that they teach are low-income parents whose priority for computer use were their children who attended school remotely during the lockdowns. Many of our students were also “food insecure” during the peak of the pandemic (25%), so expecting them to purchase another computer so that they could attend synchronously was not a viable option.

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

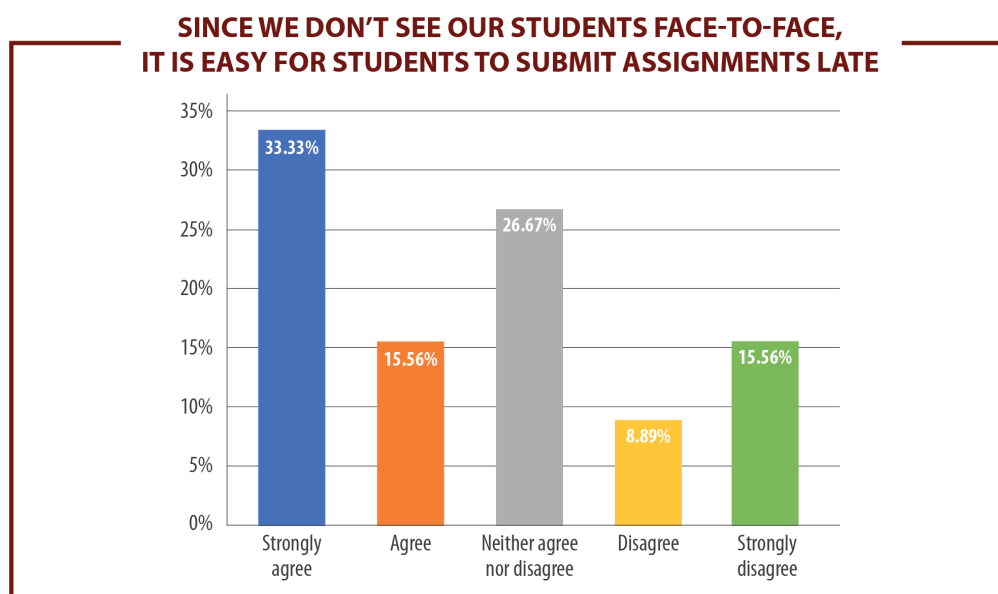


<sup>30</sup> Rice University Center for Teaching Excellence. “Course Workload Estimator.” <https://cte.rice.edu/workload>

<sup>31</sup> Graham, Charles, et al. “Seven Principles for Effective Teaching: A Practical Lens for Evaluating Online Courses.” The Technology Source. March/April 2001.

The faculty and the students were divided in their perception of how flexible the learning environment should be. A portion of our faculty held on tightly to their published deadlines, emphasizing that our courses were neither correspondence courses nor self-paced, and students needed to engage actively throughout the semester in order to demonstrate acceptable progression in the course. The failure rates increased significantly in those courses when compared to face-to-face delivery. As unforgiving as this approach may seem at first, research exists to indicate that deadlines are indeed an important part of the time on-task discussion. From the pioneering research of Mary Dereshiwsky and Eugene Moan who over twenty years ago posited that deadlines in online courses “encourage students to remain actively engaged in the course<sup>32</sup>” and are a “hedge against procrastination”<sup>33</sup>, to many other, more recent proponents of deadlines even as recent thinking has been moving toward flexible deadlines.

A cornerstone of LIBI, our philosophy and what we do every day, is to always do what is right for our students. In section 1 of this IEP (the student section) we discussed the results of the student surveys. One of the questions asked the students to tell us whether they thought that their faculty were flexible if they missed a deadline due to a personal reason. The feedback was largely positive across the language groups. Echoing the Dereshiwsky and Moan stance on student procrastination, about 50% of our faculty either strongly agree or agree that “since we don’t see our students face-to-face, it is easy for students to submit assignments late”.



32 Dereshiwsky, Mary and Eugene Moan. “Good Connections: Strategies to Maximize Student Engagement.” *Education at a Distance*. Vol.14 no. 11. November 2000.

33 Ibid.

As we work to improve our time on-task calculations across the academic departments, more internal discussions will be taking place about the role of strict deadlines in the context of asynchronous and synchronous online learning. Those who strongly support non-negotiable deadlines will, it appears, have at least some support from the 50% of their colleagues who feel that deadlines have become “suggested” rather than “mandated” in a virtual environment. The question for the faculty will be – if learning new skills and then building on these skills is at the heart of mastery education, then what replaces due dates? Perhaps feedback?

A Faculty Focus article, “Cinderella Deadlines: Reconsidering Timelines for Student Work” posits several points our faculty must consider. Chiefly, the article urges that “it’s useful to look at the policies as a whole and ask what kind of climate they collectively create. What’s their relationship to learning? How do they promote it, individually and collectively?” There are more questions we could ask ourselves about deadlines:

1. Does this deadline align with my professional standards?
2. What messages, stated or unstated, am I conveying to my students about work ethic and effective time management?
3. And perhaps most importantly, does the policy relate to my teaching philosophy or does it simply “promote the power and position of the professor?”<sup>34</sup>

We are unable to answer these questions in this year’s IEP; however, this topic will be hotly debated in faculty meetings as we seek to streamline the process of figuring out time on-task across each course we offer online.

A final thought on this topic is that our college philosophy, aside from always doing what is right for the students, has also been to always be role models for our students. Therefore, in an online environment it is up to our faculty to model the behavior we want to see from our students. To quote Flower Darby, an instructional designer and the author, with James M. Lang, of *Small Teaching Online: Applying Learning Science in Online Classes*: “schedule the same amount of time each week to be visibly present and engaged in your semester-long online class. And I do mean visible, meaningful engagement. Here are some ways to do that:

1. Post a weekly announcement to provide an overview of the coming week’s topic or a recap of the previous week’s work, or both.
2. Respond to questions posted in an online question-and-answer discussion forum or sent to you by email.

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34 PhD, S. S. (2020, September 16). Cinderella deadlines: Reconsidering timelines for student work - faculty focus: Higher ed teaching & learning. Faculty Focus | Higher Ed Teaching & Learning. Retrieved January 19, 2022, from <https://www.facultyfocus.com/articles/course-design-ideas/cinderella-deadlines-reconsidering-timelines-for-student-work/>

3. Hold online office hours according to a schedule, by appointment, or both.
4. Post a quick video to clarify misconceptions about a class topic or assignment.
5. Grade and return students' work in a timely fashion.
6. Talk with students in online discussions."<sup>35</sup>

This is an area where we will be doing much more work in during the next IEP year.

## PROFESSIONAL DEVELOPMENT

Faculty professional development is an area the academic leadership has always viewed as imperative for the benefit of our students. To encourage our faculty participation in "life-long learning", we have tried various models, including building our professional development efforts directly into productivity rubrics tied to faculty evaluations. We have invited thought leaders such as Linda Suskie and James M. Lang (author of "Small Teaching": How Tiny Changes to Your Teaching Can Boost Student Learning) to faculty convocations with the hope of awakening enthusiasm for becoming more dynamic educators. Very frequently, and we suspect largely because higher education relies so heavily on contingent faculty, overstretched and overworked adjuncts teaching at multiple institutions simply want to participate only in what is absolutely mandatory. This is by no means to imply that faculty pressed for time do not believe in the time-honored love of learning, or that they don't believe that "the aim of education is to enable individuals to continue their education ... (and) the object and reward of learning is continued capacity for growth"<sup>36</sup>. Ranking only a notch above avoiding professional development activities is half-heartedly participating in something that is disassociated from the professional needs and growth goals of the faculty – the "one and done" approach to professional development. It appears that we are not the only institution that insists on pre-prescribed annual minimums only to face a frenzied collection of proof of completion each year. More specifically, "faculty members believe in lifelong learning and skill development which in turn helps students, but faculty don't want to waste their time on offerings that fail to meet their needs and interests. Ongoing professional development often doesn't make the list of faculty "want to do" activities"<sup>37</sup>.

35 Darby, F. (2022, June 14). How to be a better online teacher. The Chronicle of Higher Education. Retrieved January 19, 2022, from [https://www.chronicle.com/article/how-to-be-a-better-online-teacher/?cid=gen\\_sign\\_in](https://www.chronicle.com/article/how-to-be-a-better-online-teacher/?cid=gen_sign_in)

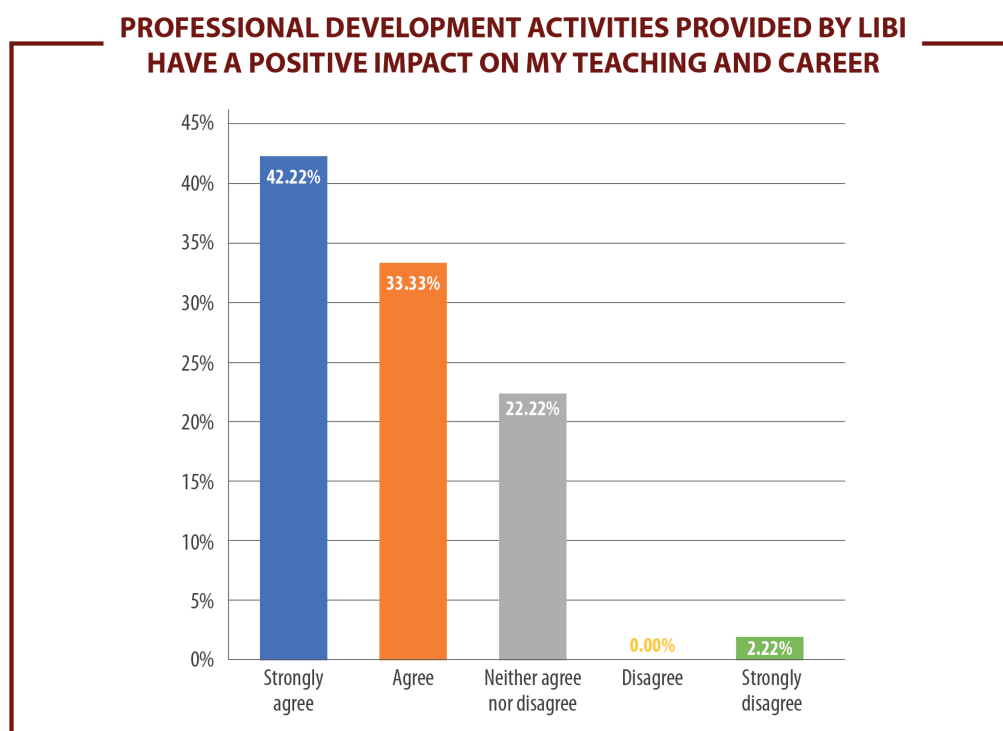
36 Dewey, J. (1916/1980). Democracy and education: An introduction to philosophy of education. In J. A. Boydston (Ed.), The middle works: 1899–1924, volume 9, 1916 (pp. 1–370). Carbondale/Edwardsville, IL: Southern Illinois University Press.

37 Mohr, S. (2020, February 13). 2020 – a new decade for Faculty Professional Development. OLC. Retrieved January 23, 2022, from [https://online-learningconsortium.org/2020-a-new-decade-for-faculty-professional-development/?gclid=CjwKCAjw-8qVBhANEiwAfjXLrqFA201c69wZjO9H2F7059X-mCzk11kk9imxNjQKk6mypoAmdAoSLPuxoCjJ0QAvD\\_BwE](https://online-learningconsortium.org/2020-a-new-decade-for-faculty-professional-development/?gclid=CjwKCAjw-8qVBhANEiwAfjXLrqFA201c69wZjO9H2F7059X-mCzk11kk9imxNjQKk6mypoAmdAoSLPuxoCjJ0QAvD_BwE)



We have tirelessly echoed the fact that our faculty are integral to our students' success. Their ability to find innovative ways to connect with a diverse group of students who lack confidence is the difference, in many instances, between dropping out and graduating. Molly Corbett Broad, President Emerita, for the American Council on Education, stated: "High-quality instruction has been the backbone of an American Higher Education System that remains the envy of the world. But how to measure effective teaching and gauge its impact on an ever more diverse population of students is vital if we are to dramatically increase the number of Americans able to earn a college degree."<sup>38</sup> To further validate the need to ensure that our faculty have relevant and affirming ongoing training and development so that teaching quality remains effective, the American Council on Education (ACE) points out that "the impact of excellent college instruction can reach into students' co-curricular experiences and contribute to students' achievement—retention, persistence, and success—ultimately leading to improved institutional efficiency."<sup>39</sup>

We asked our faculty to tell us how they felt about the professional development activities they have received from LIBI. Of the respondents, nearly 76% either strongly agreed (42.2%) or agreed (33.3%) that "professional development activities provided by LIBI have a positive impact on my teaching and career growth". Another 22% were neutral, neither agreeing nor disagreeing with the statement, while 2.2% strongly disagreed. We note that the response rate to this survey encompassed nearly 87% of all LIBI faculty.



38 Ibid.

39 ACE issues White Paper Examining Institutional Commitment to teaching excellence. News Room. (2017, October 30). Retrieved January 26, 2022, from <https://www.acenet.edu/news-room/Pages/ACE-Issues-White-Paper-Examining-Institutional-Commitment-to-Teaching-Excellence.aspx>

The herculean task of assessing the connections between quality teaching and student success in the workplace has been looked at in an extremely narrow and misguided way by our for-profit peers and the detractors of this sector of higher education for the better part of the last decade. To determine that faculty have done a “good job” teaching because students are able to pass a licensure test misses a large part of the picture when it comes to teaching students who come from historically underserved by higher-education communities. Disciplinary content knowledge is critical, but students from underserved communities must acquire broader skills that not only help them get a job, but that also help them **stay** employed. Content expertise necessary to pass tests is fundamental in this instance, but faculty must also be prepared to teach soft skills that include self-discipline and responsibility as well as self-confidence in addition to critical thinking and knowing how to function in a team setting. Some faculty members can incorporate all of that into how they teach their discipline-specific content, but many cannot without additional development and coaching from the institution. Resistance from the faculty and the expenses that many institutions fear is associated with an overhaul of professional development frequently yield status quo. We want to do better; therefore, we pose the same question asked by Steven C. Taylor in “Beyond Classroom Borders” – “How might we better prepare faculty and students for success in future work and learning?”<sup>40</sup>

Summoned up succinctly by Taylor and Haras, market forces “are pushing for greater contextualization of classroom learning to nonacademic settings that build one’s repertoire of knowledge, skills, and attitudes to be successful and engaged workers and learners. This work has never been more pressing, as the very nature of work is changing at a rapid pace and students are being called to professions that may not yet exist.”<sup>41</sup> With this keenly in mind, in our last IEP year, we outlined our efforts to incorporate more soft skills training into our curriculum. We have been beta testing and working with our faculty teaching ESL courses to implement various activities we hope will further our efforts to answer the call of market shifts. This will be discussed in greater detail in the Achievement Section (Section #3) of this document.

“Studies of the relationship between faculty participation in professional development and student outcomes tend to find a positive relationship between the two, though these studies are often descriptive and rely on smaller sample sizes.”<sup>42</sup> However, it seems logical to expect that improvements in instruction will improve, at least at some level, retention and graduation rates. When greater numbers of students are retained, costs of replacing these students for revenue purposes goes down. It is thereby also logical to assume that

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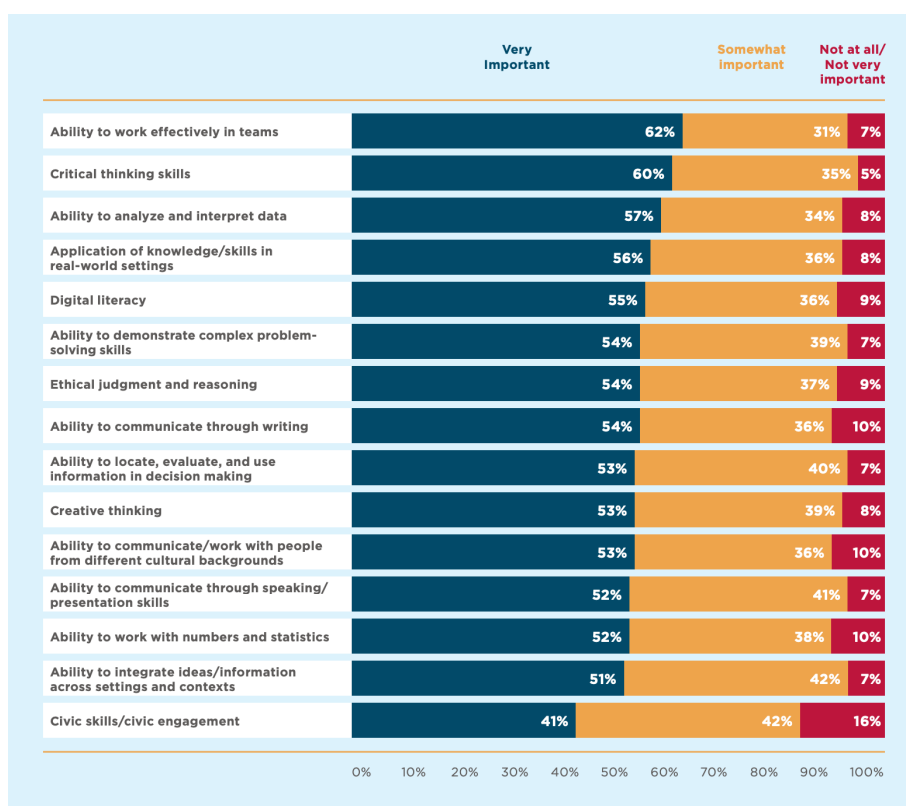
40 Taylor, S. C., & Haras, C. (2020, February). Beyond classroom borders - American Council on Education. [acenet.edu](https://www.acenet.edu/Documents/Beyond-Classroom-Borders.pdf). Retrieved January 27, 2022, from <https://www.acenet.edu/Documents/Beyond-Classroom-Borders.pdf>

41 Ibid.

42 Brown, J., & Kurzweil, M. (2018). Instructional Quality Student Outcomes and institutional finances. Retrieved January 27, 2022, from <https://www.acenet.edu/Documents/Instructional-Quality-Student-Outcomes-and-Institutional-Finances.pdf>

institutional finances will improve when instructional quality improves. It does not appear that studies have been done looking at the impact of improved quality of teaching and institutional finances. It is worth mentioning that a study by ACE® confirms that they, too, are “not aware of any study that directly evaluates the impact of improvements in instructional quality on net revenue.”<sup>43</sup> It is, however, also worth mentioning that according to ACE® “there is a conceptual case, and some promising evidence, that an intervention that improves instruction while contributing to an institution’s bottom line is possible. Because institutions are under increasing pressure to decrease costs while improving learning and increasing the rate of degree completion, these connecting links in logic and evidence deserve careful attention and further development”<sup>44</sup>. In the post-Covid world and amidst shrinking enrollments, we envision that many more institutions will be interested in how improved teaching impacts our institutional budgets.

We are deeply interested in the refocusing our faculty training efforts to include effectively teaching soft skills across the curriculum. In an annual survey of 500 executives and hiring managers who are responsible for making hiring and promotion decisions in US companies of various types and sizes across a wide range of industries, conducted by the Association of American Colleges and Universities, employers “continue to think new graduates lack the skills needed to succeed in the workplace”.

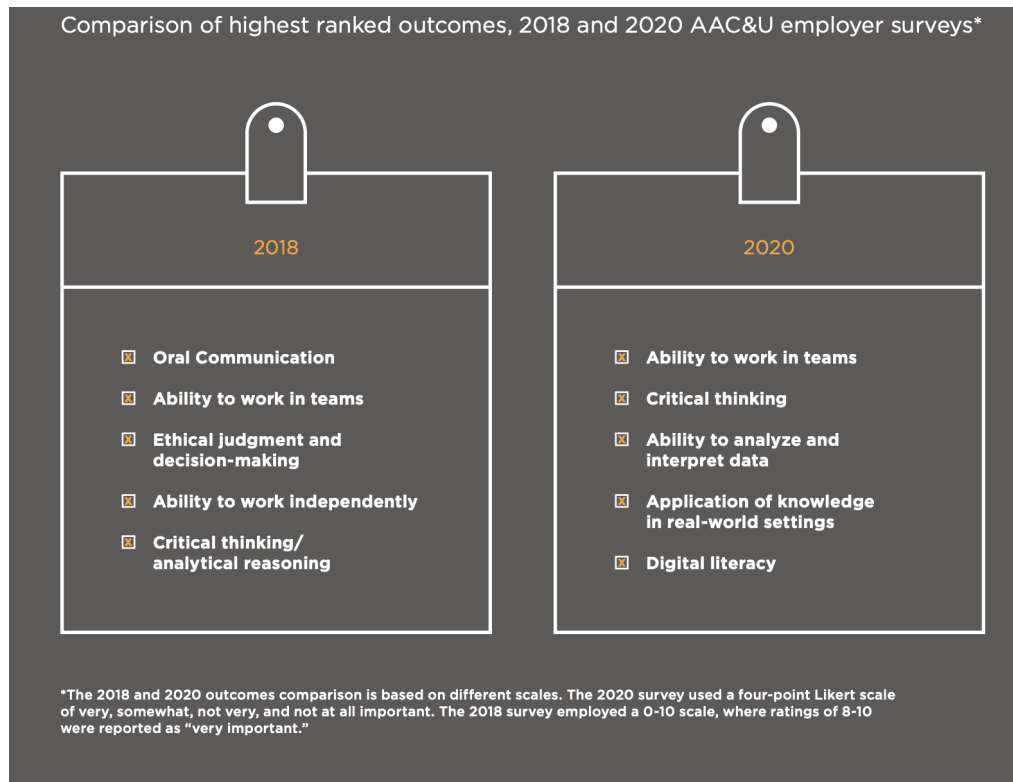


Source: <https://dgm81p9hvh63.cloudfront.net/content/user-photos/Research/PDFs/AACUEmployerReport2021.pdf>

43 Ibid.

44 Ibid.

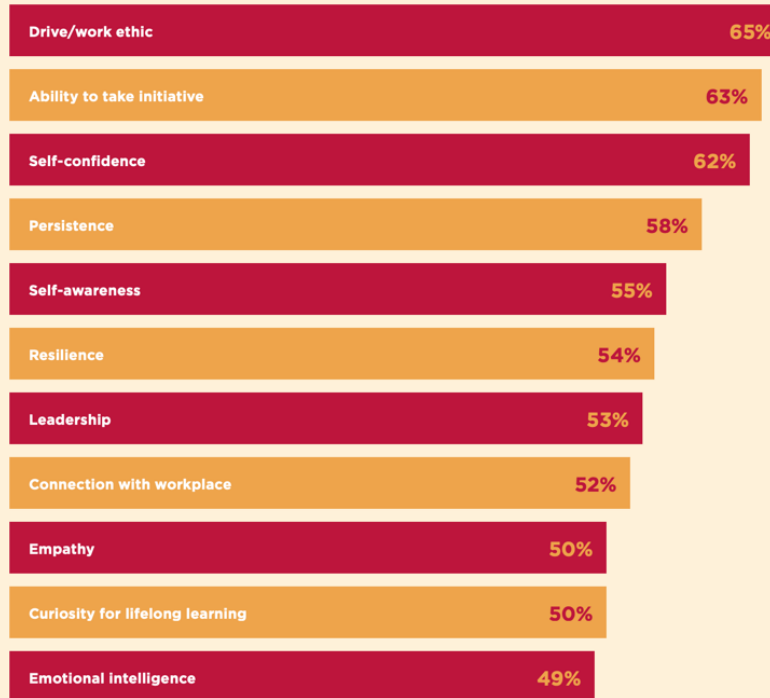
The highest ranked desired skills have shifted, and given that the survey was conducted at the onset of Covid, digital literacy made the top five for 2020. Application of knowledge in real-world settings has also made the list for 2020, reinforcing our view that mastery of discipline content (hard skills) alone is not sufficient to keep a job.



Source: <https://dgm81phvh63.cloudfront.net/content/user-photos/Research/PDFs/AACUEmployerReport2021.pdf>

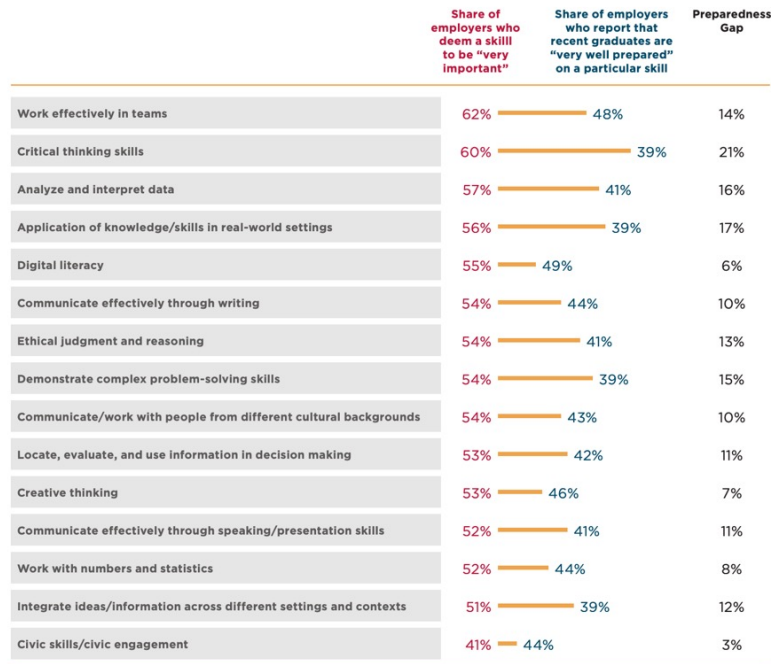
We have already discussed the need for our faculty to try to help our students feel more confident as an important work skill. Of the roughly 500 executives and hiring managers, 62% view it as a "very important" mindset for a college graduate to have. We also mentioned that our students come from backgrounds that do not predispose them to having this mindset innately. Curiosity for lifelong learning, resilience and persistence is what we try to teach and empower our students to feel each time we have contact with them. Those, too, have been identified as important by employers.

At least half of employers think it is “very important” for college graduates to possess a range of mindsets and aptitudes to be successful.



Source: <https://dmg81phvh63.cloudfront.net/content/user-photos/Research/PDFs/AACUEmployerReport2021.pdf>

Employers do not believe most graduates possess the level of preparedness needed for workforce success.



The survey further points out that graduates do not possess the level of preparedness needed for success in the workforce. Ongoing training of the faculty must include how to incorporate teaching students the non-technical skills that are valuable in the job marketplace. Hard skills, or technical skills, are the hallmark of our programs; however, much more emphasis must be put on faculty development to ensure that their skillsets are keeping up with the evolution of the job market.

It would be an injustice to speak of equity and access to higher education without speaking about graduate employability. Simply put, if we are talking about equity, we need to be talking about employability. To address employability, we need to address our curriculum. Successfully transitioning our students from classroom to work needs to address instruction. Instruction, content, and methods of transmitting course curriculum must evolve, and for that to occur we must reimagine our faculty professional development efforts. Over the next year, HR and academic leaders will once again consider how to structure a professional development program that addresses the increased need for faculty to contextualize classroom learning to a rapidly changing, evermore complex workplace, in “a society that is now, unalterably, supercomplex. The term “supercomplexity,” coined by educational philosopher Ronald Barnett, most certainly influences the meaning of a college degree. To be able to navigate the supercomplexity present in social and market forces, students must develop more than just a knowledge base acquired by spending time in the discipline as majors—they must become competent, both personally and professionally. The very act of becoming competent involves deep learning in which students understand and can contextualize what they are learning and can perceive ways in which they might apply the knowledge, skills, and attitudes they acquire to current and future contexts”<sup>45</sup>. It is precisely of this new supercomplexity in our society that we must embark on ensuring that our faculty are able to successfully prepare our students - women, people of color, immigrants—for the demands of this new workplace. True access to education, true equity, must include employability. We must ensure that our faculty are ready to play their part.

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45 Taylor, S. C., & Haras, C. (2020, February). Beyond classroom borders - american council on education. Retrieved January 28, 2022, from <https://www.acenet.edu/Documents/Beyond-Classroom-Borders.pdf>

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# PART III

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# ACHIEVEMENT

As we discussed in the previous sections, LIBI serves a very unique student demographic. Over 90% of our students are people of color; in fact, only 4% of our student population is white. Our students are older, overwhelmingly female, first-generation college students. A third of our student population are parents alone, and many are non-native speakers of English. Our mission is to serve the communities in which we are located and to provide opportunities for economic mobility for those who have been traditionally either ill-served or underserved by higher education. Access is a key factor in how we measure our performance and whether we are indeed meeting our mission. However, as we have discussed in the previous sections, access is not truly captured in the standards by which we are publicly measured. Although the public acknowledges risk-factors for dropping out, the conversation with institutions of higher education and the Education Department, to cite one example, regarding benchmarks and access is only surface deep. Students with six or seven risk factors should be a priority for higher education to educate because THESE students are the most in need of an education that can help them, and their families achieve a better future. We have discussed studies that document the additional struggles of single parenthood and college attendance, but that alone is just part of the picture, as many of the single parents we teach are also non-native speakers of English, and most are low-income. The data we will present in this section will leave us with a fork in the road and a question of whether we stay true to our mission and provide educational access to those populations where there is the greatest need for it or improve some of our outcomes for which we are accountable and limit or cease accepting this student demographic. This section will focus on what it truly means to serve a population of students whose results trouble regulators.

LIBI has six semester starts each year. Each program is offered to the students every semester. LIBI uses independent testers to administer the Combined English Language Skills Assessment (CELSA) for students who wish to enroll at the college but are not native speakers of English.

## **Pursuant to 34 CFR 668.153(a)(2) and 34 CFR 668.153(a)(3)**

*“a student who does not have a high school diploma or its recognized equivalent, whose native language is not English and is not fluent in English, and who is enrolled in a program that is taught in English, must take an ATB test designed to measure the English language competence of a non-native speaker. Students who are enrolled in such a program that*



*has an “English as a Second Language” (ESL) component and who are enrolled in the ESL component, must take an approved ATB test specifically for a student whose native language is not English and who is not fluent in English”.*

Source: <https://www.federalregister.gov/documents/2020/11/09/2020-24795/list-of-approved-ability-to-benefit-atb-tests-and-passing-scores>

After taking the CELSA, students place into 3 possible ESL levels - the High Beginner (HB), Intermediate (I) or the Advanced (A). The difference among these levels dictates how many courses of supplemental ESL students will be required to take along with their credit bearing courses. Our students, referred to as Regular level, are native speakers of English and do not take the CELSA.

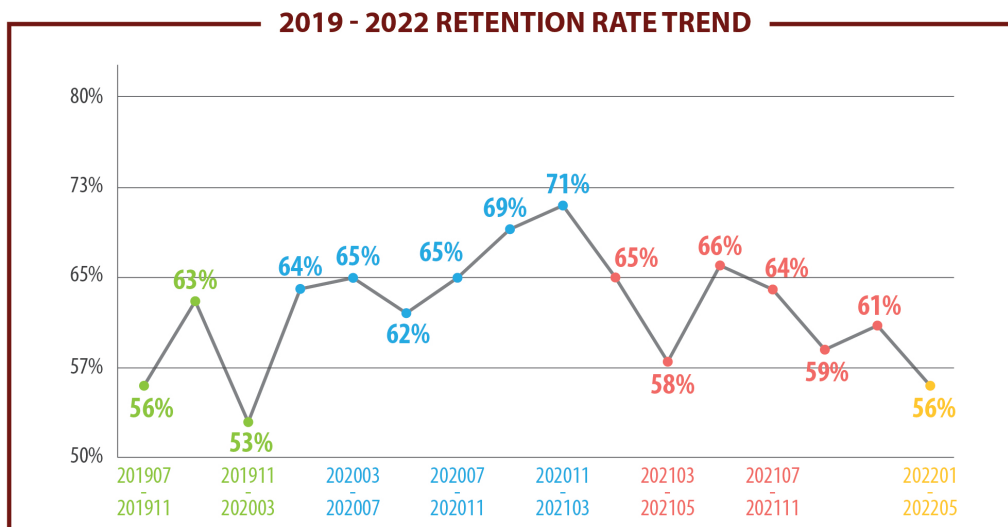
## OVERALL INSTITUTIONAL RETENTION

July 2019 to May 2022

Our average retention rate across all programs and all language levels for the three-year period ending with the May 2022 cohort was 62%. Although it is above the 60% threshold, it is not at or above the 65% we would like to see our programs. In subsequent sections we will delve more granularly into the differences among the programs and the language levels that have an immense impact on our retention and completion results.

Most notable in this set of data is the improvement in retention during the Covid-19 lockdowns. We have long held the opinion that our students’ results were significantly compromised by their outsized work and family responsibilities. The lockdowns have demonstrated that our hypothesis was correct. An overall average of 66% retention rate was recorded across all programs January 2020 to March 2021. As the phased reopening went into effect, our retention rate correlated almost carbon-copy like.

THREE-YEAR SNAPSHOT		
TERM	RETENTION RATE	ANNUAL AVERAGE
201907 - 201911	56%	57.3%
201909 - 202001	63%	
201911 - 202003	53%	
202001 - 202005	64%	66.0%
202003 - 202007	65%	
202005 - 202009	62%	
202007 - 202011	65%	
202009 - 202101	69%	
202011 - 202103	71%	
202101 - 202105	65%	62.2%
202103 - 202107	58%	
202105 - 202109	66%	
202107 - 202111	64%	
202109 - 202201	59%	
202111 - 202203	61%	
202201 - 202205	56%	56%
AVERAGE	62%	



Our institutional goal for retention is to be above 60% in each program; the goal we are working toward is to have the institutional retention rate at 65% with no program below 60%.

In the next few sections, we will discuss retention in the context of the unique variables that affect retention at LIBI.

HIGH BEGINNER LEVEL STUDENTS RETENTION BY TERM JULY 2019 TO MAY 2022				
TERM	HIGH BEGINNER (HB)	INTERMEDIATE (I)	ADVANCED (A)	REGULAR (R)
201907 - 201911	50%	68%	69%	51%
201909 - 202001	57%	75%	70%	64%
201911 - 202003	50%	51%	60%	63%
202001 - 202005	54%	62%	77%	70%
202003 - 202007	55%	69%	70%	66%
202005 - 202009	49%	74%	69%	69%
202007 - 202011	61%	59%	67%	76%
202009 - 202101	66%	68%	74%	68%
202011 - 202103	65%	70%	72%	73%
202101 - 202105	54%	72%	73%	67%
202103 - 202107	49%	60%	60%	65%
202105 - 202109	54%	69%	70%	72%
202107 - 202111	57%	65%	74%	63%
202109 - 202201	54%	55%	73%	55%
202111 - 202203	51%	66%	68%	65%
202201 - 202205	46%	67%	62%	57%
AVERAGE	54.5%	65.6%	69.3%	65.3%

It is not surprising that our High Beginner (HB) students have the lowest retention rate of all the groups, as they require the largest amount of English language remediation. They also tend to be newer immigrants with low incomes who are largely only able to obtain unskilled jobs where they are required to work long hours, leaving them little time to focus on their studies. According to Georgetown University Center for Education and the Workforce, "low-income working learners are more likely to work full time while in college and are more vulnerable to experiencing declining grades when the average number of hours

they work approaches or exceeds 40 hours per week”.<sup>1</sup> In fact, according to the study, “on average, nearly half (47%) of students working 15 or more hours a week had a grade average of C or lower”.<sup>2</sup> The study further goes on to note that “working too many hours—above the 15-hour threshold per week—can also lead to a higher probability of non-completion and dropping out for low-income students”.<sup>3</sup> As discussed in Section 1 of this IEP, 60-70% of our students across the language groups are working either full or part-time. The study’s findings hold true for our working students.

Additionally, the study further disaggregates working students’ data.

<b>TOTAL WORKERS</b>	155 million		
<b>TOTAL COLLEGE STUDENTS</b>	20 million		
	<b>Low income</b>	<b>Higher income</b>	<b>All</b>
<b>WORKING LEARNERS</b>	<b>6 million (100%)</b>	<b>8 million (100%)</b>	<b>14 million (100%)</b>
<b>SEX</b>			
Male	2.5 million (42%)	3.7 million (46%)	6.2 million (44%)
Female	3.5 million (58%)	4.3 million (54%)	7.8 million (56%)
<b>RACE/ETHNICITY</b>			
White	2.7 million (45%)	5.8 million (73%)	8.5 million (61%)
Black/African American	1.1 million (18%)	560,000 (7%)	1.7 million (12%)
Hispanic/Latino	1.5 million (25%)	1 million (13%)	2.5 million (18%)
Asian	420,000 (7%)	320,000 (4%)	740,000 (5%)
Other	240,000 (4%)	320,000 (4%)	560,000 (4%)
<b>AGE</b>			
Mature (30–54)	2.2 million (37%)	2.5 million (31%)	4.7 million (34%)
Young (16–29)	3.7 million (62%)	5.6 million (70%)	9.3 million (66%)
<b>DEPENDENTS</b>			
Have children	1.2 million (20%)	2.1 million (26%)	3.3 million (24%)

Source: <https://cew.georgetown.edu/wp-content/uploads/Working-Learners-Report.pdf>

If we extrapolate the Race/Ethnicity data from the chart above, we see that the percentage of Low-Income Asian students working while in college constitutes 57% of all working Asian learners. This data adds to our thesis that the model minority myth about Asian students clouds how higher education sees and serves this very diverse student population. It is through this lens that the data we present in this section should be viewed.

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

2 Ibid.

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

	LOW INCOME	HIGHER INCOME	ALL WORKING LEARNERS	% LOW INCOME
WHITE	2.7 million	5.8 million	8.5 million	32%
BLACK / AFRICAN AMERICAN	1.1 million	560,000	1.7 million	65%
HISPANIC / LATINO	1.5 million	1 million	2.5 million	60%
ASIAN	420,000	320,000	740,000	57%
OTHER	240,000	320,000	560,000	43%

The High Beginner level student attrition is 10% higher than that of any other group. As we noted, the socioeconomic conditions of these students make them particularly vulnerable to pausing their education. As one of our senior academic advisors puts it, when students must choose between feeding their families or continuing their education, they will always go with the immediate need of their loved ones.

When we suppress the retention data of the HB group, the institutional retention rate for the three years beginning with July 2019, increases to 66.7% from 63.7% when we include the HB retention results.

	HB	INTERMEDIATE	ADVANCED	REGULAR	AVERAGE
AVERAGE	54.5%	65.6%	69.3%	65.3%	63.7%

	INTERMEDIATE	ADVANCED	REGULAR	AVERAGE
3-YEAR AVERAGE	65.60%	69.30%	65.30%	66.73%

Limiting or discontinuing the enrollment of students who are placed into the High Beginner level would help us look better from the federal accountability perspective; however, for an institution committed to providing true access to higher education for students who don't have financial safety nets, this option runs counter to our mission. This will be brought up as an item for the Board to consider.

It should be underscored that a 10% increase in retention was gained in the High Beginner level during the statewide lockdown of 2020. New York state was on a phased four stage reopening schedule that effectively brought all of New York City to a complete standstill. Many of our students work in industries such as nail salons, restaurants, and as maintenance staff. None of these establishments were permitted to open until the later phases, and when

they were, it was for drastically reduced foot-traffic which essentially rendered our students unemployed until full-opening of these industries was permitted. Having more time to devote to studying, our HB level students increased to levels like the other language levels, proving that socioeconomic factors play a significant role with this language level. It should be noted that all groups achieved some level of improvement, but none of the proportions similar to the High Beginners.

The average retention rate, even in the face of COVID-19, for the three terms of state lock-down was **68%**.

For more context, it should also be noted that our students live in communities that were hardest hit by the virus. In examining the data released by the New York City Health Department, it is easy to see that the low-income zip codes with the highest death rates were also home to many of our students. Even with this level of unprecedented hardship and daily reports of our students testing positive and their family members passing away, retention improved because students had unencumbered time to focus on their schoolwork.

TERM	HIGH BEGINNER (HB)	INTERMEDIATE (I)	ADVANCED (A)	REGULAR (R)
Jul-20	61%	59%	67%	76%
Sep-20	66%	68%	74%	68%
Nov-20	65%	70%	72%	73%
3-TERM AVERAGE	64%	66%	71%	72%

Retention for the HB level started to go back down as of the January 2021 term and took a significant dip in the March 2021 term when New York was once again fully open and functioning. Students reported to the advising staff that they were required to work additional hours to cover shifts for ill co-workers and thus the academic time-on task reduced significantly for many, producing failures and dismissals or forcing students to withdraw since they could not accommodate their work schedules and continue to focus on their studies.

The chart below, obtained from the Labor Statistics for the New York City Region, demonstrates the unemployment rates by borough and their progression through the pandemic. This is consistent with the feedback we received from students who needed to take time off from their studies in order to secure employment after the forced shutdowns put extreme financial pressure on many of their families.

### Local Area Unemployment Statistics (Not Seasonally Adjusted)

<b>April 2021 Labor Force Data</b>				
	Labor Force	Employed	Unemployed	Unemployment
	(000's)	(000's)	(000's)	Rate (%)
NEW YORK STATE	9,397.0	8,660.7	736.3	7.8
NEW YORK CITY	4,089.8	3,646.3	443.5	10.8
BRONX COUNTY	618.2	525.6	92.6	15.0
KINGS COUNTY	1,204.3	1,071.0	133.3	11.1
NEW YORK COUNTY	902.2	827.3	74.8	8.3
QUEENS COUNTY	1,143.6	1,022.0	121.6	10.6
RICHMOND COUNTY	221.5	200.4	21.2	9.5
<b>March 2021 Labor Force Data</b>				
	Labor Force	Employed	Unemployed	Unemployment
	(000's)	(000's)	(000's)	Rate (%)
NEW YORK STATE	9,436.2	8,639.5	796.7	8.4
NEW YORK CITY	4,108.8	3,647.1	461.7	11.2
BRONX COUNTY	620.3	525.2	95.1	15.3
KINGS COUNTY	1,212.2	1,071.6	140.6	11.6
NEW YORK COUNTY	905.9	828.1	77.8	8.6
QUEENS COUNTY	1,148.7	1,022.2	126.5	11.0
RICHMOND COUNTY	221.8	200.0	21.8	9.8
<b>April 2020 Labor Force Data</b>				
	Labor Force	Employed	Unemployed	Unemployment
	(000's)	(000's)	(000's)	Rate (%)
NEW YORK STATE	9,215.5	7,372.8	1,429.1	16.2
NEW YORK CITY	3,682.1	3,110.7	571.4	15.5
BRONX COUNTY	550.5	448.6	101.9	18.5
KINGS COUNTY	1,083.3	913.5	169.8	15.7
NEW YORK COUNTY	797.4	705.5	91.9	11.5
QUEENS COUNTY	1,050.8	872.0	178.9	17.0
RICHMOND COUNTY	200.0	171.1	28.9	14.5

Source: <https://dol.ny.gov/labor-statistics-new-york-city-region>

Another significant dip occurred in the November 2021 term and in January 2022 which ended in May 2022. Some external factors contributing to these declines are again tied to the job market in New York City. "According to the US Bureau of Labor Statistics, more than 4.3 million people voluntarily quit their jobs in December 2021, slightly below a record high in November 2021".<sup>4</sup> In fact, according to Reuters "with 11.3 million job openings at the end of May and nearly two jobs for every unemployed person, wages will continue their march higher".<sup>5</sup>

4 Smet, Aaron De, et al. "Gone for Now, or Gone for Good? How to Play the New Talent Game and Win Back Workers." McKinsey & Company, McKinsey & Company, 13 Apr. 2022, [www.mckinsey.com/business-functions/people-and-organizational-performance/our-insights/gone-for-now-or-gone-for-good-how-to-play-the-new-talent-game-and-win-back-workers](https://www.mckinsey.com/business-functions/people-and-organizational-performance/our-insights/gone-for-now-or-gone-for-good-how-to-play-the-new-talent-game-and-win-back-workers).

5 Person, and Lucia Mutikani. "U.S. Labor Market Powers Ahead with Strong Job Gains despite Recession Fears." Reuters, Thomson Reuters, 8 July 2022, [www.reuters.com/markets/us/us-job-growth-beats-expectations-unemployment-rate-holds-36-2022-07-08/](https://www.reuters.com/markets/us/us-job-growth-beats-expectations-unemployment-rate-holds-36-2022-07-08/).

TERM	HIGH BEGINNER (HB)
201907 - 201911	50%
201909 - 202001	57%
201911 - 202003	50%
202001 - 202005	54%
202003 - 202007	55%
202005 - 202009	49%
202007 - 202011	61%
202009 - 202101	66%
202011 - 202103	65%
202101 - 202105	54%
202103 - 202107	49%
202105 - 202109	54%
202107 - 202111	57%
202109 - 202201	54%
202111 - 202203	51%
202201 - 202205	46%
AVERAGE	54.5%

As mentioned previously, many of our HB level students work in restaurants and in food delivery services. According to the May 2022 New York City Labor Market Briefing, the most job gains have occurred in the leisure and hospitality field. We have seen a large number of students asking to take a semester off in order to work. As a for-profit institution, we adhere to all regulatory mandates in the most conservative way possible, and students are not able to take a leave of absence (LOA) for any other reason but documented medical emergencies. Any student wishing to step-out or take a break for any other reason but medical, must either officially withdraw or be administratively withdrawn from the college. Once that occurs, the student is counted in our attrition even if the student intends to return to the college at a later time.



## New York City employment increased over the past year

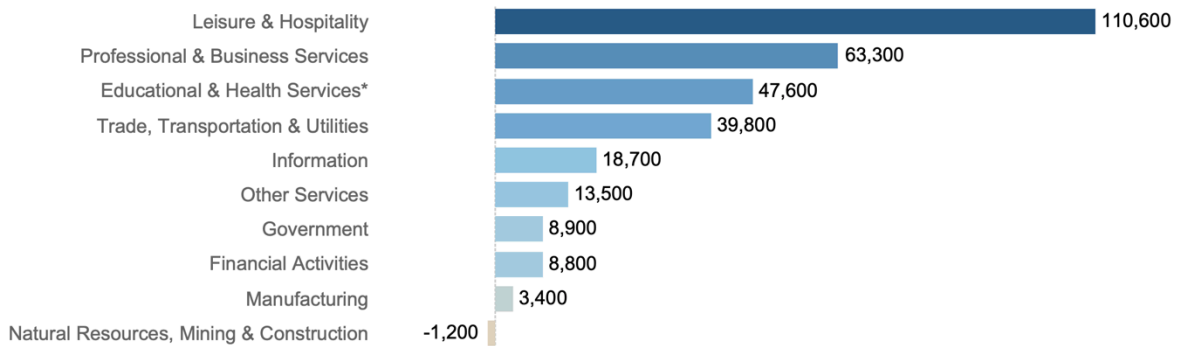
Regional and Metro Area Labor Force Data

	Employment		Unemployment		Unemployment Rate	
	May 2021	May 2022	May 2021	May 2022	May 2021	May 2022
New York City Region	3,651,000	3,752,500	412,700	225,700	10.2%	5.7%
Bronx County	524,800	539,800	85,100	46,800	14.0%	8.0%
Kings County	1,074,700	1,104,300	124,600	68,600	10.4%	5.8%
New York County	828,700	851,300	69,700	39,500	7.8%	4.4%
Queens County	1,020,900	1,049,300	113,900	59,400	10.0%	5.4%
Richmond County	201,900	207,900	19,400	11,500	8.8%	5.2%
New York State	8,780,800	9,116,200	664,800	388,800	7.0%	4.1%
United States	151,778,000	158,609,000	8,829,000	5,548,000	5.5%	3.4%

Source: [https://dol.ny.gov/system/files/documents/2022/12/new-york-city\\_0.pdf](https://dol.ny.gov/system/files/documents/2022/12/new-york-city_0.pdf)

## Most job gains have occurred in Leisure & Hospitality

Over-the-Year Change in Employment, May 2022



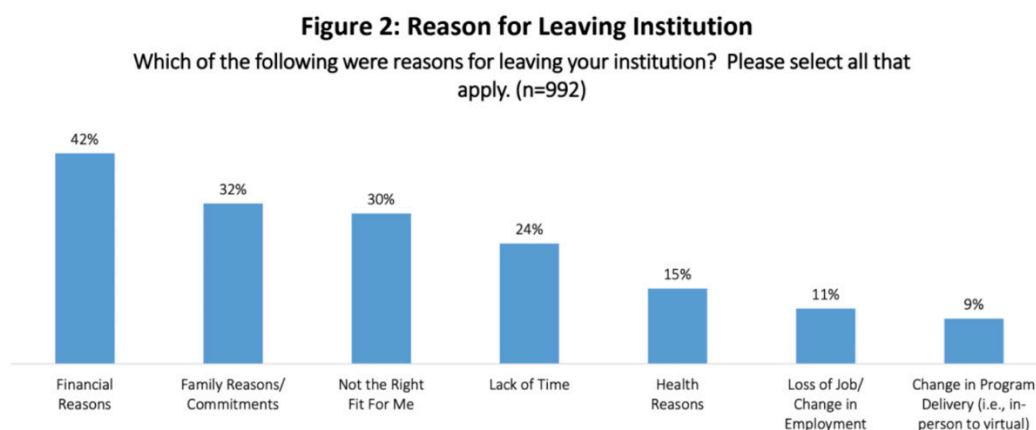
As we have discussed throughout this document, “low-income working learners are disproportionately Black and Latino, women, first-generation college-goers, and new citizens and residents of the United States for whom English may not be the primary language spoken in the home”<sup>6</sup>. The stark reality, both from our own data and from a wide range of other sources, that must be acknowledged is 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”<sup>7</sup>. As we discuss our institutional benchmarks, it should be heavily underscored that for our students, who are older with family responsibilities, working while

<sup>6</sup> Source: Georgetown University Center on Education and the Workforce, *Balancing Work and Learning: Implications for Low-Income Students*, 2018.

<sup>7</sup> Ibid

going to school is not an option – it is an economic necessity. With this overarching factor in mind, we acknowledge that when our students make the decision to withdraw, for most it is not a vote of no confidence in education or the institution, it is in many instances due to economic factors, child and babysitting issues, and similar life responsibilities.

This is confirmed by a study done s jointly by StraighterLine and UPCEA. They examined a portion of the student population that disengaged with their institution after previous enrollment during the pandemic and during the phase of recovery. “The survey targeted individuals between the ages of 20 and 34 who had college credits but are no longer enrolled in a college or university. In total, 3,236 individuals participated in the survey of which 1,021 met all study qualifications. The survey took place between April 30th and May 12th, 2021”.<sup>8</sup> Their findings are captured below and confirm that the biggest reason for leaving college is financial.



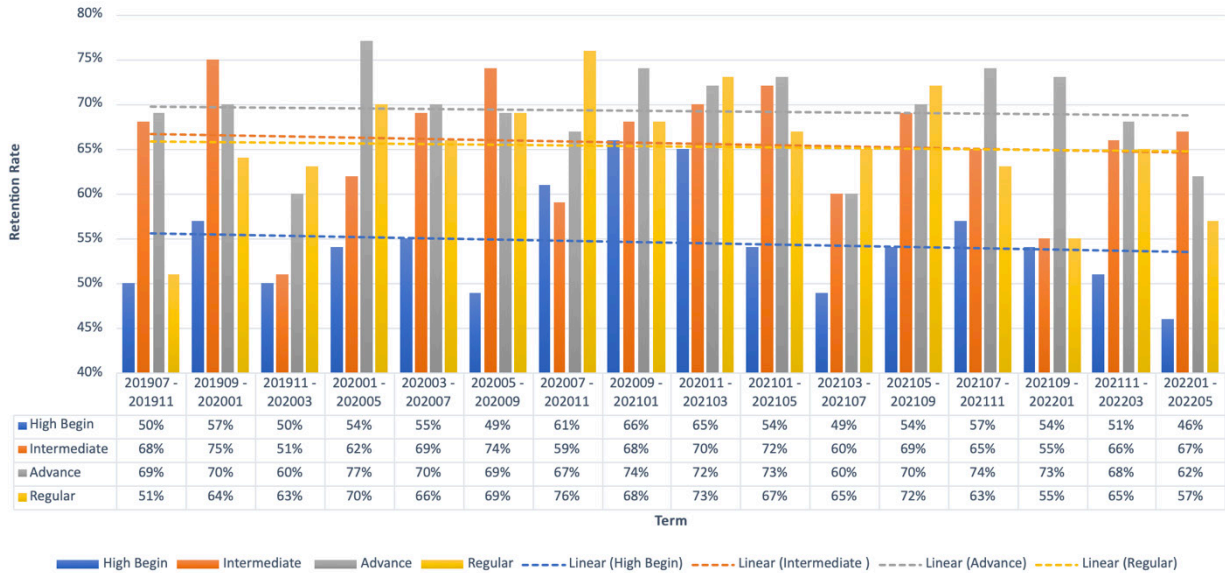
The three most cited reasons respondents left their institution were financial (42%), family reasons/commitments (32%), and not the right fit (30%).

*Source: University Professional and Continuing Education Association*

The chart below summarizes the retention trends by language level across all programs. As discussed above, retention of our HB level students struggles to reach the 60% benchmark we have set for each level.

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<sup>8</sup> “Today’s Disengaged Learner Is Tomorrow’s Adult Learner.” [UPCEA.edu](https://www.upcea.edu), StraighterLine and UPCE, Nov. 2021, [www.dropbox.com/s/semxwm1o5oa4k2/DisengagedLearners.pdf?dl=0](https://www.dropbox.com/s/semxwm1o5oa4k2/DisengagedLearners.pdf?dl=0).



## RETENTION BY PROGRAM

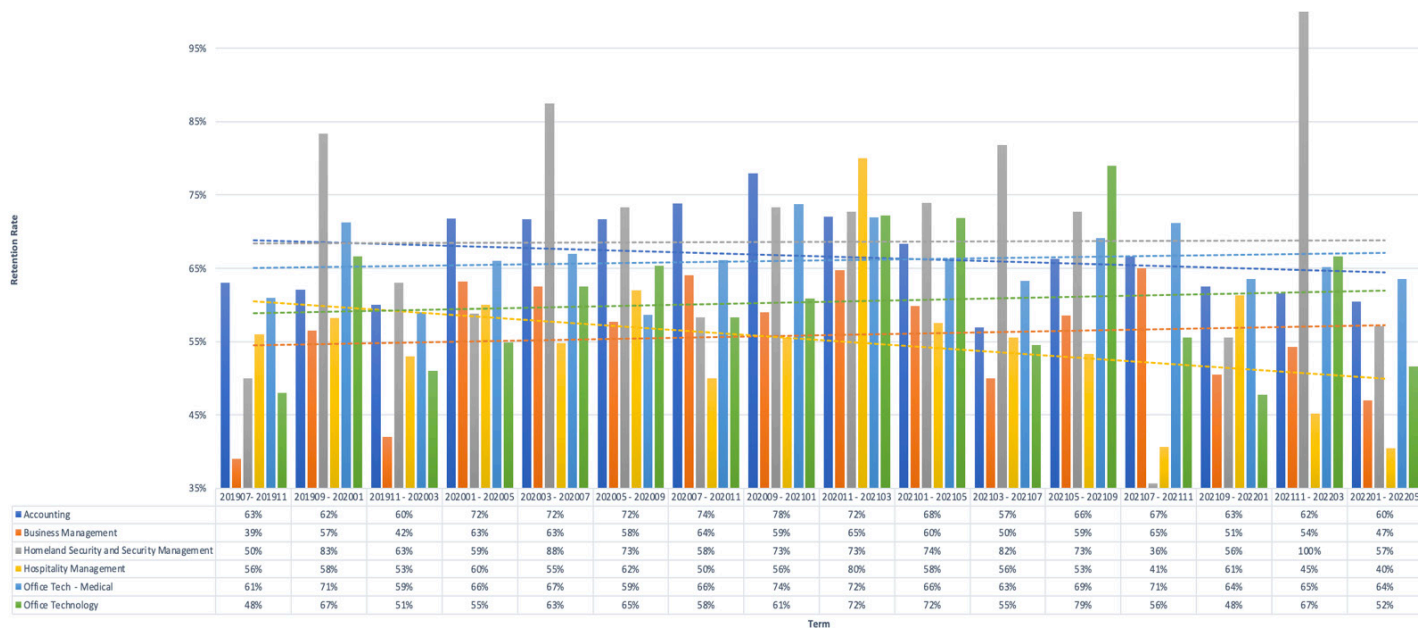
(General without controlling for language level, age, race or gender)

Data includes all cohorts from July 2019 to May 2022. The two programs that we will focus on are Business Management and Hospitality. These two programs are not meeting the internally set benchmarks of 60% retention for the last three years and we will discuss the particular challenges we face with these programs in this section. The average retention rate for all programs for the three-year period referenced is 62%.

TERM	ACCOUNTING	BUSINESS MANAGEMENT	HOMELAND SECURITY AND SECURITY MANAGEMENT	HOSPITALITY MANAGEMENT	OFFICE TECH MEDICAL	OFFICE TECHNOLOGY
201907 - 201911	63%	39%	50%	56%	61%	48%
201909 - 202001	62%	57%	83%	58%	71%	67%
201911 - 202003	60%	42%	63%	53%	59%	51%
202001 - 202005	72%	63%	59%	60%	66%	55%
202003 - 202007	72%	63%	88%	55%	67%	63%
202005 - 202009	72%	58%	73%	62%	59%	65%
202007 - 202011	74%	64%	58%	50%	66%	58%
202009 - 202101	78%	59%	73%	56%	74%	61%
202011 - 202103	72%	65%	73%	80%	72%	72%
202101 - 202105	68%	60%	74%	58%	66%	72%
202103 - 202107	57%	50%	82%	56%	63%	55%
202105 - 202109	66%	59%	73%	53%	69%	79%
202107 - 202111	67%	65%	36%	41%	71%	56%
202109 - 202201	63%	51%	56%	61%	64%	48%
202111 - 202203	62%	54%	100%	45%	65%	67%
202201 - 202205	60%	47%	57%	40%	64%	52%
AVERAGE	67%	56%	69%	55%	66%	60%

The average retention rate during the semesters encompassing the statewide lockdowns when students were receiving increased unemployment benefits and stimulus funds, was 66% (semesters are highlighted in the chart below).

TERM	ACCOUNTING	BUSINESS MANAGEMENT	HOMELAND SECURITY AND SECURITY MANAGEMENT	HOSPITALITY MANAGEMENT	OFFICE TECH MEDICAL	OFFICE TECHNOLOGY	AVERAGE RETENTION BY TERM
201907 - 201911	63%	39%	50%	56%	61%	48%	53%
201909 - 202001	62%	57%	83%	58%	71%	67%	66%
201911 - 202003	60%	42%	63%	53%	59%	51%	55%
202001 - 202005	72%	63%	59%	60%	66%	55%	62%
202003 - 202007	72%	63%	88%	55%	67%	63%	68%
202005 - 202009	72%	58%	73%	62%	59%	65%	65%
202007 - 202011	74%	64%	58%	50%	66%	58%	62%
202009 - 202101	78%	59%	73%	56%	74%	61%	67%
202011 - 202103	72%	65%	73%	80%	72%	72%	72%
202101 - 202105	68%	60%	74%	58%	66%	72%	66%
202103 - 202107	57%	50%	82%	56%	63%	55%	60%
202105 - 202109	66%	59%	73%	53%	69%	79%	67%
202107 - 202111	67%	65%	36%	41%	71%	56%	56%
202109 - 202201	63%	51%	56%	61%	64%	48%	57%
202111 - 202203	62%	54%	100%	45%	65%	67%	65%
202201 - 202205	60%	47%	57%	40%	64%	52%	53%
<b>AVERAGE</b>	<b>67%</b>	<b>56%</b>	<b>69%</b>	<b>55%</b>	<b>66%</b>	<b>60%</b>	<b>62%</b>



## ABILITY-TO-BENEFIT (ATB) STUDENTS

Another group that must be considered when speaking about retention are the students without high school diplomas, or the Ability-to-Benefit (ATB) group. LIBI admits ATB students into all college programs under the pathway program. Students can take 24 **college credits** to obtain a high school equivalency (formerly the GED) while simultaneously working toward their college degree. The 24-credit High School Equivalency (HSE) is a New York State Department of Education program to help people who want to earn a college degree but do not possess a high school diploma.

After completing the courses listed below students earn their HSE and continue to work toward their college degrees.

<b>English Language Arts [6 credits]</b>	<b>Mathematics [3 credits]</b>
Course: _____ Course: _____	Course: _____
<b>Natural Science [3 credits]</b> (Computer Science does not fulfill this requirement)	<b>Social Science [3 credits]</b>
Course: _____	Course: _____
<b>Humanities [3 credits]</b>	<b>College Degree Program Requirements, such as Electives [6 credits]</b>
Course: _____	Course: _____ Course: _____

This program was initiated by the New York State Department of Education to address issues of college attainment in the state, but especially in New York City. Although New York has a very high concentration of highly educated people, “more than 3.3 million city residents over age 25 lack an associate’s degree or higher level of college attainment”.<sup>9</sup> The result is that, while New York City boasts large numbers of highly educated residents, the share of residents with a college degree is lower than that of many other U.S. cities—and the distribution of degree-holders is wildly uneven across the five boroughs”.<sup>10</sup> In fact, according to a 2022 report of the most and least educated metro areas in the US issued by WalletHub, New York City ranks 25th on the list, while the highest-ranking New York State entrant is Albany in 20th place. This puts New York City behind cities like San Jose, San Francisco, San Diego, Boston, Tallahassee, Florida and Portland, Maine.<sup>11</sup>

New York did get a dishonorable mention by having the greatest gender education gap (favoring men) in two of the five lowest ranked cities, with Albany making it to the last spot.

9 “Degrees of Difficulty: Boosting College Success in New York City.” *Center for an Urban Future (CUF)*, Dec. 2017, [nycfuture.org/research/degrees-of-difficulty](https://nycfuture.org/research/degrees-of-difficulty).

10 “Degrees of Difficulty: Boosting College Success in New York City.” *Center for an Urban Future (CUF)*, Dec. 2017, [nycfuture.org/research/degrees-of-difficulty](https://nycfuture.org/research/degrees-of-difficulty).

11 McCann, Adam. “2022’s Most & Least Educated Cities in America.” *WalletHub*, 18 July 2022, <https://wallethub.com/edu/e/most-and-least-educated-cities/6656>

## Gender Education Gap

### Largest (favoring Women)

1. Anchorage, AK
2. Tallahassee, FL
3. Lafayette, LA
4. Durham-Chapel Hill, NC
5. Asheville, NC



### Largest (favoring Men)

146. Greenville-Anderson, SC
147. Manchester-Nashua, NH
148. Buffalo-Cheektowaga, NY
149. Pittsburgh, PA
150. Albany-Schenectady-Troy, NY

Source: <https://wallethub.com/edu/e/most-and-least-educated-cities/6656>

With this situation in mind, the New York State education department has wisely put together the ATB program that allows individuals without a high school degree to seek a college degree simultaneously. LIBI enrolls these students.

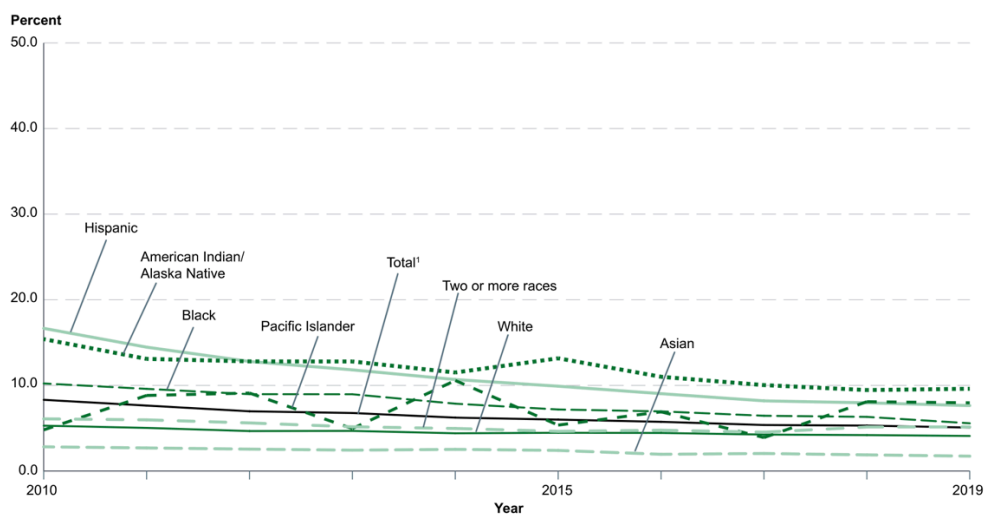
In this document, we refer to all students with a high school diploma or an equivalency as ATB since “no universally accepted definition of dropout exists. Dropouts are typically defined as students who leave school (not including transfers) before they graduate from high school with a regular diploma. Some students leave school before entering ninth grade, but most drop out during their high school years”.<sup>12</sup> Although the high school dropout rates have been declining, dropout rates continue to vary by race/ethnicity. According to the National Center for Education Statistics, “the overall status dropout rate decreased from 8.3 percent in 2010 to 5.1 percent in 2019. During this time, the status dropout rate declined for 16- to 24-year-olds who were Hispanic (from 16.7 to 7.7 percent), American Indian/Alaska Native (from 15.4 to 9.6 percent), Black (from 10.3 to 5.6 percent), White (from 5.3 to 4.1 percent), Asian (from 2.8 to 1.8 percent), and of Two or more races (from 6.1 to 5.1 percent). In contrast, there was no measurable difference between the status dropout rate in 2010 and 2019 for those who were Pacific Islander”.<sup>13</sup>

12 Shannon, G. Sue and Bylsma, Pete (2003). *Helping Students Finish School: Why Students Drop Out and How to Help Them Graduate*. Office of Superintendent of Public Instruction, Olympia, WA.

13 “The NCES Fast Facts Tool Provides Quick Answers to Many Education Questions (National Center for Education Statistics).” *National Center for Education Statistics (NCES) Home Page, a Part of the U.S. Department of Education*, [nces.ed.gov/fastfacts/display.asp?id=16](https://nces.ed.gov/fastfacts/display.asp?id=16).



Status dropout rates of 16- to 24-year-olds, by race/ethnicity: 2010 through 2019



<sup>1</sup> Includes respondents who wrote in some other race that was not included as an option on the questionnaire.

**NOTE:** The status dropout rate is the percentage of 16- to 24-year-olds who are not enrolled in school and have not earned a high school credential (either a diploma or an equivalency credential such as a GED certificate). Data are based on sample surveys of the entire population residing within the United States, including both noninstitutionalized persons (e.g., those living in households, college housing, or military housing located within the United States) and institutionalized persons (e.g., those living in prisons, nursing facilities, or other healthcare facilities). Race categories exclude persons of Hispanic ethnicity.

Source: <https://nces.ed.gov/fastfacts/display.asp?id=16>

Although it is encouraging that the numbers of students not finishing high school is declining, this improvement will be felt by institutions like ours only as a ripple effect in the future because the students who were dropping out in 2010 and before, when the rates were nearly 17% for groups like Hispanics, are just now in their 30 and early 40s. The average age of a LIBI student is 35 and we are seeing these students coming back to address their deficits. The complexities of serving this student demographic are further compounded by the fact that the demand for these pathway programs is extensive and increasingly more institutions are unwilling to invest in the resources necessary to serve these students, leaving only a handful of schools, outside of the community colleges, willing to accept the ATB applicants. Again, we point out the messiness of higher education. If a college degree is the most reliable way to break the intergenerational poverty cycle, why would colleges turn away students who **need** a pathway program? The answer is as complicated as serving this student population. They are adults, yet they are unfocused. They want to succeed but they know how to fail, and they are accustomed to failure, and when they do - they disengage. Reengaging an ATB student takes extensive resources, and most colleges don't want to make such investments for results that will not be strong. True to our mission, we serve those in our communities, and that includes the ATB student population.

Like the students with varying skill levels in English, the ATB students come to us with their own difficulties and challenges. Just like our ESL students, they have children - and are overwhelmingly parenting alone. Some have jobs and are parents to young children. All of them have been out of school sufficiently long to not remember how to study, how to orga-

nize time to meet academic deadlines, and how to ask for help before it's too late. Finances are nearly always a major issue for this group of students, which is what generally motivates students in this demographic to seek out a pathway program, but the challenges they face along the way to completion overwhelm too many of these students.

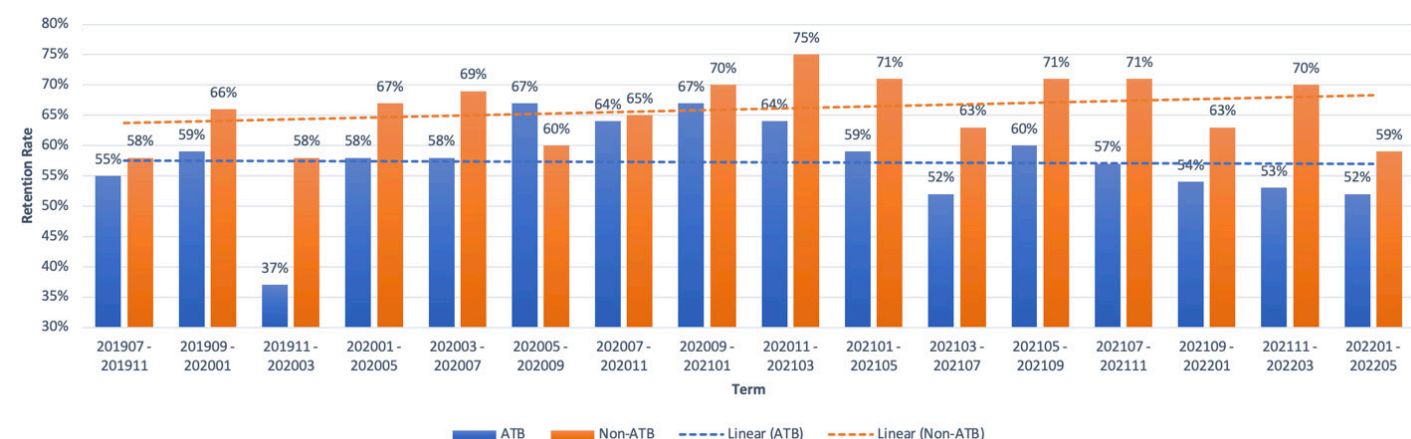
The ATB retention rates are lower than those of our non-ATB students, with some terms being significantly better than others. The inconsistencies of the ATB students are what produces the results shown in the chart below. Most ATB students leave high school around the 10th grade; however, there are also ATB students who nearly finished and those whose grade point average was too low to be considered a graduate. The three-year retention rate for our non-ATB student population (not controlling for any other variable but high school diploma or equivalency) is 66%. Our ATB student retention rate for the same time frame is 9% lower at 57%.

JULY 2019 TO MAY 2022 TERMS		
TERM	ATB	NON-ATB
201907 - 201911	55%	58%
201909 - 202001	59%	66%
201911 - 202003	37%	58%
202001 - 202005	58%	67%
202003 - 202007	58%	69%
202005 - 202009	67%	60%
202007 - 202011	64%	65%
202009 - 202101	67%	70%
202011 - 202103	64%	75%
202101 - 202105	59%	71%
202103 - 202107	52%	63%
202105 - 202109	60%	71%
202107 - 202111	57%	71%
202109 - 202201	54%	63%
202111 - 202203	53%	70%
202201 - 202205	52%	59%
AVERAGE	57%	66%

As with most other groups, starting with May 2020 and ending with March 2021, ATB retention improved dramatically and trailed the non-ATB population by only 2%. The four terms that comprised the lockdown saw the average retention rate for our ATB students go up to 66% with two terms registering 67%. In fact, the May 2020 term saw the ATB students outperform the non-ATB population by 7%. We attribute some of this improvement to the CARES funding we were able to secure from the federal government on behalf of our students. During the semesters that occurred in lockdown, we were able to give a check of \$500 to students in order to help them weather these unprecedented times, and for a student population whose primary concern generally tends to be making ends meet, this was meaningful. Some students were able to use that money to purchase a computer so that they would not have to share the family laptop with their children, and that had a major impact allowing students to attend live class sessions. Throughout the lockdowns we continually heard from students, especially our ATB students, that they had to attend asynchronously because their children were using the only computer the family had to attend school, relegating them to using the computer after 3pm or whenever the child was done with homework. Having the tools to attend school is one of the factors we can attribute to improved retention. The stimulus checks our students received allowed some not to work as many hours (many of our ATB students have jobs in food services) which helped improve time on school tasks and improved retention.

This group, not unlike the ESL students new to this country, are very vulnerable to financial forces. Some are on such tight budgets that they would not be able to afford a MetroCard to commute to campus because they had an unexpected expense. Our advising staff has heard that many times. Since many reasons for our ATB students' attrition are related to finances, we feel comfortable attributing the 9% gain in retention during lockdown to basic things like not having to worry about affording the subway fares and being able to take classes remotely on a computer purchased with the CARES money. When ATB students can focus on their classes rather than life circumstances that in many cases overwhelm them, their retention rate of 66% during the lockdown semesters was well above the three-year institutional retention rate of 62%, and only 2% lower than the non-ATB student population for the same time frame.

JULY 2019 TO MAY 2022 TERMS		
TERM	ATB	NON-ATB
202005 - 202009	67%	60%
202007 - 202011	64%	65%
202009 - 202101	67%	70%
202011 - 202103	64%	75%
AVERAGE	66%	68%



As with the ESL levels, there are distinct differences among our ATB students. In order to gain a better perspective on this student demographic and their dropout patterns, it is important to examine the success rates of re-admitted ATB students. As we mentioned in a previous section, ATB students disengage quickly after they fail a course, and it is difficult to reintegrate them back into the community.

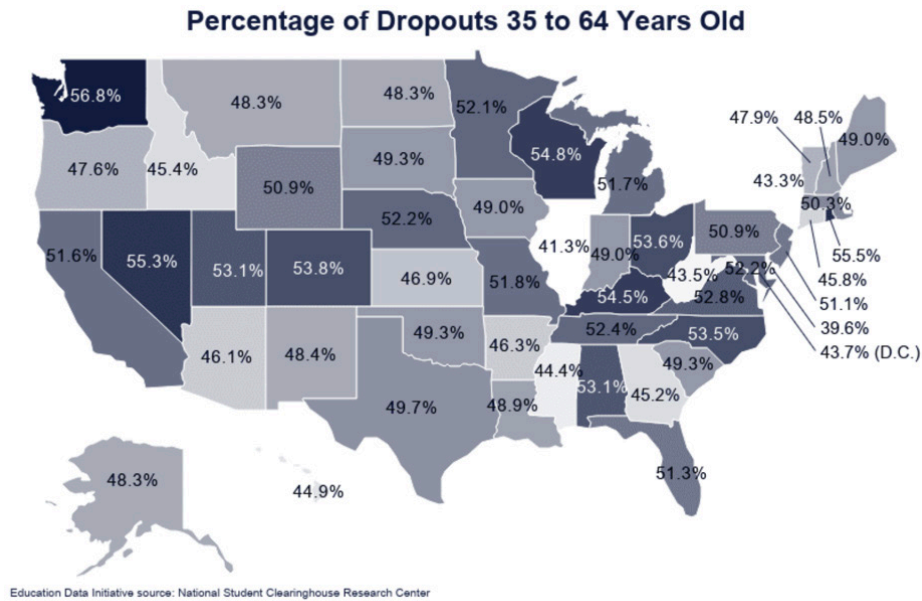
One of the critical questions for us with this group is whether to allow ATB students to re-enter a second time after either withdrawing or being administratively withdrawn.

According to Educationdata.org, “there are twice as many college dropouts in New York as there are undergraduates” and “43.3% of New York dropouts are between the ages of 35 and 64 years; 21.4% are 65 or older”.<sup>14</sup> Further, according to the same report, “39 million Americans were college dropouts in July 2020; 944,200 of them re-enrolled that fall.”<sup>15</sup> The report goes on to note that “traditional high school graduates are half as likely to drop out of postsecondary school as students who earned their GED or equivalent”.<sup>16</sup> With all of this in mind, the results for our ATB students who re-enter after they withdrew are not unexpected. These students have an outsized number of risk factors for dropping out and our data show us that on average 36% of the ATB students who reenter are retained.

<sup>14</sup> Hanson, Melanie, and Fact Checked. “College Dropout Rate [2022]: By Year + Demographics.” *Education Data Initiative*, 21 July 2022, [educationdata.org/college-dropout-rates](https://educationdata.org/college-dropout-rates).

<sup>15</sup> Ibid.

<sup>16</sup> Ibid.



Source: <https://educationdata.org/college-dropout-rates>

We will interpret our results in the context of both the overall New York State and national data.

As we noted, the ATB students are at a high risk for dropping out, the students in this demographic who try to re-start are even less likely to complete. This may sound counter-intuitive as one may imagine that students who make the choice to reenter will be more determined to finish, and although these students are very determined at the point that they reapply, very frequently their life circumstances get in the way of that determination some time along the way.

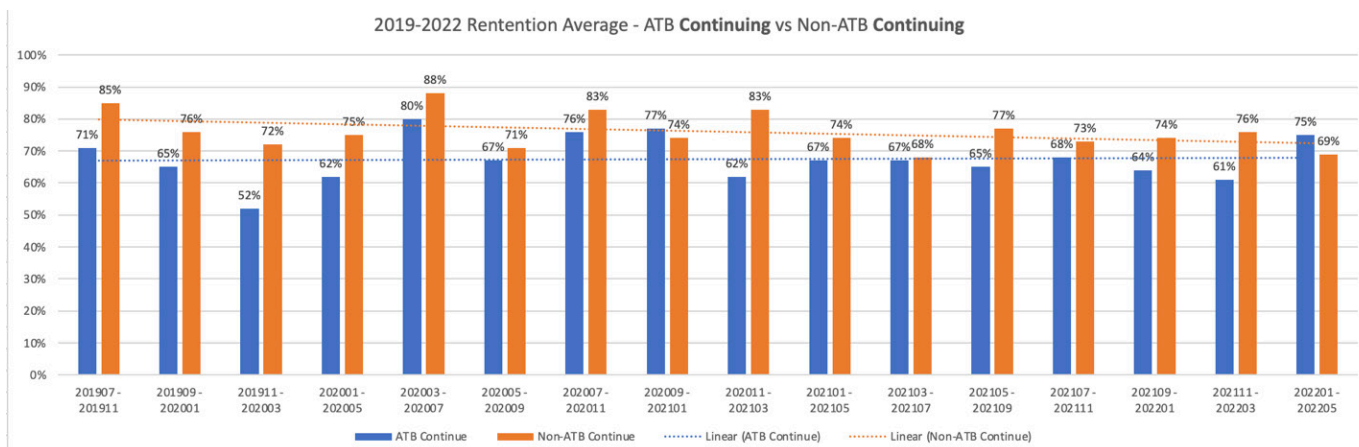
TERM	ATB RE-ENTRY	NON-ATB RE-ENTRY
201907 - 201911	42%	47%
201909 - 202001	38%	50%
201911 - 202003	26%	63%
202001 - 202005	43%	18%
202003 - 202007	35%	55%
202005 - 202009	56%	42%
202007 - 202011	18%	54%
202009 - 202101	36%	69%
202011 - 202103	50%	58%
202101 - 202105	33%	0%
202103 - 202107	30%	35%
202105 - 202109	44%	50%
202107 - 202111	20%	71%
202109 - 202201	43%	32%
202111 - 202203	36%	40%
202201 - 202205	31%	25%
<b>AVERAGE</b>	<b>36%</b>	<b>44%</b>

At 44%, the retention rate for non-ATB students who reenter is 8 percentage points higher than that of the ATB students.

On a more reassuring note, once the ATB students make it past their first semester, the retention rates do improve.

We are still seeing students withdraw but at significantly decreased levels. When pooled together, the retention rate for all ATB students who are continuing their education after the second semester is 67%. This result is 9 percentage points lower than the non-ATB students continuing after the second semester (the dataset contains all non-new students continuing onto the next semester).

TERM	CONTINUING ATB	CONTINUING NON-ATB
201907 - 201911	71%	85%
201909 - 202001	65%	76%
201911 - 202003	52%	72%
202001 - 202005	62%	75%
202003 - 202007	80%	88%
202005 - 202009	67%	71%
202007 - 202011	76%	83%
202009 - 202101	77%	74%
202011 - 202103	62%	83%
202101 - 202105	67%	74%
202103 - 202107	67%	68%
202105 - 202109	65%	77%
202107 - 202111	68%	73%
202109 - 202201	64%	74%
202111 - 202203	61%	76%
202201 - 202205	75%	69%
<b>AVERAGE</b>	<b>67%</b>	<b>76%</b>



This data leads us again to conclude that once students, whether ATB or not, make a successful transition from their first semester to the second semester, they tend to stay at much higher rates.

The data in the chart below shows the retention rates for the July 2019 to May 2022 cohorts for first semester students divided by ATB status. There is an average 3% difference between the groups (with the notable difference during the lockdowns already discussed previously). The drop-off after the first semester, although not too dissimilar for the two groups, becomes much more pronounced after the first and then subsequent semesters. The non-ATB group includes our various language levels which also drop off in the first semester.

TERM	ATB NEW	NON-ATB NEW
201907 - 201911	42%	38%
201909 - 202001	50%	57%
201911 - 202003	31%	44%
202001 - 202005	47%	53%
202003 - 202007	50%	56%
202005 - 202009	88%	50%
202007 - 202011	67%	54%
202009 - 202101	62%	60%
202011 - 202103	67%	60%
202101 - 202105	51%	67%
202103 - 202107	38%	56%
202105 - 202109	54%	60%
202107 - 202111	50%	65%
202109 - 202201	47%	52%
202111 - 202203	48%	60%
202201 - 202205	45%	52%
AVERAGE	52%	55%



# RETENTION BY RACE

Institutionally, 54% of our students are Asian; however, 78% of the students at the Main campus are Asian.

INSTITUTIONAL DEMOGRAPHICS	
Asian	54%
Black or African American	10%
Hispanic	28%
White	4%
Two or more races	0%
Non-resident Alien (Race/Ethnicity not reported)	3%
American Indian or Alaska Native	0%

LIBI FLUSHING - MAIN CAMPUS (n=1129)	
Asian	78%
Black or African American	8%
Hispanic	10%
White	1%
Two or more races	1%
Non-resident Alien (Race/Ethnicity not reported)	3%

Proportionally, what happens with the retention rate of our Asian students deeply influences the overall institutional retention.

Our Hispanic students make up 28% of the institution and have the best retention rates of the three largest student groups. For the three-year period beginning with July 2019 and ending with May 2022, average retention rate for the Hispanic student population was 65%. Our Black/African American students make up 10% of the student population institution-wide and have the lowest average retention rate at 61%. There were several instances during the pandemic where we saw retention rate for our Black and African American students move up to the mid seventy percent range, or 15% higher than the three-year average. It is worth mentioning that 67% of our Black and African American students who are

ATB are also single parents. This significantly impacts the retention rate for this subgroup of students.

TERM	ASIAN	BLACK OR AFRICAN AMERICAN	HISPANIC
201907 - 201911	57%	41%	70%
201909 - 202001	65%	50%	63%
201911 - 202003	48%	57%	60%
202001 - 202005	62%	70%	65%
202003 - 202007	61%	67%	71%
202005 - 202009	63%	76%	57%
202007 - 202011	59%	70%	73%
202009 - 202101	69%	50%	73%
202011 - 202103	73%	69%	69%
202101 - 202105	67%	58%	65%
202103 - 202107	67%	57%	56%
202105 - 202109	64%	76%	67%
202107 - 202111	65%	57%	67%
202109 - 202201	58%	56%	61%
202111 - 202203	60%	69%	62%
202201 - 202205	54%	55%	59%
AVERAGE	67%	76%	

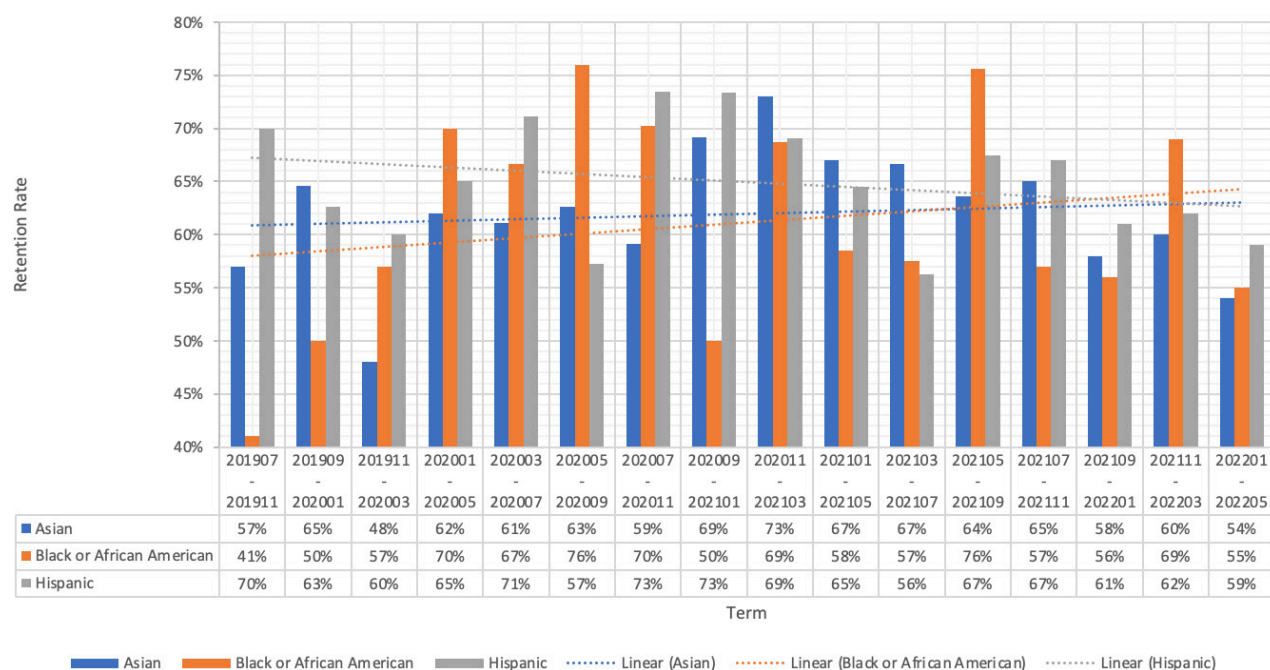
The three biggest obstacles for our students are financial, childcare, and finding time to devote to studying. The retention rate improved during the pandemic because all three of those deterrents were addressed during the pandemic. Unemployment benefits were extended during the pandemic and addressed the financial needs for a significant amount of our students. The Pandemic Emergency Unemployment Compensation Program (PEUC) provided 53 weeks of additional benefits. It went into effect April 5, 2020, and expired the benefit week ending September 5, 2021. Additionally, the Extended Benefits Program (EB) went into effect the week ending July 5, 2020, and expired the benefit week ending September 5, 2021. Additional benefits were available through COVID-19 relief package from federal funding. Starting the week ending January 3, 2021, New Yorkers receiving unemployment benefits received an additional \$300 in weekly payments. Under federal law, these payments lasted for 11 weeks, until the week ending March 14, 2021. Students who were previously working were able to benefit from at least one of these provisions

which provided them with more time to attend classes and devote more time to studying. This was evident across all language, racial, and ATB and non-ATB variables. The stimulus checks also allowed students the extra financial cushion and correlated favorably to our retention.

Additionally, the childcare issues we see common to not just the 35% of our students who parent alone, were essentially eliminated during the lockdowns since our students were able to take care of their children. This contributed to improving retention among our student parents.

Most obviously, but still meriting a mention, was the fact that the lockdown orders ended all activity outside of the home. This not only allowed but also forced students to refocus on their academic activities since those were being streamed live into their living rooms.

Again, these data are pointing to socioeconomic factors as the strongest driving force behind our students' attrition.

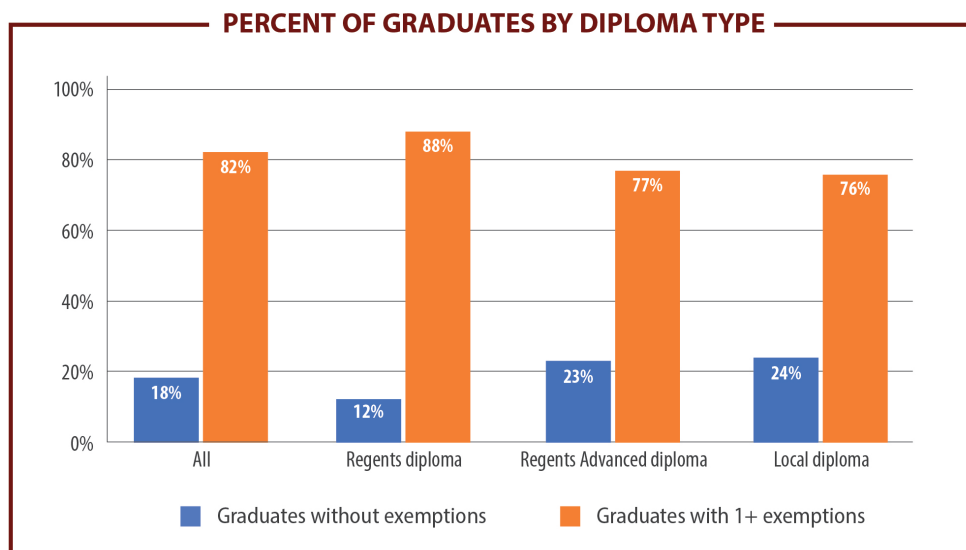


## STUDENTS HISTORICALLY UNDERSERVED BY EDUCATION

Since we frequently reference that our students come from historically underserved communities, it is fitting that we demonstrate the institutionalized inequities our students experience. We have just discussed the ATB students who do not possess a high school diploma but for whom New York State enables a pathway program, we will now focus our attention to the students with high school diplomas granted by our state.

According to a report by the New York Equity Coalition, Regents Exam exemptions and various regulatory changes are likely behind the 9% increase in high school graduation since 2016. The report notes that “recent changes to state graduation requirements make it difficult to know if graduation rate improvements accurately reflect how well schools are preparing students – especially those who have been historically underserved by the education system – for future success”.<sup>17</sup>

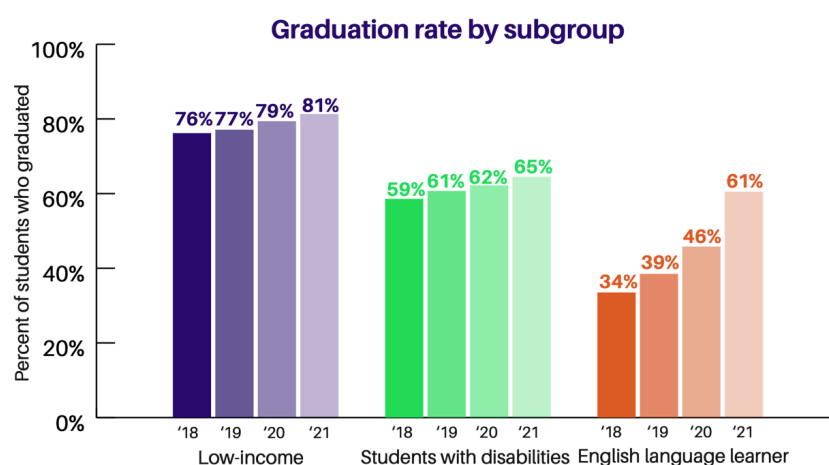
Students who graduate from New York public schools are able to receive one of three types of diplomas – a Regents diploma, a Regents Advanced diploma, or a Local diploma. According to the NYSED, the difference between diploma types lies in the number of assessments the student passed and the required passing score(s). A “Local diploma” is awarded to students with lower exam scores. Most LIBI students who come to us with a diploma from NYS public high schools have a Local diploma. As the chart below indicates, all diploma types qualify for exemptions.



<sup>17</sup> “Course Access in New York State.” *The New York Equity Coalition*, 29 June 2022, <https://equityinedny.edtrust.org/course-access/>.

According to the New York Equity Coalition, “in 2015, NYSED introduced the 4+1 Pathway, allowing students to earn a Regents diploma by passing fewer Regents exams with an additional pathway, including the Career Development and Occupational Studies (CDOS) credential, which previously was only available to students with disabilities. Data from the 2015 student cohort showed that many school districts disproportionately used the CDOS pathway for historically underserved students”.<sup>18</sup>

The report further points out that “across the state, graduation rates for English language learners, students with disabilities, and students from low-income backgrounds have increased over the last four years. Yet their 2021 increases disproportionately relied on exemptions”.<sup>19</sup>

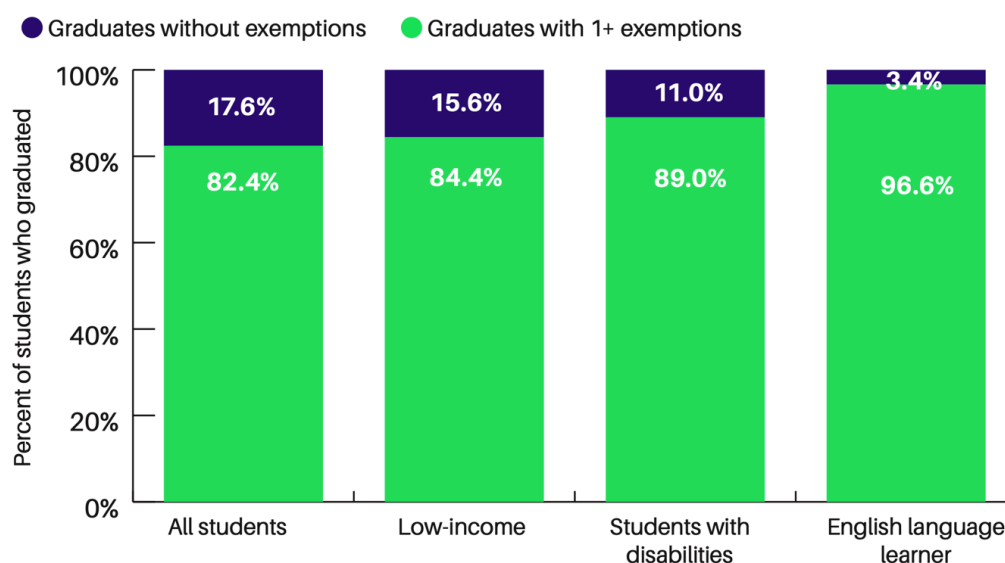


Source: <https://equityinedny.edtrust.org/wp-content/uploads/sites/5/2022/08/Graduation-Exemptions-Report.pdf>

<sup>18</sup> “Course Access in New York State.” *The New York Equity Coalition*, 29 June 2022, <https://equityinedny.edtrust.org/course-access/>.

<sup>19</sup> Ibid.

### Subgroup graduates and exemption usage



Source: <https://equityinedny.edtrust.org/wp-content/uploads/sites/5/2022/08/Graduation-Exemptions-Report.pdf>

Data on graduation exemptions from SY 2019-20 are from publicly posted graduation exemption data, which were shared via press release in January 2021. This data can be found at <http://www.nysed.gov/news/2021/state-education-department-releases-2016-cohort-high-school-graduation-rates>

We want to point out that behind all these statistics are the most vulnerable students who are not being prepared to enter the higher education system. Only 3.4% of English language learners received their diplomas without exemptions. Our concerns remain unchanged: the graduation numbers are going up, but the students continue to be unprepared for what they encounter in college. High failure rates in courses we offer where fundamental knowledge is presumed strongly support the claim that low-income students and those from vulnerable backgrounds are not receiving a complete education. The improved graduation rates are a stark contrast to the actual level of preparedness a high school badge should present. English language learners are being reported as graduating at 61% up from just 34% in 2018. These students are a part of the socioeconomic fabric that LIBI serves. We brace ourselves for the Covid high school graduates of whom 96.6% have graduated with exemptions.

# RETENTION BENCHMARKS SUMMARY

LANGUAGE LEVELS				
TERM	HIGH BEGINNER (HB)	INTERMEDIATE (I)	ADVANCED (A)	REGULAR (R)
201907 - 201911	50%	68%	69%	51%
201909 - 202001	57%	75%	70%	64%
201911 - 202003	50%	51%	60%	63%
202001 - 202005	54%	62%	77%	70%
202003 - 202007	55%	69%	70%	66%
202005 - 202009	49%	74%	69%	69%
202007 - 202011	61%	59%	67%	76%
202009 - 202101	66%	68%	74%	68%
202011 - 202103	65%	70%	72%	73%
202101 - 202105	54%	72%	73%	67%
202103 - 202107	49%	60%	60%	65%
202105 - 202109	54%	69%	70%	72%
202107 - 202111	57%	65%	74%	63%
202109 - 202201	54%	55%	73%	55%
202111 - 202203	51%	66%	68%	65%
202201 - 202205	46%	67%	62%	57%
AVERAGE	54.5%	65.6%	69.3%	65.3%

Goals for the upcoming three years: Annual Average of 60% for all language groups with the exception of the High Beginner (HB) group. Given the added difficulties our HB students face, we will work toward a 56% annual average retention rate for this group. Based on the data we presented, our reach goal for the HB group will be 60%. Our annual reach goal by language group will be 65%.

RETENTION BY PROGRAM							
TERM	ACCOUNTING	BUSINESS MANAGEMENT	HOMELAND SECURITY AND SECURITY MANAGEMENT	HOSPITALITY MANAGEMENT	OFFICE TECH MEDICAL	OFFICE TECHNOLOGY	AVERAGE RETENTION BY TERM
201907- 201911	63%	39%	50%	56%	61%	48%	53%
201909 - 202001	62%	57%	83%	58%	71%	67%	66%
201911 - 202003	60%	42%	63%	53%	59%	51%	55%
202001 - 202005	72%	63%	59%	60%	66%	55%	62%
202003 - 202007	72%	63%	88%	55%	67%	63%	68%
202005 - 202009	72%	58%	73%	62%	59%	65%	65%
202007 - 202011	74%	64%	58%	50%	66%	58%	62%
202009 - 202101	78%	59%	73%	56%	74%	61%	67%
202011 - 202103	72%	65%	73%	80%	72%	72%	72%
202101 - 202105	68%	60%	74%	58%	66%	72%	66%
202103 - 202107	57%	50%	82%	56%	63%	55%	60%
202105 - 202109	66%	59%	73%	53%	69%	79%	67%
202107 - 202111	67%	65%	36%	41%	71%	56%	56%
202109 - 202201	63%	51%	56%	61%	64%	48%	57%
202111 - 202203	62%	54%	100%	45%	65%	67%	65%
202201 - 202205	60%	47%	57%	40%	64%	52%	53%
<b>AVERAGE</b>	<b>67%</b>	<b>56%</b>	<b>69%</b>	<b>55%</b>	<b>66%</b>	<b>60%</b>	<b>62%</b>

Our institutional goal for retention is to be above 60% in each program; the goal we are working toward is to have the institutional retention rate at 65% with no program below 60%.



RETENTION OF ABILITY TO BENEFIT (ATB) STUDENTS		
TERM	ATB	NON-ATB
201907 - 201911	55%	58%
201909 - 202001	59%	66%
201911 - 202003	37%	58%
202001 - 202005	58%	67%
202003 - 202007	58%	69%
202005 - 202009	67%	60%
202007 - 202011	64%	65%
202009 - 202101	67%	70%
202011 - 202103	64%	75%
202101 - 202105	59%	71%
202103 - 202107	52%	63%
202105 - 202109	60%	71%
202107 - 202111	57%	71%
202109 - 202201	54%	63%
202111 - 202203	53%	70%
202201 - 202205	52%	59%
AVERAGE	57%	66%

Our goal for the ATB students will be to increase the average retention rate annually:

- Year 1 – 58%
- Year 2 – 59%
- Year 3 – 60%

Our reach goal for this group will be to maintain an average annual retention rate of 62%

RETENTION BY RACE			
TERM	ASIAN	BLACK OR AFRICAN AMERICAN	HISPANIC
201907 - 201911	57%	41%	70%
201909 - 202001	65%	50%	63%
201911 - 202003	48%	57%	60%
202001 - 202005	62%	70%	65%
202003 - 202007	61%	67%	71%
202005 - 202009	63%	76%	57%
202007 - 202011	59%	70%	73%
202009 - 202101	69%	50%	73%
202011 - 202103	73%	69%	69%
202101 - 202105	67%	58%	65%
202103 - 202107	67%	57%	56%
202105 - 202109	64%	76%	67%
202107 - 202111	65%	57%	67%
202109 - 202201	58%	56%	61%
202111 - 202203	60%	69%	62%
202201 - 202205	54%	55%	59%
AVERAGE	67%	76%	

We will continue to work to maintain the 65% retention of our Hispanic students and increase the average retention rate of Asian and Black/African American students by 1% each year for the next three years.

# COURSE COMPLETIONS

Persistence is closely tied to course completion success; therefore, the next data set we looked at was course pass and failure rates.

Our goal is to decrease the number of students who do not meet Satisfactory Academic Progress (SAP) and the number of those who are dangerously close to not meeting it. We have set the grade of "C" as the benchmark for monitoring the level of students who fall above and below this target. Since we can't consider equitable outcomes without knowing who the students are, we disaggregate the data and control for variables we know influence performance. Therefore, for the purposes of being able to intervene with support, we have disaggregated the data by race, age, language remediation, and previous education. We also disaggregated by instructor, using assigned "Teacher 1, Teacher 2", etc. We will use the disaggregated data to inform programmatic implementation and decision making in order to enhance student experience, to improve outcomes, and to inform system improvements.

## THE C THRESHOLD

The average rate of successful course completions for the 2021-2022 academic year was 64.5%; however, the average rate of course completion with a grade of "C-" or better was 57%. Approximately 7% of courses were completed with a grade of "D" or "D+". Of the grades above the "C" threshold, 18.6% were grades of "A" (12.75%) or "A-"(5.87%).

### Goals:

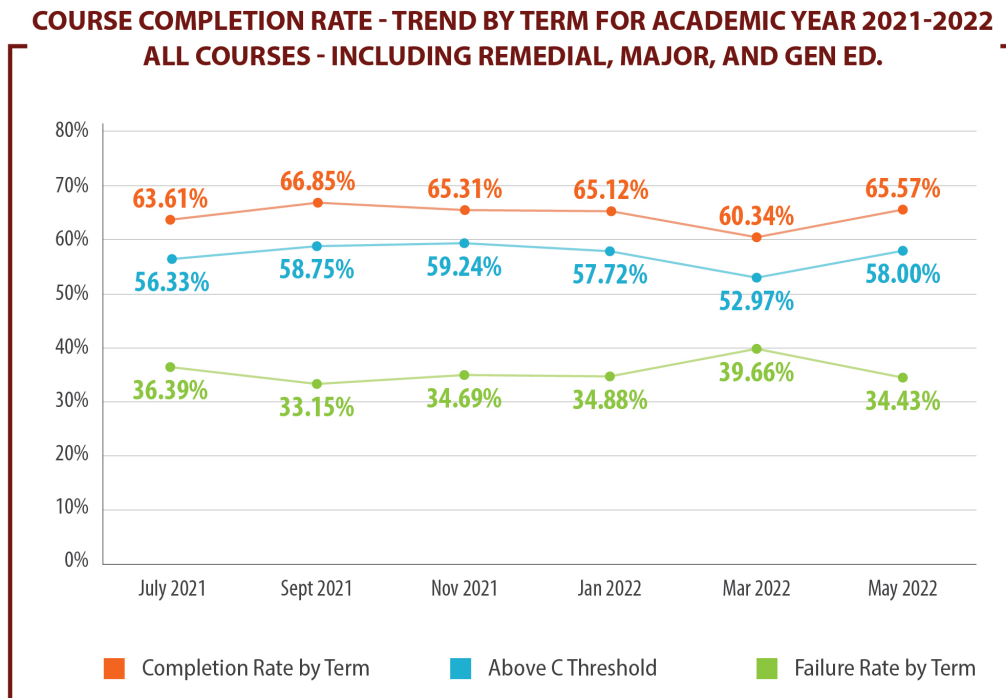
- Aim to increase the % of students receiving grades above the "C" grade threshold.
- Exclude "C-" in the acceptable threshold range. In 2021-2022 the average completion of courses with the grade of "C-" was 2.25%.
- In 2022-2023 increase completion above the "C" threshold to 59%.
- 2023-2024 increase the completion above the "C" threshold to 61%.
- 2024-2025 increase the completion above the "C" threshold to 63%.

## Reach Goals:

- In 2022-2023 increase completion above the "C" threshold to 60%.
- 2023-2024 increase the completion above the "C" threshold to 63%.
- 2024-2025 increase the completion above the "C" threshold to 65%.

### COURSE COMPLETION RATE - TREND BY TERM FOR ACADEMIC YEAR 2021-2022 ALL COURSES - INCLUDING REMEDIAL, MAJOR, AND GEN ED.

GRADE LETTER	TERM 1 JULY 2021		TERM 2 SEPT 2021.		TERM 3 NOV 2021		TERM 4 JAN 2022		TERM 5 MAR 2022		TERM 6 MAY 2022		TOTALS	
	QTY.	%	QTY.	%	QTY.	%	QTY.	%	QTY.	%	QTY.	%	QTY.	%
A	312	14.46%	320	12.90%	301	14.96%	272	11.70%	220	10.81%	216	11.60%	1641	12.75%
A-	133	6.17%	157	6.33%	121	6.01%	120	5.16%	139	6.83%	85	4.56%	755	5.87%
B	129	5.98%	148	5.97%	110	5.47%	135	5.81%	100	4.91%	103	5.53%	725	5.63%
B-	74	3.43%	68	2.74%	52	2.58%	82	3.53%	72	3.54%	72	3.87%	420	3.26%
B+	93	4.31%	105	4.23%	91	4.52%	107	4.60%	94	4.62%	95	5.10%	585	4.55%
C	80	3.71%	87	3.51%	63	3.13%	79	3.40%	57	2.80%	62	3.33%	428	3.33%
C-	39	1.81%	59	2.38%	43	2.14%	52	2.24%	44	2.16%	52	2.79%	289	2.25%
C+	45	2.09%	70	2.82%	66	3.28%	65	2.80%	45	2.21%	55	2.95%	346	2.69%
P+	98	4.54%	174	7.02%	128	6.36%	160	6.88%	63	3.10%	104	5.59%	727	5.65%
PS	212	9.83%	269	10.85%	217	10.79%	270	11.61%	244	11.99%	236	12.67%	1448	11.25%
P	60	2.78%	67	2.70%	53	2.63%	50	2.15%	54	2.65%	42	2.26%	326	2.53%
D	67	3.11%	103	4.15%	50	2.49%	86	3.70%	61	3.00%	68	3.65%	435	3.38%
D+	30	1.39%	31	1.25%	19	0.94%	36	1.55%	35	1.72%	31	1.66%	182	1.41%
R	274	12.31%	24	9.92%	276	13.72%	255	10.97%	333	16.36%	228	12.24%	1612	12.52%
F	511	22.97%	576	23.23%	422	20.97%	556	23.91%	474	23.29%	413	22.18%	2952	22.92%
Withdrawals	68	3.06%	42	1.69%	48	0.37%	34	1.46%	63	0.49%	22	0.17%	277	2.11%
Failure Rate by Term	785	36.39%	822	33.15%	698	34.69%	811	34.88%	807	39.66%	641	34.43%	4564	35.46%
Above C Threshold		56.33%		58.75%		59.24%		57.72%		52.97%		58.00%		57.21%
Completion Rate by Term		63.61%		66.85%		65.31%		65.12%		60.34%		65.57%		64.54%
Course Completion by Term	2225		2522		2060		2359		2098		1884		13148	100%



We begin our inquiry from the most general view of our completion data -course completion rates by race for all courses offered during the academic year 2021-2022.

The highest completion rates for all courses in the academic year 2021-2022 by race are achieved by our Asian American students and Caucasians, at 70.3% and 70.4% respectively. It must be noted that our Asian students constituted 55% of successful course completions and our White students constituted 0.55%, or just over half of one percent.

COURSE COMPLETION RATE BY RACE - ACADEMIC YEAR 2021-2022 ALL COURSES - INCLUDING REMEDIAL, MAJOR, AND GEN ED.												
GRADE LETTER	ASIAN		BLACK OR AFRICAN AMERICAN		HISPANIC		TWO OR MORE RACES		WHITE		TOTALS	
	QTY.	%	QTY.	%	QTY.	%	QTY.	%	QTY.	%	QTY.	%
A	1191	16.58%	91	6.2%	328	8.1%	15	13.89%	16	22.54%	1641	12.75%
A-	477	7%	55	3.8%	203	5.0%	11	10.19%	9	12.68%	755	5.87%
B	401	6%	90	6.1%	217	5.4%	10	9.26%	7	9.86%	725	5.63%
B-	190	3%	68	4.6%	151	3.7%	7	6.48%	4	5.63%	420	3.26%
B+	368	5%	53	3.6%	154	3.8%	4	3.70%	6	8.45%	585	4.55%
C	219	3%	53	3.6%	154	3.8%	2	1.85%	-	0%	428	3.33%
C-	122	2%	54	3.7%	111	2.7%	2	1.85%	-	0%	289	2.25%
C+	175	2%	39	2.7%	126	3.1%	4	3.70%	2	2.82%	346	2.69%
D	189	3%	85	5.8%	158	3.9%	3	2.78%	-	0%	435	3.38%
D+	85	1%	40	2.7%	56	1.4%	-	0%	1	1.41%	182	1.41%
P	148	2%	93	6.3%	80	2.0%	3	2.78%	2	2.82%	326	2.53%
P+	575	8%	5	0.3%	147	3.6%	-	0%	-	0%	727	5.65%
PS	911	13%	16	1.1%	518	12.8%	-	0%	3	4.23%	1448	11.25%
F	1107	15.4%	698	47.6%	1081	26.7%	45	41.7%	21	29.6%	2952	22.9%
R	1025	14.3%	25	1.7%	560	13.8%	2	1.9%	-	0%	1612	12.5%
Withdrawals	83	1.1%	74	4.8%	117	2.8%	2	1.82%	1	1%	277	
Failure Rate by Race	2132	29.68%	723	49.4%	1641	40.6%	47	43.52%	21	29.58%	4564	35.46%
Course Completion by Race	7266	70.3%	1549	50.6%	4161	59.4%	110	56.5%	72	70.4%	13,148	100%

*Note: when calculating percentages by race,  
withdrawals were not included in the course completions or failures.*

African American or Black students constitute 12% of all LIBI course completions, and successfully finish courses at a rate of 50.6%. This group of students has the lowest course completions and highest percentage of withdrawals *within* its racial group of all other groups. Our Hispanic American students constitute almost 32% of all course completions. This group has a pass rate of just over 59% for all courses completed. Overall, African American or Black students constituted 74 withdrawals of the 277 total course withdrawals for the 2021-2022 academic year. This is nearly 27% of all withdrawals. Our Hispanic American students accounted for 117 withdrawals of the 277, or 42%, of total withdrawals recorded for that same time period.

Although course completions are at 56.5% for students who are two or more races, this group constitutes 0.84% of all course completions.

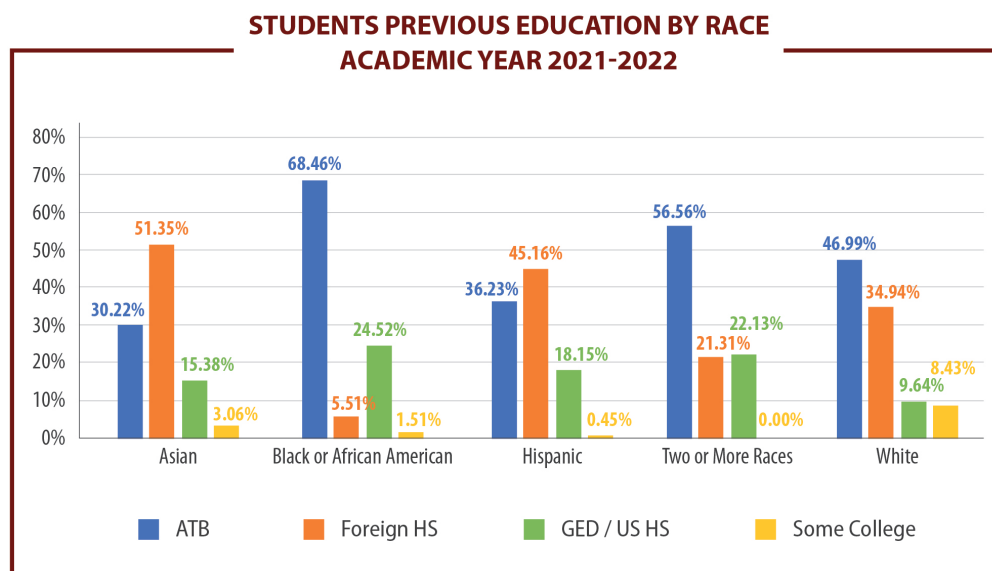
A troubling trend that is also visible in the graduation data (see Graduation Section) is the significant performance gap between our African American or Black students and other groups. Of the total course failures for the academic year 2021-2022, nearly 16%<sup>20</sup> of the failures were African American or Black students (this group constitutes 12% of the overall college population). Similarly, looking at the grade distribution controlling for race, 16.6% of Asian American students received a grade of "A" in the courses taken in the academic year 2021-2022, while only 6.2% of African American students received "A"s, and 8.1% of Hispanic American students did so. Moreover, 72.6% of *all* "A" grades received during the academic year 2021-2022, were received by Asian American students. African American or Black students received 91 out of the 1641 "A" grades recorded, or just 5.6% of the total "A" grades given.

Upon disaggregating the data and looking at possible causes for the performance gaps of African American or Black students, several factors emerged. One immediate factor influencing the academic performance of students in this group is the heavy overrepresentation of Ability-to-Benefit (ATB) students, or those without a high school diploma. Nearly 68.5% of our African American or Black students are ATB, nearly 38 percentage points more than the Asian American student population and over 32 percentage points more than the Hispanic American students. Upon passing a federally approved test, ATB students receive an opportunity to achieve dual certification (GED and college degree) and graduate to a job – this is commonly referred to as a Pathway Program. The Pathway Program is a unique opportunity for some of the most vulnerable students to undo the effects of unfortunate past decisions; however, these students come to campus with deep academic deficiencies, and unless they are extremely motivated and have additional time to devote to obtaining academic assistance, many simply do not pass the courses for which they are registered.

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20 The rate is 16% when all failing grades, including failing ESL courses, are tabulated. There were only 25 students who identified themselves as African American or Black who took ESL courses; however, the inclusion of those 25 students in the tabulation increased the denominator by 1612 (grand total of R grades). This inclusion of the 1612 in the denominator improved the rates of failure from 23.6% to 16% for African American students. Although we needed to include those 25 students in the calculation, it must be caveated that the failure rate of non-ESL students who identify as African American or Black is closer to almost 24%.

STUDENTS PREVIOUS EDUCATION BY RACE - ACADEMIC YEAR 2021-2022												
PREVIOUS EDUCATION	ASIAN		BLACK OR AFRICAN AMERICAN		HISPANIC		TWO OR MORE RACES		WHITE		TOTALS	
	QTY.	%	QTY.	%	QTY.	%	QTY.	%	QTY.	%	QTY.	%
ATB	2362	30.22%	1131	68.46%	1599	36.23%	69	56.56%	39	46.99%	5200	36.9%
Foreign HS	4014	51.35%	91	5.51%	1993	45.16%	26	21.31%	29	34.94%	6153	43.7%
GED/US HS	1202	15.38%	405	24.52%	801	18.15%	27	22.13%	8	9.64%	2443	17.3%
Some College	239	3.06%	25	1.51%	20	0.45%	-	0%	7	8.43%	291	2.1%
Grand Total	7817	55.5%	1652	11.7%	4413	31.3%	122	0.87%	83	0.59%	14,087	100%



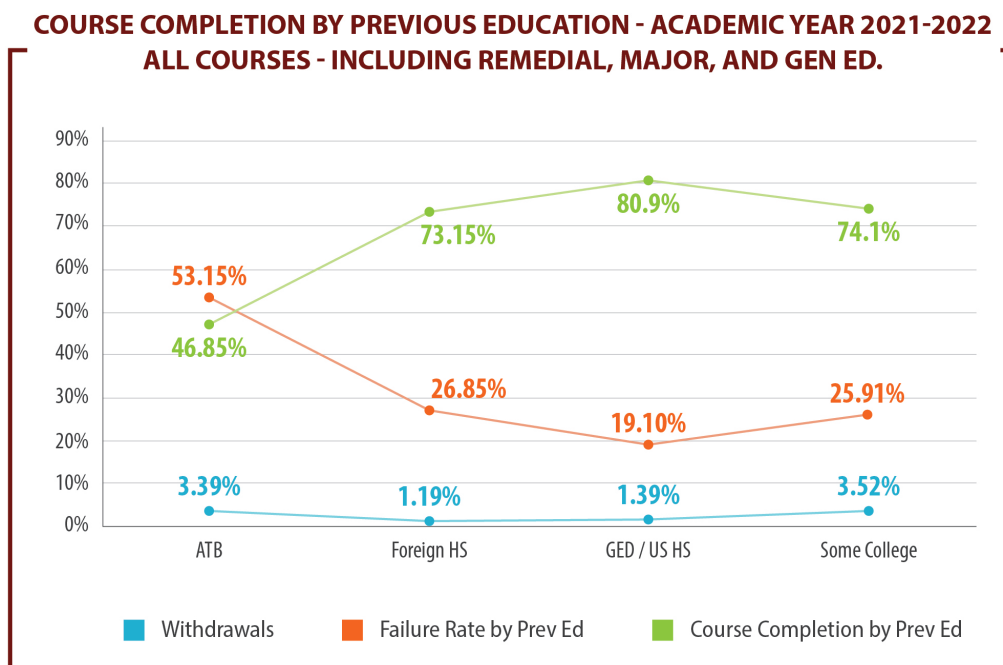
Another reason why our African American or Black students struggle to pass classes is associated with the Pathway Program requirements set in place by the New York State Education Department. In order to obtain a GED, students must either sit for, and pass, an exam (almost no students pick this option) or take 24 credits of NYSED approved curriculum that is embedded into LIBI's curriculum (except for math and science). Our non-ATB students do not have to take either one of these courses, but because it is a Pathway requirement, the ATB students do. There are generally higher failure rates in math because students tend to fear the subject, but the ATB students also don't have the foundational knowledge to pass the course without significant out-of-class effort.



COURSE COMPLETION RATE BY PREVIOUS EDUCATION - ACADEMIC YEAR 2021-2022 ALL COURSES - INCLUDING REMEDIAL, MAJOR, AND GEN ED.										
GRADE LETTER	ATB		FOREIGN HS		GED/US HS		SOME COLLEGE		TOTALS	
	QTY.	%	QTY.	%	QTY.	%	QTY.	%	QTY.	%
A	213	4.39%	930	16.50%	458	21.44%	40	16.19%	1641	12.75%
A-	124	2.56%	386	6.85%	225	10.53%	20	8.10%	755	5.87%
B	168	3.46%	357	6.33%	186	8.71%	14	5.67%	725	5.63%
B-	109	2.25%	191	3.39%	110	5.15%	10	4.05%	420	3.26%
B+	110	2.27%	298	5.29%	165	7.72%	12	4.86%	585	4.55%
C	108	2.23%	223	3.96%	85	3.98%	12	4.86%	428	3.33%
C-	111	2.29%	114	2.02%	58	2.72%	6	2.43%	289	2.25%
C+	100	2.06%	153	2.71%	84	3.93%	9	3.64%	346	2.69%
D	164	3.38%	174	3.09%	85	3.98%	12	4.86%	435	3.38%
D+	81	1.67%	65	1.15%	33	1.54%	3	1.21%	182	1.41%
P	206	4.25%	11	0.20%	109	5.10%	-	0%	326	2.53%
P+	215	4.43%	456	8.09%	37	1.73%	19	7.69%	727	5.65%
PS	563	11.61%	766	13.59%	93	4.35%	26	10.53%	1448	11.25%
F	1722	35.51%	837	14.85%	337	15.78%	56	22.67%	2952	22.94%
R	856	17.65%	677	12.01%	71	3.32%	8	3.24%	1612	12.52%
Withdrawals	170	3.39%	68	1.19%	30	1.39%	9	3.52%	277	2.11%
Failure Rate by Race	2578	53.15%	1514	26.85%	408	19.10%	64	25.91%	4564	35.46%
Course Completion by Prev Ed	5020	46.85%	5706	73.15%	2166	80.9%	256	74.1%	13,148	64.5%
Student Population %	38%		43.40%		16.47%		1.95%		100%	

Not surprisingly, our Ability-to-Benefit (ATB) students (not controlling for race) had the highest failure rates in all courses, including remedial, major, and general education courses. The ATB failure rates were slightly over 53%, or more than twice that of students with some college (25.9%) and 33 percentage points more than those with a high school diploma or GED (19.1%). It should be noted that the students with some college constitute a small portion of enrollment – just under 2% of the overall student population.

Not controlling for grades, other than passing or failing, only 47% of ATB students successfully completed the courses they were enrolled in, in comparison to 73% successful course completion by students who hold a foreign high school diploma and nearly 81% by students who have a U.S. high school diploma or a GED.



LIBI's overall course completion rate for all courses offered during the 2021-2022 academic year was 64.5%.

The course completion benchmark goals for all courses:

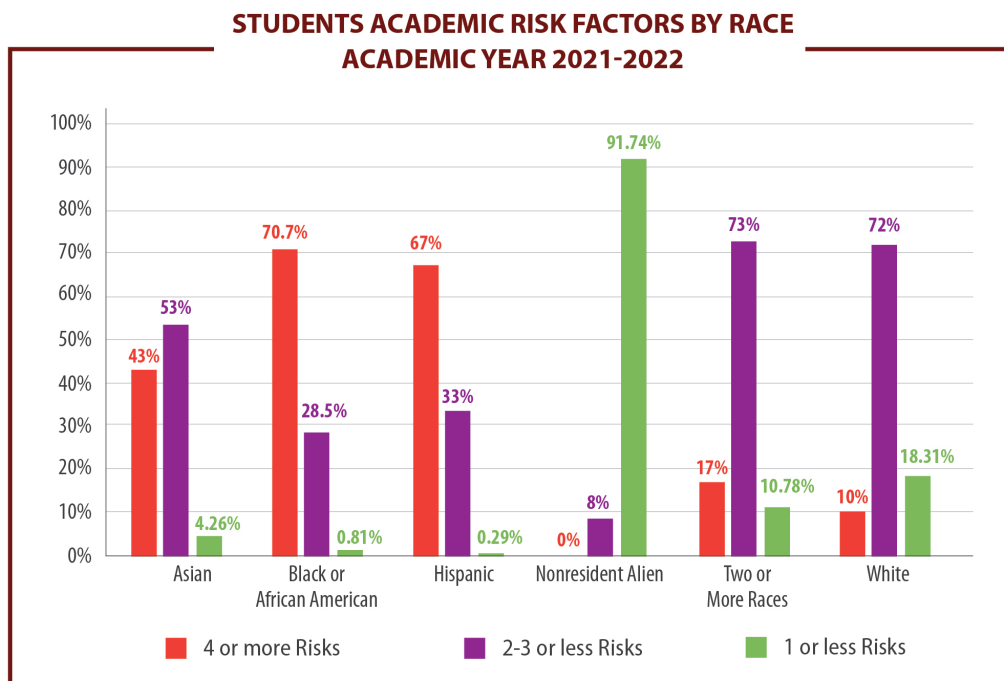
- 2022-2023 - 65.5%
- 2023-2024 - 67%
- 2024-2025 - 70%

Reach goals for course completions:

- 2022-2023 - 67%
- 2023-2024 - 70%
- 2024-2025 - 73%

In addition to the outsized ATB representation in the African American or Black student demographic, the risk factors for dropping out in this student segment are more significant than in other groups. As the graph below indicates, almost 71% of our African American or Black students have 4 or more risk factors for dropping out. In comparison, 43% of our Asian American students and 67% of our Hispanic American students have 4 or more risk factors for dropping out. We derived the list of risk factors by matching the course completion data by racial group with information obtained from the ISIR so that the data are directly linked with the names of the students in the dataset we are discussing.

STUDENTS ACADEMIC RISK FACTORS BY RACE ACADEMIC YEAR 2021-2022							
# OF RISK FACTORS	ASIAN	BLACK OR AFRICAN AMERICAN	HISPANIC	NON RESIDENT ALIEN	TWO OR MORE RACES	WHITE	GRAND TOTAL
0 RISKS	-	-	-	109	-	7	116
1 RISK	291	12	11	102	11	6	433
2 RISKS	1488	84	288	19	29	44	1952
3 RISKS	2137	337	971	-	45	7	3497
4 RISKS	1855	526	1286	-	5	7	3697
5 RISKS	793	468	885	-	12	-	2158
6 RISKS	268	50	387	-	-	-	705
4 MORE RISKS	43%	70.7%	67%	0%	17%	10%	
2-3 OR FEWER RISKS	53%	28.5%	33%	8%	73%	72%	
1 OR FEWER RISKS	4.26%	0.81%	0.29%	91.74%	10.78%	18.31%	



Course completions for ATB students for the 2021-2022 academic year were 46.85%.

The course completion benchmark goals for all courses for ATB students:

- 2022-2023 - 49%
- 2023-2024 - 52%
- 2024-2025 - 55%

The course completion reach goals for all courses for ATB students:

- 2022-2023 - 50%
- 2023-2024 - 55%
- 2024-2025 - 60%

## **COURSE COMPLETION RATES CONTROLLING FOR AGE**

Our largest student age cohort, at 39.6% of the student body, is between 30 and 39 years old. At 24.8%, our second largest student age cohort is between 40 and 49 years old. Very closely behind, at 24.0%, is the cohort of students between ages 20 and 29. An additional 8.4% of students are between the ages of 50 and 59. Our students under the age of 20 constitute just under 1.9% of the total student body, while our students over 60 represent 1.3% of the overall student enrollment.

Not surprisingly, course completion rates climb upward steadily with each decade of middle age. Our students under the age of 20 and those between 20 and 29, have the lowest course completion rates at 55.7% and 53.8% respectively.

Students between the ages of 30 and 39, complete their courses at the rate of 66.4% and a failure rate of 33.6%. Students in the 40 to 49 age brackets finish their courses at the rate of 69.8% and a failure rate of just above 30%. At 72.6%, the students with the highest course completion rates are between ages of 50 and 59. The failure rate of this age bracket is the lowest of all age groups and stands at an average of 27.4% for the academic year 2021-2022. Although a very small cohort, students who are above the age of 60 have a course completion rate of 65.6%, or 10 percentage points higher than their equally small counterpart under the age of 20.

Given our students' demographic risk factors, it is not surprising that younger students have a higher failure rate than our older students. Students between the ages of 20 to 29 typically work the longest hours because they hold entry-level jobs with lower pay. They also tend to take on longer work hours to earn more money. Many of our students in this age bracket start their own families and have less time to devote to their courses as many have small children; therefore, it is consistent that students start to do better as they get older. The following two age brackets (40s and 50s) are our best performing age cohorts largely because the daily responsibilities of caring for small children and having to work longer hours to support a young family diminish with each decade.

There are also some advantages to being in college at an older age, including maturity, a greater sense of responsibility, and, in many cases, some level of self-directedness. Another advantage that middle-aged adult learners have at LIBI is that the curriculum is heavily based on skills needed in the workplace. It is easier for students in their 40s to relate to, and to appreciate, this type of curriculum having been in the workforce for an extensive amount of time than it is for students who are, for example, in their early 20s. The grade distribution between the age cohorts reflects that.

Our theory is backed by the research of Knowles and the theory of andragogy. "Another aspect of integrating life experience and academic work stems from the ideas that adults achieve their most important learning through experience, and that adults prefer learning that has immediate application in their lives. Therefore, learning that gives adult students the knowledge or skills they need in order to make sense of experience or accomplish more in their careers is a higher priority. In order to be fully engaged in the learning process, adult students may even need to understand how their learning will lead to life application".<sup>21</sup> LIBI's curriculum is at the heart of these observations and that is why we feel that older students complete their courses at higher rates and with better grades.

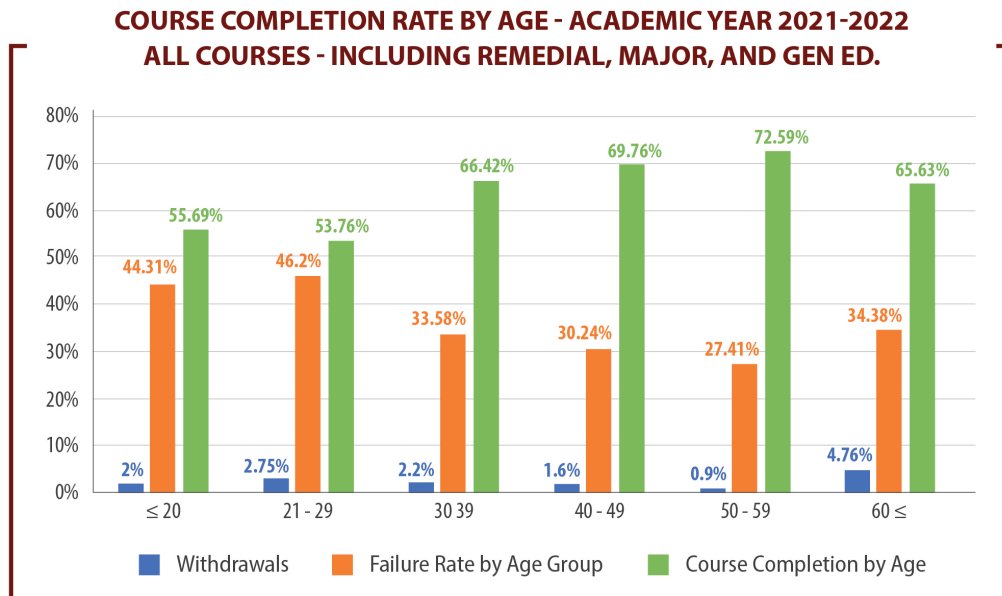
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21 Johnson, S.M. (2017). *Teaching adult undergraduate students*. Retrieved from <https://cft.vanderbilt.edu/teaching-adult-undergraduate-students/>.

**COURSE COMPLETION RATE BY RACE - ACADEMIC YEAR 2021-2022**  
**ALL COURSES - INCLUDING REMEDIAL, MAJOR, AND GEN ED.**

GRADE LETTER	≤ 20		21 - 29		30 - 39		40 - 49		50 - 59		60 ≤		GRAND TOTAL	
	QTY.	%	QTY.	%	QTY.	%	QTY.	%	QTY.	%	QTY.	%	QTY.	%
A	16	6.50%	258	8.73%	677	13.29%	473	14.78%	193	17.58%	14	8.75%	1641	12.75%
A-	5	2.03%	146	4.75%	317	6.22%	192	6.00%	88	8.01%	7	4.38%	755	5.87%
B	21	8.54%	143	4.66%	321	6.30%	174	5.44%	59	5.37%	7	4.38%	725	5.63%
B-	11	4.47%	88	2.87%	184	3.61%	96	3.00%	36	3.28%	5	3.13%	420	3.26%
B+	11	4.47%	126	4.10%	242	4.75%	151	2.72%	50	4.55%	5	3.13%	585	4.55%
C	10	4.07%	89	2.90%	162	3.18%	123	3.84%	40	3.64%	4	2.50%	428	3.33%
C-	2	0.81%	64	2.08%	107	2.10%	84	2.62%	28	2.55%	4	2.50%	289	2.25%
C+	6	2.44%	77	2.51%	126	2.47%	101	3.16%	33	3.01%	3	1.88%	346	2.69%
D	11	4.47%	91	2.96%	178	3.49%	111	3.47%	38	3.46%	6	3.75%	435	3.38%
D+	1	0.41%	33	1.07%	76	1.49%	49	1.53%	18	1.64%	5	3.13%	182	1.41%
P	1	0.41%	60	1.95%	132	2.59%	102	3.19%	29	2.64%	2	1.25%	326	2.53%
P+	13	5.28%	131	4.27%	292	5.73%	213	6.65%	58	5.28%	20	12.50%	727	5.65%
PS	29	11.79%	335	10.91%	570	11.19%	364	11.37%	127	11.57%	23	14.38%	1448	11.25%
R	37	15.0%	439	14.3%	621	12.2%	376	11.7%	110	10.0%	29	18.1%	1612	12.52%
F	72	29.3%	981	31.9%	1090	21.4%	592	18.5%	191	17.4%	26	16.3%	2952	22.94%
Withdrawals	5	2%	87	2.75%	114	2.2%	53	1.6%	10	0.90%	8	4.76%	277	2.1%
Failure Rate by Age Group	109	44.31%	1420	46.2%	1711	33.58%	968	30.24%	301	27.41%	55	34.38%	4564	35.46%
Course Completion by Age	251	55.69%	3158	53.76%	5209	66.42%	3254	69.76%	1108	72.59%	168	65.63%	13,148	64.54%
% of Community	1.91%		24.02%		39.62%		24.75%		8.43%		1.28%			

Although we are very pleased with the performance of the older students, we need to better understand how to close the achievement gaps in the younger age cohorts. In the upcoming IEP year, we will be assessing these performance disparities. The advising staff has already launched a survey to obtain students' feedback regarding tutoring, its availability, and what the students feel are the best times to offer tutoring sessions. It is the hope of the advising staff that if we restructure the tutoring hours with an eye toward better accommodating the overburdened schedules of our younger students, completion rates among the 20- to 29-year-old cohort will improve. We will report on this initiative in our next annual IEP.



The course completion goals for all courses for students under the age of 20 and those who are 20-29:

- 2022-2023 - 57% for those in the 20 and under bracket
- 2022-2023 - 55% for those who are in the 20-29 age bracket
- 2023-2024 - 60% for those in the 20 and under bracket
- 2023-2024 - 58% for those who are in the 20-29 age bracket
- 2024-2025 - 63% for those in the 20 and under bracket
- 2024-2025 - 61% for those who are in the 20-29 age bracket

The course completion reach goals for all courses for students under the age of 20 and those who are 20-29:

- 2022-2023 - 58% for those in the 20 and under bracket
- 2022-2023 - 56% for those who are in the 20-29 age bracket
- 2023-2024 - 62% for those in the 20 and under bracket
- 2023-2024 - 60% for those who are in the 20-29 age bracket
- 2024-2025 - 65% for those in the 20 and under bracket
- 2024-2025 - 64% for those who are in the 20-29 age bracket

# COURSE COMPLETIONS CONTROLLING FOR LANGUAGE LEVEL

Course completion rates by language proficiency (based on levels of language remediation students were required to do when they entered the college) is an important barometer for LIBI. The students who entered as Advanced ESL (the highest ESL proficiency level) had the highest course completion rates of all other groups, including students who entered at our regular college English level and required no remediation, as well as our ATB students. It should be noted that the students starting at Advanced ESL constitute 22.5% of the overall population, or roughly 1 in 4 students. For the academic year 2021-2022, course completions were at nearly 73% for Advanced ESL students, with nearly 66% of students receiving grades above the "C" threshold. In fact, taking into consideration all courses, including remedial, major courses and general education, at almost 19%, our ESL Advanced students had the highest proportions of "A" grades of all student groups. Our ESL Advanced students were followed by our Regular English level students at 16%.

COURSE COMPLETION RATE BY ESL REMEDIAL LEVEL - ACADEMIC YEAR 2021-2022 ALL COURSES - INCLUDING REMEDIAL, MAJOR, AND GEN ED.										
GRADE LETTER	ESL ADVANCED		ESL HIGH BEGINNER		ESL INTERMEDIATE		REGULAR & ATB-NO ESL REMEDIAL		TOTALS	
	QTY.	%	QTY.	%	QTY.	%	QTY.	%	QTY.	%
A	554	18.99%	221	6.09%	326	11.01%	540	16.07%	1641	12.75%
A-	233	7.98%	134	3.69%	168	5.67%	220	6.55%	755	5.87%

Again, looking at all course completions for the academic year 2021-2022, our ESL Advanced students earned "A" grades at more than 6 percentage points of the average for all language groups. We see a similar trend for "A-" grades, with Advanced ESL students outperforming all other language levels on average by more than two percentage points.



COURSE COMPLETION RATE BY ESL REMEDIAL LEVEL - ACADEMIC YEAR 2021-2022 ALL COURSES - INCLUDING REMEDIAL, MAJOR, AND GEN ED.										
GRADE LETTER	ESL ADVANCED		ESL HIGH BEGINNER		ESL INTERMEDIATE		REGULAR & ATB-NO ESL REMEDIAL		TOTALS	
	QTY.	%	QTY.	%	QTY.	%	QTY.	%	QTY.	%
A	554	18.99%	221	6.09%	326	11.01%	540	16.07%	1641	12.75%
A-	233	7.98%	134	3.69%	168	5.67%	220	6.55%	755	5.87%
B	202	6.92%	125	3.44%	177	5.98%	221	6.58%	725	5.63%
B-	126	4.32%	73	2.01%	92	3.11%	129	3.84%	420	3.26%
B+	169	5.79%	107	2.95%	134	4.52%	175	5.21%	585	4.55%
C	108	3.70%	96	2.64%	100	3.38%	124	3.69%	428	3.33%
C-	65	2.23%	63	1.74%	65	2.19%	96	2.86%	289	2.25%
C+	90	3.08%	74	2.04%	73	2.46%	109	3.24%	346	2.69%
D	69	2.36%	96	2.64%	109	3.68%	161	4.79%	435	3.38%
D+	46	1.58%	45	1.24%	36	1.22%	55	1.64%	182	1.41%
P	92	3%	38	1.0%	48	2%	148	4%	326	2.53%
P+	135	5%	357	9.8%	228	8%	7	0%	727	5.65%
PS	239	8%	773	21.3%	408	14%	28	1%	1448	11%
R	327	11%	871	24.0%	389	13%	25	1%	1612	13%
F	463	16%	558	15.4%	609	21%	1322	39%	2952	23%
Withdrawals	35	1%	57	1.5%	49	2%	136	4%	277	2%
Failure Rate	790	27.1%	1429	39.4%	998	34%	1347	40.1%	4564	35.46%
Course Completion by Level		72.9%		60.6%		66.3%		59.9%		64.5%
Above C Threshold		65.8%		55.7%		59.8%		49.1%		57.2%
Student Population %	2953	22.46%	3688	28.05%	3011	22.90%	3496	26.59%	13,148	100%

The Advanced ESL students also have the lowest level of withdrawal from courses and a failure rate that is 7 percentage points below the 23% overall average.

In future data collection, the Institutional Assessment Committee (IAC) will have to further disaggregate data by separating the Regular English level students from the ATB cohort. Even though the ATB students do not do language remediation, they must be a stand-alone group for the purposes of comparison in this category. By including the Regular English students with the ATB students, we do not have a clear picture of the actual per-

formance of the non-English remedial, non-ATB students. We do, however, have extensive data on the performance gaps of the ATB student population, and can conclude that the performance data featured in this category for the non-remedial English students who have a high school diploma or GED is substantially lowered by the inclusion of the ATB students. Equally negatively skewed is the failure rate for this group, as is the above "C" threshold. Almost 60% of this group of students completed courses above the "C" grade threshold level with overall course completion at a little over 66% (average completion for all groups is at 64.5%).

Course completions for Advanced ESL students for the 2021-2022 academic year were 72.9%.

The course completion benchmark goals for all courses for Advanced ESL students:

- 2022-2023 - 74%
- 2023-2024 - 75%
- 2024-2025 - 76%

The course completion reach goals for all courses for Advanced ESL students:

- 2022-2023 -- 75%
- 2023-2024 - 76%
- 2024-2025 - 77%

The ESL Intermediate level students must complete three additional remedial courses than students in the Advanced level. These courses are taken in conjunction with college courses that are not writing intensive. These students also constitute roughly 23% of the overall student population, and because of the data collection with the non-remedial ESL students discussed above, this is the next best performing group with relation to successful course completions. The "A" grade distribution for this group is only slightly below the overall average for all groups at 11% versus 12.8% for all groups. The proportion of "A-" grades received by this group was at 5.7% or just under the 5.88% average for all groups. The distribution of "B" grades was nearly at 6%, and above the overall average of 5.6%. The course failure percentage for this group was 34% and below the 35.5% overall average.

COURSE COMPLETION RATE BY ESL REMEDIAL LEVEL - ACADEMIC YEAR 2021-2022 ALL COURSES - INCLUDING REMEDIAL, MAJOR, AND GEN ED.										
GRADE LETTER	ESL ADVANCED		ESL HIGH BEGINNER		ESL INTERMEDIATE		REGULAR & ATB-NO ESL REMEDIAL		TOTALS	
	QTY.	%	QTY.	%	QTY.	%	QTY.	%	QTY.	%
A	554	18.99%	221	6.09%	326	11.01%	540	16.07%	1641	12.75%
A-	233	7.98%	134	3.69%	168	5.67%	220	6.55%	755	5.87%
B	202	6.92%	125	3.44%	177	5.98%	221	6.58%	725	5.63%

Course completions for Intermediate ESL students for the 2021-2022 academic year were 66.3%.

The course completion benchmark goals for all courses for Intermediate students:

- 2022-2023 - 67%
- 2023-2024 - 68%
- 2024-2025 - 69%

The course completion reach goals for all courses for Advanced ESL students:

- 2022-2023 - 68%
- 2023-2024 - 69%
- 2024-2025 - 70%

The High Beginner (HB) ESL students take additional remedial courses and can extend their studies by as much as three semesters. These students contribute to our lower rates of on-time completion more than any other group; however, in the context of overall course completion their results are better than those of our ATB students. Although the distribution of "A" grades is at 6% for this group of students, and well below the 12.8% for the overall population, the HB group outperforms the ATB students in this category (ATB students constitute 4.39% of the "A" grades) for the 2021-2022 academic year. Same is true for "A-" grades and "B+".

COURSE COMPLETION RATE BY ESL REMEDIAL LEVEL - ACADEMIC YEAR 2021-2022 ALL COURSES - INCLUDING REMEDIAL, MAJOR, AND GEN ED.										
GRADE LETTER	ESL ADVANCED		ESL HIGH BEGINNER		ESL INTERMEDIATE		REGULAR & ATB-NO ESL REMEDIAL		TOTALS	
	QTY.	%	QTY.	%	QTY.	%	QTY.	%	QTY.	%
A	554	18.99%	221	6.09%	326	11.01%	540	16.07%	1641	12.75%
A-	233	7.98%	134	3.69%	168	5.67%	220	6.55%	755	5.87%
B	202	6.92%	125	3.44%	177	5.98%	221	6.58%	725	5.63%
B-	126	4.32%	73	2.01%	92	3.11%	129	3.84%	420	3.26%
B+	169	5.79%	107	2.95%	134	4.52%	175	5.21%	585	4.55%

COURSE COMPLETION RATE BY ESL REMEDIAL LEVEL - ACADEMIC YEAR 2021-2022 ALL COURSES - INCLUDING REMEDIAL, MAJOR, AND GEN ED.										
GRADE LETTER	ESL ADVANCED		ESL HIGH BEGINNER		ESL INTERMEDIATE		REGULAR & ATB-NO ESL REMEDIAL		TOTALS	
	QTY.	%	QTY.	%	QTY.	%	QTY.	%	QTY.	%
R	327	11%	871	24.0%	389	13%	25	1%	1612	13%
F	463	16%	558	15.4%	609	21%	1322	39%	2952	23%
Withdrawals	35	1%	57	1.5%	49	2%	136	4%	277	2%
Failure Rate	790	27.1%	1429	39.4%	998	34%	1347	40.1%	4564	35.46%
Course Completion by Level		72.9%		60.6%		66.3%		59.9%		64.5%
Above C Threshold		65.8%		55.7%		59.8%		49.1%		57.2%
Student Population %	2953	22.46%	3688	28.05%	3011	22.90%	3496	26.59%	13,148	100%

COURSE COMPLETION RATE BY PREVIOUS EDUCATION - ACADEMIC YEAR 2021-2022 ALL COURSES - INCLUDING REMEDIAL, MAJOR, AND GEN ED.										
GRADE LETTER	ATB		FOREIGN HS		GED/US HS		SOME COLLEGE		TOTALS	
	QTY.	%	QTY.	%	QTY.	%	QTY.	%	QTY.	%
A	213	4.39%	930	16.50%	458	21.44%	40	16.19%	1641	12.75%
A-	124	2.56%	386	6.85%	225	10.53%	20	8.10%	755	5.87%
B	168	3.46%	357	6.33%	186	8.71%	14	5.67%	725	5.63%
B-	109	2.25%	191	3.39%	110	5.15%	10	4.05%	420	3.26%
B+	110	2.27%	298	5.29%	165	7.72%	12	4.86%	585	4.55%
F	1722	35.51%	837	14.85%	337	15.78%	56	22.67%	2952	22.94%
R	856	17.65%	677	12.01%	71	3.32%	8	3.24%	1612	12.52%
Withdrawals	170	3.39%	68	1.19%	30	1.39%	9	3.52%	277	2.11%
Failure Rate by Race	2578	53.15%	1514	26.85%	408	19.10%	64	25.91%	4564	35.46%
Course Completion by Prev Ed	5020	46.85%	5706	73.15%	2166	80.9%	256	74.1%	13,148	64.5%
Student Population %	38%		43.40%		16.47%		1.95%		100%	

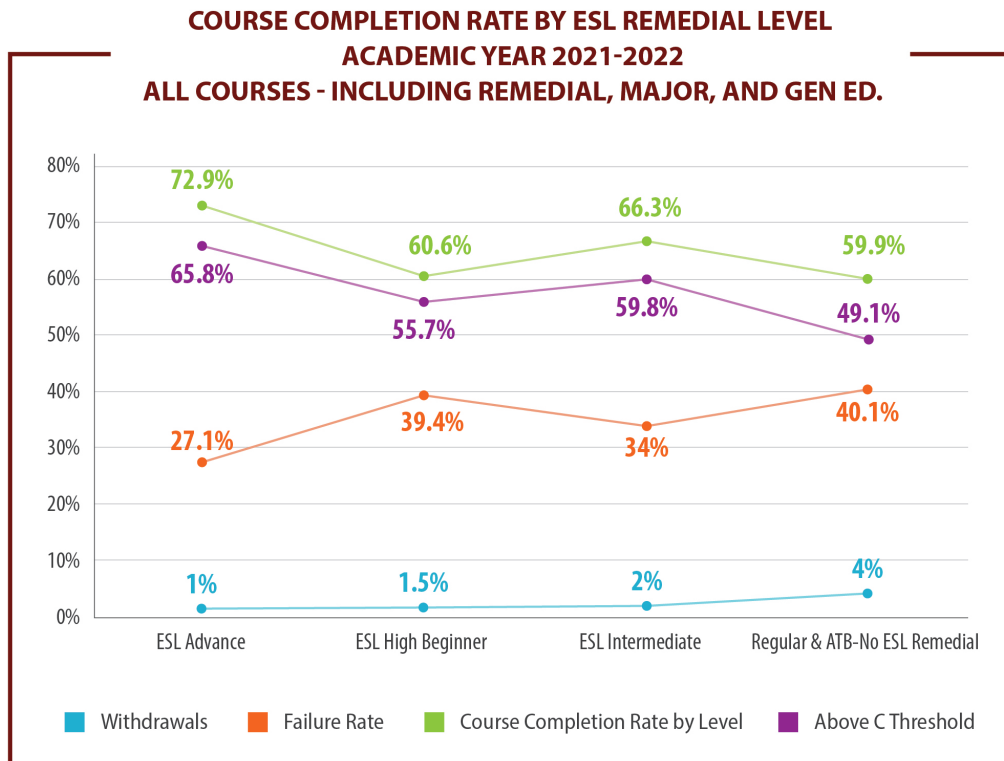
We are comparing these two student segments because they are both part of a vulnerable population, more likely to struggle academically. Even though the struggle is linguistic for one group and lack of academic foundation for the other, we see some benefit to understanding the differences in performance. It is our hope to be able to use some of the elements that work for one group and apply it to the other.

The course withdrawal rates for the HB students are at 1.5% but 3.4% for the ATB students. Successful course completion rates for HB students are at nearly 61% while they are nearly at 47% for our ATB students. This 14-percentage point differential is significant given that both subsections of students experience academic struggles. Course failure rates for the HB students is at just over 39%, whereas that rate is at a little over 53% for the ATB students. Additionally, the HB student "C" threshold is just below 56% or a little more than 1 percentage point below the average for all groups.

COURSE COMPLETION RATE BY ESL REMEDIAL LEVEL - ACADEMIC YEAR 2021-2022 ALL COURSES - INCLUDING REMEDIAL, MAJOR, AND GEN ED.										
GRADE LETTER	ESL ADVANCED		ESL HIGH BEGINNER		ESL INTERMEDIATE		REGULAR & ATB-NO ESL REMEDIAL		TOTALS	
	QTY.	%	QTY.	%	QTY.	%	QTY.	%	QTY.	%
A	554	18.99%	221	6.09%	326	11.01%	540	16.07%	1641	12.75%
A-	233	7.98%	134	3.69%	168	5.67%	220	6.55%	755	5.87%
B	202	6.92%	125	3.44%	177	5.98%	221	6.58%	725	5.63%
B-	126	4.32%	73	2.01%	92	3.11%	129	3.84%	420	3.26%
B+	169	5.79%	107	2.95%	134	4.52%	175	5.21%	585	4.55%
C	108	3.70%	96	2.64%	100	3.38%	124	3.69%	428	3.33%
C-	65	2.23%	63	1.74%	65	2.19%	96	2.86%	289	2.25%
C+	90	3.08%	74	2.04%	73	2.46%	109	3.24%	346	2.69%
D	69	2.36%	96	2.64%	109	3.68%	161	4.79%	435	3.38%
D+	46	1.58%	45	1.24%	36	1.22%	55	1.64%	182	1.41%
P	92	3%	38	1.0%	48	2%	148	4%	326	2.53%
P+	135	5%	357	9.8%	228	8%	7	0%	727	5.65%
PS	239	8%	773	21.3%	408	14%	28	1%	1448	11%
R	327	11%	871	24.0%	389	13%	25	1%	1612	13%
F	463	16%	558	15.4%	609	21%	1322	39%	2952	23%
Withdrawals	35	1%	57	1.5%	49	2%	136	4%	277	2%
Failure Rate	790	27.1%	1429	39.4%	998	34%	1347	40.1%	4564	35.46%
Course Completion by Level		72.9%		60.6%		66.3%		59.9%		64.5%
Above C Threshold		65.8%		55.7%		59.8%		49.1%		57.2%
Student Population %	2953	22.46%	3688	28.05%	3011	22.90%	3496	26.59%	13,148	100%

**COURSE COMPLETION RATE BY PREVIOUS EDUCATION - ACADEMIC YEAR 2021-2022**  
**ALL COURSES - INCLUDING REMEDIAL, MAJOR, AND GEN ED.**

GRADE LETTER	ATB		FOREIGN HS		GED/US HS		SOME COLLEGE		TOTALS	
	QTY.	%	QTY.	%	QTY.	%	QTY.	%	QTY.	%
A	213	4.39%	930	16.50%	458	21.44%	40	16.19%	1641	12.75%
A-	124	2.56%	386	6.85%	225	10.53%	20	8.10%	755	5.87%
B	168	3.46%	357	6.33%	186	8.71%	14	5.67%	725	5.63%
B-	109	2.25%	191	3.39%	110	5.15%	10	4.05%	420	3.26%
B+	110	2.27%	298	5.29%	165	7.72%	12	4.86%	585	4.55%
C	108	2.23%	223	3.96%	85	3.98%	12	4.86%	428	3.33%
C-	111	2.29%	114	2.02%	58	2.72%	6	2.43%	289	2.25%
C+	100	2.06%	153	2.71%	84	3.93%	9	3.64%	346	2.69%
D	164	3.38%	174	3.09%	85	3.98%	12	4.86%	435	3.38%
D+	81	1.67%	65	1.15%	33	1.54%	3	1.21%	182	1.41%
P	206	4.25%	11	0.20%	109	5.10%	-	0%	326	2.53%
P+	215	4.43%	456	8.09%	37	1.73%	19	7.69%	727	5.65%
PS	563	11.61%	766	13.59%	93	4.35%	26	10.53%	1448	11.25%
F	1722	35.51%	837	14.85%	337	15.78%	56	22.67%	2952	22.94%
R	856	17.65%	677	12.01%	71	3.32%	8	3.24%	1612	12.52%
Withdrawals	170	3.39%	68	1.19%	30	1.39%	9	3.52%	277	2.11%
Failure Rate by Race	2578	53.15%	1514	26.85%	408	19.10%	64	25.91%	4564	35.46%
Course Completion by Prev Ed	5020	46.85%	5706	73.15%	2166	80.9%	256	74.1%	13,148	64.5%
Student Population %	38%		43.40%		16.47%		1.95%		100%	



The course completion benchmark goals for all courses for Intermediate students:

- 2022-2023 - 61%
- 2023-2024 - 62%
- 2024-2025 - 63%

The course completion reach goals for all courses for Advanced ESL students:

- 2022-2023 - 62%
- 2023-2024 - 63%
- 2024-2025 - 64.5%

For the upcoming IEP year, we will explore the differences and commonalities between our HB and our ATB students with the hope to uncover success methods we can try with the ATB students.



# COURSE COMPLETIONS BY MAJOR

We selected courses that are prerequisites for Capstone courses across the disciplines and compared failure rates of those courses by faculty (names suppressed) to determine the average grade distribution in those courses. We are looking to see if these courses are good predictors of students' eventual success in the Capstone courses.

## ACCOUNTING

### Courses: Principles of Accounting II and Income Tax

COURSE COMPLETION RATE BY TEACHERS - ACADEMIC YEAR 2021-2022 ACCOUNTING MAJOR COURSES Sample: Principles of Accounting II & Income Tax							
GRADE LETTER	TEACHER 1	TEACHER 2	TEACHER 3	TEACHER 4	TEACHER 5	TOTALS	
						QTY.	%
A	4	2	2	4	13	25	14.4%
A-	9	1	5	1	12	28	16.1%
B	13	-	3	-	2	18	10.3%
B-	5	-	-	-	6	11	6.3%
B+	10	-	1	1	1	13	7.5%
C	6	-	1	2	6	15	8.6%
C-	4	1	-	2	3	10	5.7%
C+	3	-	-	-	2	5	2.9%
D	5	-	-	-	3	8	4.6%
D+	4	-	-	-	1	5	2.9%
<b>F</b>	<b>22</b>	<b>1</b>	<b>2</b>	<b>1</b>	<b>10</b>	<b>36</b>	<b>20.7%</b>
Withdrawals	6	-	-	1	-	7	3.9%
Failure Rate	26%	20%	14%	9%	17%		17.3%
Completion Rate	74.1%	80.0%	85.7%	90.9%	83.1%		82.7%
Above C Threshold	63.5%	80.0%	85.7%	90.9%	76.3%		79.3%
GRAND TOTAL	91	5	14	12	59	181	100%

A total of 181 students were in this sample.

Across the five faculty members who taught these courses, 14% of students received a grade of "A" and another 16% received an "A-", for a 30.5% of the enrollment. In comparison, nearly 21% of the students who did not withdraw, failed. The withdrawal rate for these courses was at 3.9%. The average completion rate was nearly 83% with 79% of the courses were above the average "C" threshold.

For the next IEP year, we will correlate the performance in these courses with the performance in the Capstone courses.

## **BUSINESS**

### **Courses: Small Business Management, Principles of Marketing, Business Finance**

The sample of these classes included 201 students. The average completion rate was 82% with a 74% above "C" threshold. The 15.5% average failure rate and a 1% withdrawal rate are much better than the average failure rates for all classes which was recorded as 35.5% for the academic year 2021-2022. This can be attributed to the fact that students drop out/fail out in the early semesters so by the time they get to these courses they have already persevered and are likely to finish. Only 7% of students across the three faculty members teaching these classes earned a grade of "A" and another 9% received a grade of "A-". At 13.5% of all grades earned, the "C" was the single most frequently earned grade in these courses, in fact, 32.5% of all grades earned in these courses were in the "C" range (C+, C, and C-). Since these are courses necessary for a successful completion of the Business Capstone course, we would like to further evaluate why almost a full-third of all students enrolled in these courses are meeting the course outcomes at a "C" level. When the "D" grades are added to the "C"s, then the percentage of students earning minimally acceptable grades goes up to 41.5%. We see this as something that will require further analysis and the Business Department's involvement in additional data gathering for the upcoming IEP year.

COURSE COMPLETION RATE BY TEACHERS - ACADEMIC YEAR 2021-2022 BUSINESS MANAGEMENT MAJOR COURSES Sample: Small Business Management, Principles of Marketing & Business Finance					
GRADE LETTER	TEACHER 1	TEACHER 2	TEACHER 3	TOTALS	
				QTY.	%
A	13	-	1	14	7.0%
A-	15	1	2	18	9.0%
B	12	1	12	25	12.5%
B-	11	4	4	19	9.5%
B+	5	3	2	10	5.0%
C	15	3	9	27	13.5%
C-	10	-	10	20	10.0%
C+	2	7	9	18	9.0%
D	10	1	5	16	8.0%
D+	-	-	2	2	1.0%
<b>F</b>	<b>12</b>	<b>6</b>	<b>13</b>	<b>31</b>	<b>15.5%</b>
Withdrawals	1	-	-	1	
Failure Rate	11.4%	23.1%	18.8%		17.8%
Completion Rate	88.57%	76.92%	81.16%		82.22%
Above C Threshold	79.05%	73.08%	71.01%		74.38%
GRAND TOTAL	106	26	69	201	

## OFFICE TECHNOLOGY

### **Courses: Business Applications of Personal Computers, Records Management and Office Procedures**

This sample group included 499 students, with one faculty member teaching 68%, or 340 of the 499 students, in the sample.

Completion rate for these courses was at 68%, while the above "C" threshold was at 64.5%. The completion rate is well below those of the upper-level accounting classes and business courses discussed above (both departments had course completion rates above 82%). The percentage of students completing the course with a grade of "A" is at 32% and is significantly higher than that of the other majors. Additionally, the failure rates of 28% are more than 10 percentage points higher than accounting and business (all courses important for the Capstone courses in the respective majors). We will be examining some of these issues more closely with the help of the Curriculum Standards Committee and the Office Technol-

ogy faculty, who just completed another gainful employment study, the results of which will be presented in the next IEP year.

COURSE COMPLETION RATE BY TEACHERS - ACADEMIC YEAR 2021-2022					
OFFICE TECHNOLOGY MAJOR COURSES					
Sample: Business Applications of Personal Computers, Records Management & Office Procedures					
GRADE LETTER	TEACHER 1	TEACHER 2	TEACHER 3	TOTALS	
				QTY.	%
A	36	5	117	158	31.7%
A-	5	12	39	56	11.2%
B	6	4	24	34	6.8%
B-	4	2	19	25	5.0%
B+	4	3	13	20	4.0%
C	-	4	6	10	2.0%
C-	1	2	4	7	1.4%
C+	-	3	3	6	1.2%
D	1	7	4	12	2.4%
D+	2	3	1	6	1.2%
<b>F</b>	<b>9</b>	<b>27</b>	<b>101</b>	<b>137</b>	<b>28.0%</b>
Withdrawals	1	3	5	9	1.80%
Failure Rate	10.8%	37.5%	30.1%		
Completion Rate	71.1%	62.5%	68.7%		68.2%
Above C Threshold	67.5%	48.6%	67.2%		64.5%
GRAND TOTAL	106	26	69	499	

## **HOSPITALITY MANAGEMENT**

### **Courses: The Hospitality Industry, Hotel and Resort Management & Hospitality Marketing**

There were 69 students in the Hospitality Management sample. The enrollment in this major slowed during the Covid-19 lockdowns but we expect it to grow as travel and tourism are returning to their pre-pandemic levels.

The average course completion rate of these upper-level major courses is at nearly 78% with 75% of the students completing above the "C" threshold. Of the grades earned, 41% were "A"s. When "A-" grades are included, 54.4% of the course completions were in this bracket. "F" grades were earned by 22% of students who took these courses, pointing to clusters of high proficiency and failure. The Hospitality student sample was much smaller

than the other majors and we will wait for data collection in the upcoming IEP year to make any significant pronouncements, especially as we wait for the effects of the pandemic on this department to subside.

COURSE COMPLETION RATE BY TEACHERS - ACADEMIC YEAR 2021-2022					
HOSPITALITY MANAGEMENT MAJOR COURSES					
Sample: The Hospitality Industry, Hotel and Resort Management & Hospitality Marketing					
GRADE LETTER	TEACHER 1	TEACHER 2	TEACHER 3	TOTALS	
				QTY.	%
A	18	9	1	28	41.18%
A-	2	4	3	9	13.24%
B	-	2	-	2	2.94%
B-	-	-	1	1	1.47%
1	1	-	5	6	8.82%
C	-	1	2	3	4.41%
C-	1	-	-	1	1.47%
C+	1	-	-	1	1.47%
D	1	-	1	2	2.94%
F	7	5	3	15	22.1%
Withdrawals	1	-	-	1	
Failure Rate	22.6%	23.8%	18.8%		
Completion Rate	77.4%	76.2%	81.3%		77.9%
Above C Threshold	74.2%	76.2%	75.0%		75.0%
GRAND TOTAL	32	12	16	69	

## HOMELAND SECURITY

Homeland Security is under consideration for deactivation for one year so that a full study can take place to determine if the program should be updated or discontinued. A separate document has been prepared by the Provost and the Curriculum Standards Committee discussing the details of the proposal.

# GRADUATION

Our graduation ratios reflect the gender breakdown of our enrollment. Roughly 3 out of 4 LIBI graduates are women; however, our “Covid-19” graduates have been even more heavily female. In 2020-2021, 22% of our graduates were male (down from 26% the year before), while in the 2021-2022 reporting period, males made up only 19% of the graduates. In a three-year period, LIBI has gone from 1 in 4 graduates being male, to 1 in 5.

This is a trend we need to observe further. Although the data from Pew Research Center deals with why men don’t get a 4-year degree, some of the reasons are likely valid for our male students. “Roughly a third (34%) of men without a bachelor’s degree say a major reason they didn’t complete college is that they just didn’t want to. Only one-in-four women say the same. Non-college-educated men are also more likely than their female counterparts to say a major reason they don’t have a four-year degree is that they didn’t need more education for the job or career they wanted (26% of men say this vs. 20% of women).”<sup>22</sup> This is an area we will monitor.

2019 - 2020: STUDENT COMPLETION BY GENDER		
GENDER	No. OF GRADS	%
Female	194	74%
Male	68	26%
GRAND TOTAL	262	100%

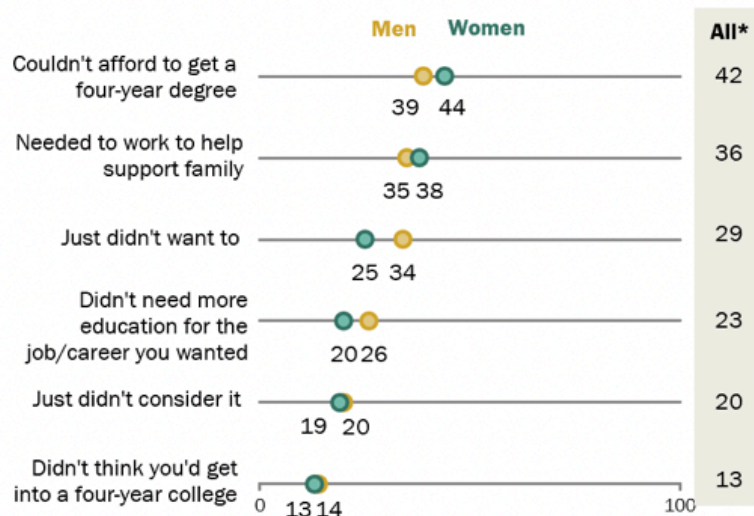
2020 - 2021: STUDENT COMPLETION BY GENDER		
GENDER	No. OF GRADS	%
Female	195	78%
Male	54	22%
GRAND TOTAL	249	100%

22 Parker, K. (2021, November 8). *What’s behind the growing gap between men and women in college completion?* Pew Research Center. Retrieved November 21, 2022, from <https://www.pewresearch.org/fact-tank/2021/11/08/whats-behind-the-growing-gap-between-men-and-women-in-college-completion/>

2020 - 2021: STUDENT COMPLETION BY GENDER		
GENDER	No. OF GRADS	%
Female	221	81%
Male	52	19%
GRAND TOTAL	273	100%

### About a third of men who haven't completed four years of college say they 'just didn't want to' get a degree

Among adults who do not have a bachelor's degree and are not enrolled in school, % saying each is a **major** reason why they did not receive a four-year degree



\*All adults who don't have a bachelor's degree and are not enrolled in school.  
Source: Survey of U.S. adults conducted Oct. 18-24, 2021.

PEW RESEARCH CENTER

Source: <https://www.pewresearch.org/fact-tank/2021/11/08/whats-behind-the-growing-gap-between-men-and-women-in-college-completion/>

2019 - 2020				
GENDER	< 2.0	2.0 - 2.99	3.0 - 4.0	GRAND TOTAL
Female	0.0%	33%	41%	74%
Male	0.4%	13%	13%	26%
GRAND TOTAL	0.4%	45.4%	54.2%	100%

Not controlling for gender, 54% of graduates finished with GPAs in the 3.0 to 4.0 range.

Controlling for gender, in the 2019-2020 reporting period 55.7% of female graduates, or 108 out of 194, finished with a GPA between 3.0 and 4.0. Similarly, 50.0% of male graduates finished in that same range.

2019 - 2020: STUDENT COMPLETION BY GENDER & GPA					
GENDER	< 2.0	2.0 - 2.99	3.0 - 4.0	GRAND TOTAL	% of students graduating with 3.0 or better
	%	%	%	%	QTY.
Female	0%	33%	41%	74%	55.67%
Male	0.4%	13%	13%	26%	50.00%
GRAND TOTAL	0.4%	45.4%	54.2%	100%	

The percentage of female students who graduated with a 3.0 or better improved by 4% in the 2020-2021 reporting year. The percentage of male graduates who finished in that same bracket increased slightly from the year before, to nearly 52%.

2020 - 2021: STUDENT COMPLETION BY GENDER & GPA					
GENDER	< 2.0	2.0 - 2.99	3.0 - 4.0	GRAND TOTAL	% of students graduating with 3.0 or better
	%	%	%	%	QTY.
Female	0%	31.3%	47%	78%	60.00%
Male	0.4%	10%	11%	22%	51.85%
GRAND TOTAL	0.4%	41.4%	58.2%	100%	



Although the number of male graduates has declined year-over-year, the number of male graduates finishing in the 3.0-4.0 bracket has grown by 20%. Similarly, female graduates who finished with a 3.0 or better also increased.

TABLE 4. 2019 - 2020: STUDENT COMPLETION BY GENDER & GPA									
GENDER	< 2.0		2.0 - 2.99		3.0 - 4.0		GRAND TOTAL		% of students graduating with 3.0 or better
	QTY.	%	QTY.	%	QTY.	%	QTY.	%	QTY.
Female	-	0%	60	22%	161	59%	221	81%	72.85%
Male	-	0%	15	5.5%	37	14%	52	19%	71.15%
GRAND TOTAL	-	0%	75	27.5%	198	72.5%	273	100%	

Degree completion by race corresponds to the demographic breakdown of the overall enrollment.

TABLE 1. 2019 - 2020 STUDENT COMPLETION BY RACE		
RACE	No. OF GRADS	%
Asian	145	55%
Black or African American	40	15%
Hispanic	70	27%
Two or More Races	2	1%
White	2	1%
(blank)	3	1%
GRAND TOTAL	262	100%

*Note: this table includes 1 student that complete the program, but did not meet the gratiation requirements. Please see table #2 for reference.*

2020 - 2021 STUDENT COMPLETION BY RACE		
RACE	No. OF GRADS	%
Asian	150	60%
Black or African American	40	16%
Hispanic	51	20%
Two or More Races	2	1%
White	5	2%
Unknown	1	0%
<b>GRAND TOTAL</b>	<b>249</b>	<b>100%</b>

*Note: this table includes 1 student that complete the program, but did not meet the gratiation requirements. Please see table #2 for reference.*

TABLE 1. 2021 - 2022 STUDENT COMPLETION BY RACE		
RACE	No. OF GRADS	%
Asian	166	61%
Black or African American	33	12%
Hispanic	68	25%
Two or More Races	3	1%
White	3	1%
<b>GRAND TOTAL</b>	<b>273</b>	<b>100%</b>

*Note: this table includes 1 student that complete the program, but did not meet the gratiation requirements (exceeded 150% credits attempted).*

GPA of Graduates by Race – This is an area that will require further tracking and analysis.

TABLE 2. 2019 - 2020 STUDENT COMPLETION BY RACE & GPA				
RACE	< 2.0	2.0 - 2.99	3.0 - 4.0	GRAND TOTAL
Asian	0%	15%	40%	55%
Black or African American	0.4%	10%	5%	15%
Hispanic	0%	18%	8%	27%
Two or More Races	0%	0%	0%	1%
White	0%	1%	0%	1%
Unkown	0%	0%	1%	1%
GRAND TOTAL	0.4%	45%	54%	100%

*Note: this table includes 1 student that complete the program,  
but did not meet the gratiation requirements.*

TABLE 2. 2019 - 2020: STUDENT COMPLETION BY GENDER & GPA									
RACE	< 2.0		2.0 - 2.99		3.0 - 4.0		GRAND TOTAL		% of students graduating with 3.0 or better
	QTY.	%	QTY.	%	QTY.	%	QTY.	%	QTY.
Asian	-	0.0%	40	15%	105	40%	145	55%	72.41%
Black or Afrian American	1	0.4%	27	10%	12	5%	40	15%	30.00%
Hispanic	-	0.0%	48	18%	22	8%	70	27%	31.43%
Two or More Races	-	0.0%	1	0%	1	0%	2	1%	50.00%
White	-	0.0%	2	1%	-	0%	2	1%	0.00%
Unknown	-	0.0%	1	0%	2	1%	3	1%	66.67%
GRAND TOTAL	1	0.4%	119	45%	142	54%	262	100%	

Over 72% of our Asian American graduates finish with a GPA of 3.0-4.0. Only 30% of our African American graduates, and a little over 31% of our Hispanic American graduates, finish in that same GPA range. We are not satisfied with this disparity and will be tracking and reviewing this in the next IEP cycle.

Similarly, in the 2020-2021 reporting cycle, nearly 75% of our Asian American graduates finished with a GPA of 3.0 or better, while our African American and Hispanic American graduates are each at 35% in this category.

TABLE 2. 2020 - 2021: STUDENT COMPLETION BY RACE & GPA									
RACE	< 2.0		2.0 - 2.99		3.0 - 4.0		GRAND TOTAL		% of students graduating with 3.0 or better
	QTY.	%	QTY.	%	QTY.	%	QTY.	%	QTY.
Asian	-	0.0%	38	15%	112	45%	150	60%	74.67%
Black or African American	1	0.4%	25	10%	14	5.6%	40	16%	35.00%
Hispanic	-	0.0%	33	13%	18	7.2%	51	20%	35.29%
Two or More Races	-	0.0%	2	1%	-	-	2	1%	0.00%
White	-	0.0%	4	2%	1	0.4%	5	2%	20.00%
Unknown	-	0.0%	1	0%	-	-	1	0%	0.00%
GRAND TOTAL	1	0.4%	103	41.4%	145	58.2%	249	100%	

TABLE 2. 2021 - 2022: STUDENT COMPLETION BY RACE & GPA									
RACE	< 2.0		2.0 - 2.99		3.0 - 4.0		GRAND TOTAL		% of students graduating with 3.0 or better
	QTY.	%	QTY.	%	QTY.	%	QTY.	%	QTY.
Asian	-	0.0%	35	12.8%	131	48%	166	61%	78.92%
Black or African American	-	0.0%	15	5.5%	18	7%	33	12%	54.55%
Hispanic	-	0.0%	22	8.1%	46	17%	68	25%	67.65%
Two or More Races	-	0.0%	3	1.1%	-	0%	3	1%	0.00%
White	-	0.0%	-	0.0%	3	1%	3	1%	100.00%
GRAND TOTAL	-	0%	75	27.5%	198	72.5%	273	100%	

In the 2021-2022 reporting cycle, almost 79% of our Asian American graduates finished with a GPA of 3.0-4.0. We are pleased to see that our African American (54.6%) and Hispanic American (67.6%) graduates have made positive strides in this category. We will be trying to find the underlying reasons contributing to this disparity between the races during

the upcoming IEP year. We are uncomfortable with such wide margins of disproportion in performance among our graduates and we will be looking to make sure that there are no unintended institutional systemic misalignments contributing to this disparity.

## CAREER SERVICES

LIBI tracks placement for internal purposes and to comply with federal regulatory requirements. Placement results of graduates are published in LIBI's catalog and on the website where prospective students and other stakeholders can review them.

Internal reasons for tracking include the ability of faculty members in each department to have valuable feedback regarding the employability of the students they have taught. Knowing whether students are obtaining jobs in their field of study helps guide institutional initiatives such as program reviews and curricular changes.

The placement benchmarks for all programs are 60% or better.

The 2019-2020 placement results did not meet benchmarks. As discussed in the previous section, retention improved during those months because NYS was under a strict lockdown mandate. Our students' inability to work helped our retention benchmarks as students were able to focus on their courses; conversely, the lockdowns created a difficult landscape for our placement department. The stay-at-home orders, along with a tiered return by industry group, children learning at home, Covid relief checks and extended unemployment benefits, and a general fear of contracting Covid-19, all greatly contributed to the placement results outlined below. We consider the 54.85% placement an anomalous result caused by world circumstances rather than an indication that a further probe into our placement processes is necessary.

7/2019 - 6/2020							
	ACCOUNTING	BUSINESS MANAGEMENT	HOMELAND SECURITY	HOSPITALITY MANAGEMENT	OFFICE TECH MEDICAL	OFFICE TECH	TOTAL
Placed	24	26	2	17	35	17	121
Continue Edu	2	3	2	1	-	1	9
PL + CE/CE	2	3	2	1	-	1	9
I-20	2	8	-	3	1	1	15
Unavailable	-	2	1	1	3	1	8
Medical Issue	1	-	-	-	-	-	1
Military	-	1	-	-	-	-	1
Not Placed	-	-	-	-	-	-	0
Out of Field	2	1	-	-	-	-	3
Placement Rate 1 (Placed + Continue Ed) / (Total-I20-Unavailable- Medical Issue-Military)	51%	53%	36%	69%	57%	55%	54.85%
TOTAL	54	66	12	30	65	35	262

To reaffirm the point regarding the Covid-19 effects on placement, we can point to our improved results for the period ending in June 2021. Overall placement rates were at 75.58% and almost 21 percentage points higher than the previous year. Our placement rates in Accounting and Business Management were above 80%, with accounting being at 87%.

The outliers were Homeland Security and Office Technology. Both programs had a small number of graduates in comparison to the other majors, which contributed to both not meeting the 60% benchmark. Homeland Security, at 50% placement, only graduated 10 students over the 12-month period ending in June 2021. The placement rate for the Office Technology program, with 18 graduates over that same time frame, was 53% and 7% below the benchmark. Of the 18 Office Technology graduates, 2 continued their education and another 2 were placed in jobs while also continuing their education simultaneously. Enabling students to continue their education at a higher level is one of our institutional goals, and in this small sample of 18, 22% were pursuing higher education. Similarly, in Homeland Security, 2 of the 10 graduates (1 focusing on continuing their education, while the other working and pursuing higher education), had a 20% transfer rate. The small denominator for both programs makes these two programs very vulnerable since every graduate not available for placement or unwilling to accept a position in the field can mean, in the case of Homeland for example, a full 10% reduction.

The Homeland Security program, in line with the smaller enrollment numbers, graduated 12 students between 7/1/21 and 6/30/22 (Dataset 2). Although placement rates for Homeland met benchmarks with a 73% rate, the number of graduates continues to be a

“red flag” reinforcing that we must engage in a thorough study of the viability of this major. Initially, unrest and the sociopolitical implications impacted some of the popularity of this major, especially after the defunding of police; however, the program enrollment has remained muted. In an initial attempt to identify some immediate obstacles, we have realized that programs like ours across the nation are experiencing significant drops in enrollment as well. We must echo a sentiment of Scott Berger, the vice president of academic affairs and dean of the law enforcement program at Alexandria Technical & Community College, “our issue is getting the right students into the program so that they are eventually eligible to be hired.” “It’s a tough sell because law enforcement is being looked at through an extremely critical lens right now. It’s unlike anything I have ever seen”.<sup>23</sup>

## **ACADEMIC IMPLICATIONS**

The Homeland Security program is being assessed for deactivation so that a proper process of evaluation can take place. For the last three years, this program has not attracted the level of applicants it once did. The lower numbers of applications have a ripple effect on many facets of the institution, including staffing for the program, and having enough students in the courses so that meaningful learning, including student teamwork and class discussions, can take place. This program is very interactive and requires diverse voices as part of the learning process, so when numbers begin to shrink, it is time to thoughtfully and thoroughly re-evaluate the program, the landscape in which it exists, and the labor market demand for its graduates. The provost, the faculty teaching in the program, and the Curriculum Standards Committee will be considering whether the program must be deactivated for a year so that an evaluation can take place. The Registrar will produce a report on active students to determine if there is a preferred time to pause the program to minimize affecting any active students in progress toward their degrees. The proposal will make its way through the shared governance process in the late fall of 2022. Next year’s IEP will cover the efforts and results of the study should the program be deactivated.

The Office Technology program has seen a decline in enrollment since Covid-19 has steered employment-motivated applicants to select the medical option over the general program. Always slightly more attractive to applicants, the Office Technology with the medical option has traditionally also enjoyed stronger placement rates. The standalone Office Technology program will be under academic review for the 2023-2024 IEP year. Although not in danger of deactivation, curricular changes are necessary to better respond to the evolving, post-covid job market.

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23 Aamot, G., Writer, C., Gregg AamotGregg Aamot is a longtime Minnesota journalist and college instructor. After getting his start at a newspaper in rural Minnesota, Radlat, A., Writer, S., Callaghan, P., & Orenstein, W. (2021, October 4). *Minnesota colleges see fewer students seeking law enforcement certifications*. MinnPost. Retrieved July 1, 2022, from <https://www.minnpost.com/greater-minnesota/2021/10/minnesota-colleges-see-fewer-students-seeking-law-enforcement-certifications/>

We are pleased to report that the Business Management and Accounting graduates are continuing their education. During the 7/1/2020 to 6/30/2021 (Dataset 2) reporting period, 21 of the 52 **Accounting graduates, or 40%, either continued their education or continued their education while working.** Similarly, 19 out of 58 **Business Management graduates, or 37%, did the same.** Overall, nearly 18% of the graduates in the 2020-2021 timeframe transferred to 4-year colleges. In the 2021-2022 reporting period (Dataset 2), a little over 25% of graduates either transferred to 4-year colleges or worked and enrolled in a 4-year college. **Even more exciting is the fact that nearly 28% of our Pathway students (those who came to LIBI without a high school diploma) had transferred to 4-year colleges in the 2021-2022 reporting period (Dataset 3).** In comparison, during that same reporting period, **almost 27% of students who came to LIBI with high school diplomas transferred to 4-year colleges upon graduation (Dataset 4).** We are very pleased to see that our articulation agreements are opening more opportunities for our students to improve their lives through further education. Instilling a commitment to lifelong learning is one of the articulated goals in our institutional mission, and we are happy to see that we are meeting that goal.

### **DATASET 1**

7/2020 - 6/2021							
	ACCOUNTING	BUSINESS MANAGEMENT	HOMELAND SECURITY	HOSPITALITY MANAGEMENT	OFFICE TECH MEDICAL	OFFICE TECH	TOTAL
Placed	31	34	4	13	51	7	140
Continue Edu	8	6	1	4	3	2	24
PL + CE/CE	13	13	1	4	7	2	40
I-20	-	4	-	2	-	-	6
Unavailable	7	3	-	4	0	1	24
Medical Issue	-	-	-	-	-	-	0
-	-	1	-	1	-	-	2
Not Placed	-	-	-	-	-	-	0
Out of Field	2	2	1	1	5	-	11
Placement Rate 1 (Placed + Continue Ed) / (Total-I20-Unavailable- Medical Issue-Military)	87%	80%	50%	77%	74%	53%	75.58%
TOTAL	52	58	10	29	82	18	249



## **DATASET 2: ALL STUDENTS**

7/2021 - 6/2022 PLACEMENT SUMMARY AS OF 10/25/2022						
	ACCOUNTING	BUSINESS MANAGEMENT	HOMELAND SECURITY	HOSPITALITY MANAGEMENT	OFFICE TECH	TOTAL
Placed	34	29	7	14	53	<b>137</b>
Continue Edu	9	4	1	1	14	<b>137</b>
PL + CE/CE	13	6	2	2	17	<b>40</b>
I-20	2	1	-	-	2	<b>5</b>
Unavailable	5	5	1	1	20	<b>32</b>
Medical Issue	1	1	-	-	1	<b>3</b>
Military	-	-	-	-	1	<b>1</b>
Not Placed	-	-	-	-	-	<b>0</b>
Out of Field	2	4	-	1	6	<b>13</b>
<b>Placement Rate 1</b> (Placed + Continue Ed) / (Total-I20-Unavailable- Medical Issue-Military)	77%	70%	73%	75%	68%	<b>71.55%</b>
<b>TOTAL</b>	<b>64</b>	<b>54</b>	<b>12</b>	<b>21</b>	<b>122</b>	<b>273</b>

## **DATASET 3: PATHWAY STUDENTS**

**(Ability-To-Benefit (ATB) Students)**

7/2021 - 6/2022 CAREER PATHWAY PLACEMENT SUMMARY RATE AS OF 10/25/2022						
	ACCOUNTING	BUSINESS MANAGEMENT	HOMELAND SECURITY	HOSPITALITY MANAGEMENT	OFFICE TECH	TOTAL
Placed	5	11	3	6	24	<b>49</b>
Continue Edu	3	2	-	-	6	<b>11</b>
PL + CE/CE	3	6	1	-	6	<b>16</b>
I-20	-	-	-	-	-	<b>0</b>
Unavailable	1	2	1	1	5	<b>10</b>
Medical Issue	-	1	-	-	-	<b>1</b>
Military	-	-	-	-	-	<b>0</b>
Not Placed	-	-	-	-	-	<b>0</b>
Out of Field	1	-	-	-	-	<b>1</b>
<b>Placement Rate 1</b> (Placed + Continue Ed) / (Total-I20-Unavailable- Medical Issue-Military)	89%	65%	75%	75%	67%	<b>69.77%</b>
<b>TOTAL</b>	<b>10</b>	<b>23</b>	<b>5</b>	<b>9</b>	<b>50</b>	<b>97</b>

## **DATASET 4: NON-PATHWAY STUDENTS**

**(Students with High School Diplomas)**

7/2021 - 6/2022 CAREER PATHWAY PLACEMENT SUMMARY RATE AS OF 10/25/2022						
	ACCOUNTING	BUSINESS MANAGEMENT	HOMELAND SECURITY	HOSPITALITY MANAGEMENT	OFFICE TECH	TOTAL
Placed	29	18	4	8	29	88
Continue Edu	6	2	1	2	8	19
PL + CE/CE	10	3	1	2	12	28
I-20	2	1	-	-	2	5
Unavailable	4	3	-	-	15	22
Medical Issue	1	-	-	-	1	2
Military	-	-	-	-	1	1
Not Placed	-	-	-	-	-	0
Out of Field	1	-	1	-	2	4
<b>Placement Rate 1</b> (Placed + Continue Ed) / (Total I-20-Unavailable- Medical Issue-Military)	74%	74%	71%	83%	70%	73.29%
<b>TOTAL</b>	<b>54</b>	<b>31</b>	<b>7</b>	<b>12</b>	<b>72</b>	<b>176</b>

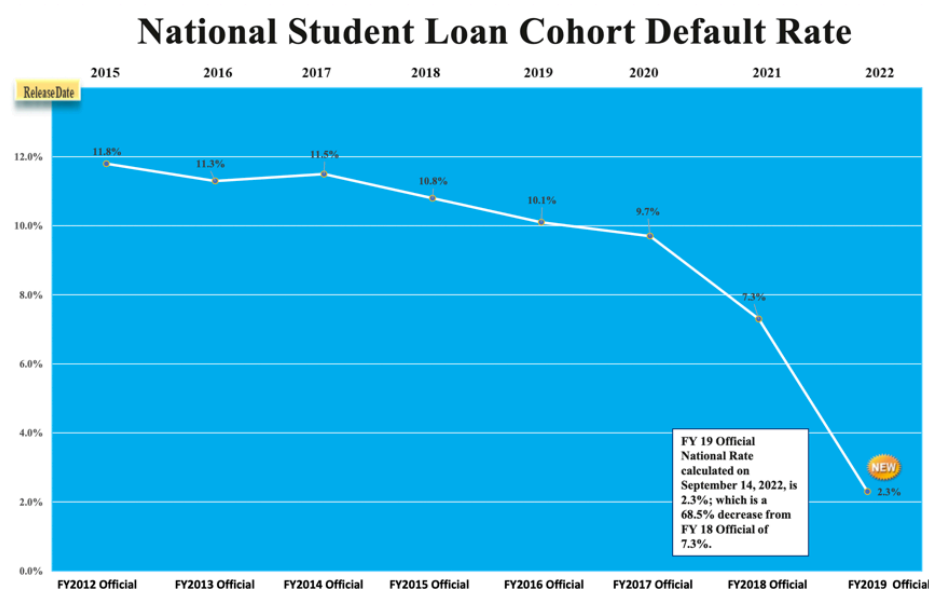
## **STUDENT LOANS**

We are inserting an update to this section in response to the Department's release of their Official Fiscal Year 2019 Cohort Default Rates (CDR).

The suspension of borrower repayment obligations as a result of the COVID-19 pandemic over the past two years and nine months, the removal of most of the defaulters from the system under the Biden-Harris Administration's "Fresh Start" program, and all the Total & Permanent Disability Public Service Loan Forgiveness, and BDR discharges have resulted in significant reductions in most schools' rates. As a college that firmly disagrees with the notion that low-income students, new immigrants, and other marginalized vulnerable populations should be burdened with student loans in order to obtain skills necessary to improve their lives, we do not view this adjustment as a positive development, unless much more is included to help consumers understand what has happened. In fact, we feel that publishing these numbers with the factors mentioned above, is creating superficially

low 2019 rates that are plainly misleading to consumers, especially those who are first-generation college students and those who are new to the American higher education system. To add to the concerns, we did not see any of the factors we mentioned explained on the NSLDS website under our school or any of the others we reviewed for comparison. Without a caveat the consumer is not receiving a full picture, and in our opinion, that renders the CDR metrics a barometer that no longer works. It is worth mentioning that, for example, after the federal loan debt freeze “22.2 million or 48.8% of borrowers have loans in forbearance”<sup>24</sup> which will certainly skew what consumers are looking at without proper explanations. Additionally, only “400,000 or 0.88% of federal student loan borrowers have loans currently in repayment, which is a 97.8% decrease from the 2nd financial quarter when 40.1% of borrowers had loans in repayment”<sup>25</sup>. College applicants who are not familiar with, or simply don’t understand the ramifications of the adjustment, will be easily misled into thinking that programs and schools that may have questionable student loan results are enabling their graduates to service the debt they took on. This is the opposite of the intention these government tools were to accomplish.

In our research we saw a great deal of enthusiasm at the default rates’ dramatic fall. “For public institutions, the default rate dropped from 7% to 2.3%. At private institutions, the default rate went from 5.2% to 1.7%. The cohort default rate also dropped from 11.2% to 3.1% among for-profit institutions, which represent about 37% of all institutions in this cohort.”<sup>26</sup>



Source: <https://fsapartners.ed.gov/sites/default/files/2022-09/NationalCDR.PYComparisonCharts.pdf>


24 Hanson, Melanie, and Fact Checked. “Student Loan Debt Statistics [2022]: Average + Total Debt.” *Education Data Initiative*, 28 Aug. 2022, <https://educationdata.org/student-loan-debt-statistics>.

25 Ibid.

26 Ferguson, Hugh T. “National Cohort Default Rate Plummets Amid Pandemic Payment Pause.” *NASFAA*, 4 Oct. 2022, <https://www.nasfaa.org/news-item/28091/National-Cohort-Default-Rate-Plummets-Amid-Pandemic-Payment-Pause>.

As the National Association of Student Financial Aid Administrators (NASFAA) explains, “while that’s a 68.5% decrease in the default rate, it’s worth noting borrowers with federal loans were not making payments for more than a year of the 3-year window as the forbearance period was in place due to the coronavirus pandemic. The rates were calculated using the cohort of student loan borrowers who entered repayment on their Direct Loans or Federal Family Education Loans (FFEL) between Oct. 1, 2018, and Sept. 30, 2019, and who defaulted between Oct. 1, 2018, and Sept. 30, 2021”<sup>27</sup>.

Further to this point, there were 209,105 fewer borrowers in default across the sectors for a 69.6% drop from the previous year. For proprietary schools that drop was 74%. “Due to the pause, now set to expire at the end of 2022, the CDR metric will less accurately reflect the financial well-being of borrowers for the next several years”<sup>28</sup>. Our concern of a superficial picture and a loss of an important barometer in helping students determine whether they are enrolling in a sound program that will allow them to service their student loan debt after graduation is echoed by NASFAA. In an earlier article on the unintended consequences of the payment pause on the CDR metrics, they explain that “you could call it artificial because without the payment pause, some of those borrowers would have gone into delinquency and default. With it, they were protected from having that happen.”<sup>29</sup> Essentially, “that means colleges will have a free pass until at least 2027, no matter how many of their students they are leaving in unpayable debt”<sup>30</sup>.



## FY 2019 Official National Cohort Default Rates with Prior Year Comparisons

	<div>NEW</div> Number of Schools				Default Rate (%)				Number of Borrowers in Default				Number of Borrowers Entered Repayment			
	FY19 Official	FY18 Official	Change	% Change	FY19 Official	FY18 Official	Change	% Change	FY19 Official	FY18 Official	Change	% Change	FY19 Official	FY18 Official	Change	% Change
Public	1,646	1,644	2	0.1%	2.3%	7.0%	-4.7%	-67.1%	51,398	160,696	-109,298	-68.0%	2,209,281	2,288,352	-79,062	-3.5%
Less than 2 yrs	148	146	2	1.4%	2.6%	8.7%	-6.1%	-70.1%	223	747	-524	-70.1%	8,432	8,563	-131	-1.5%
2-3 yrs	767	772	-5	-0.6%	3.7%	11.5%	-7.8%	-67.8%	19,509	66,638	-47,129	-70.7%	525,178	577,591	-52,413	-9.1%
4yrs(+)	731	726	5	0.7%	1.8%	5.4%	-3.6%	-66.7%	31,666	93,311	-61,645	-66.1%	1,675,680	1,702,198	-26,518	-1.6%
Private	1,695	1,703	-8	-0.5%	1.7%	5.2%	-3.5%	-67.3%	17,575	53,460	-35,885	-67.1%	1,015,256	1,020,296	-5,040	-0.5%
Less than 2 yrs	47	47	0	0.0%	3.8%	11.9%	-8.1%	-68.1%	147	585	-438	-74.9%	3,866	4,890	-1,024	-20.9%
2-3 yrs	126	126	0	0.0%	3.0%	12.1%	-9.1%	-75.2%	856	3,402	-2,546	-74.8%	27,756	27,965	-209	-0.7%
4yrs(+)	1,522	1,530	-8	-0.5%	1.6%	5.0%	-3.4%	-68.0%	16,526	49,473	-32,901	-66.5%	983,634	987,441	-3,807	-0.4%
Proprietary	2,172	2,261	-89	-3.9%	3.1%	11.2%	-8.1%	-72.3%	22,441	86,187	-63,746	-74.0%	709,716	763,856	-54,140	-7.1%
Less than 2 yrs	1,225	1,253	-28	-2.2%	3.4%	12.5%	-9.1%	-72.8%	4,215	15,353	-11,138	-72.5%	121,661	121,978	-317	-0.3%
2-3 yrs	692	640	-48	-7.5%	4.1%	13.9%	-9.8%	-70.5%	6,800	25,613	-18,813	-73.5%	163,067	183,233	-20,166	-11.0%
4 yrs(+)	355	368	-13	-3.5%	2.6%	9.8%	-7.2%	-73.5%	11,426	45,221	-33,795	-74.7%	424,988	458,645	-33,657	-7.3%
Foreign	382	388	-6	-1.5%	0.5%	2.5%	-2.0%	-80.0%	61	282	-221	-78.4%	11,102	10,873	229	2.1%
Unclassified	0	0	0	0.0%	0.0%	0.0%	0.0%	0.0%	0	0	0	0.0%	0	0	0	0.0%
Total	5,895	5,996	-101	-1.7%	2.3%	7.3%	-5.0%	-68.5%	91,475	300,625	-209,105	-69.6%	3,945,355	4,083,377	-138,013	-3.4%

27 Ferguson, Hugh T. “National Cohort Default Rate Plummets Amid Pandemic Payment Pause.” NASFAA, 4 Oct. 2022, [https://www.nasfaa.org/news-item/28091/National\\_Cohort\\_Default\\_Rate\\_Plummets\\_Amid\\_Pandemic\\_Payment\\_Pause](https://www.nasfaa.org/news-item/28091/National_Cohort_Default_Rate_Plummets_Amid_Pandemic_Payment_Pause).

28 Ibid.

29 Ferguson, Hugh T. “Add to Favorites.” NASFAA, Deferral of Accountability Metrics: Unintended Consequences of the Student Loan Payment Pause, 11 Apr. 2022, [https://www.nasfaa.org/news-item/27150/Deferral\\_of\\_Accountability\\_Metrics\\_Unintended\\_Consequences\\_of\\_the\\_Student\\_Loan\\_Payment\\_Pause](https://www.nasfaa.org/news-item/27150/Deferral_of_Accountability_Metrics_Unintended_Consequences_of_the_Student_Loan_Payment_Pause).

30 Klebs, Shelbe. “Using the Payment Pause to Reinvent the Cohort Default Rate – Third Way.” – Third Way, 9 June 2022, <https://www.thirdway.org/memo/using-the-payment-pause-to-reinvent-the-cohort-default-rate>.

The Department has added two new data sets, “Enrollment Figures” and “Percentage Calculation” without providing a rationale for the addition of the new data; therefore, we will not attempt to interpret it here.

LIBI’s reported 2019 CDR is higher than the national average by 4-5 percentage points depending on the sector. It must be noted that the number of borrowers in repayment versus the numbers of borrowers in default are very small – for instance, 44 in repayment and 4 in default. When the denominator is so small, every single borrower who defaults can make a large impact. In fact, the previous year, when only 33 students entered repayment and 4 defaulted, our default rate quickly crept to over 12%. Again, this is another example of needing to provide more information to the consumer. Schools whose students borrow heavily have large denominators that help them offset the defaulters. We provide our results and the results of another NYS college to demonstrate this point. The name of the school has been suppressed, as we don’t wish to be crudely judgmental.

#### School 3-Year Default Rate FY 2019, 2018, and 2017

OPEID: 020937      Type: Associate's Degree  
 Name: Long Island Business Institute      Control: Proprietary  
 Address: 136-18 39TH AVENUE, 5TH FLOOR      Program: NONE  
 FLUSHING, NY 113542997

Cohort Fiscal Year	Official Default Rate	Number of Borrowers in Default	Number of Borrowers in Repayment	Enrollment Figures	Percentage Calculation
2019	7.5	8	106	1,896	5.59%
2018	12.1	4	33	2,333	1.41%
2017	9	4	44	2,093	2.10%

**ENROLLMENT NOTE:** To provide context for the Cohort Default Rate (CDR) data, we include Enrollment Figures (students enrolled at any time during the year) and the corresponding Percentage Calculation (borrowers entering repayment divided by that enrollment figure). There is no direct relationship between the timing of when a borrower entered repayment and any particular enrollment year; we have chosen to use the academic year ending on the 30th of June before the beginning of the cohort year.

Cohort Default Rate (CDR) data is not displayed when Number of Borrowers in Repayment (number of borrowers entering repayment in cohort) includes 10 or fewer borrowers.

New York State College A used as an example.

Cohort Fiscal Year	Official Default Rate	Number of Borrowers in Default	Number of Borrowers in Repayment	Enrollment Figures	Percentage Calculation
2019	4.4	81	1839	7,549	24.36%
2018	14.4	267	1844	7,632	24.16%
2017	16.7	400	2385	7,387	32.29%

On average, between a quarter and a third of this institution’s students borrow. Their denominator is large, so it allows for a much more significant number of borrowers to default before they are potentially flagged. In 2018, for example, this institution had 267 borrowers in default, and we had 4; however, if one is only looking at the official default rates, LIBI is only 2% better than this institution. To get to their 14.4% default rate, 1844

students went into repayment. To get to our 12.1% default rate, 33 students went into repayment. We are extremely different institutions, but if all one is simply looking at in the Scorecard is default rates, we will be indistinguishable.

Going back to our previous point, the unintended consequences of the loan debt freeze is that unfortunately, the consumer will be drastically misled for several years to come when looking at these numbers. This particular institution now only has a default rate of 4.4% because “students haven’t been required to make payments on their loans since early 2020—which means none will enter default”<sup>31</sup>.

There is no question that policymakers must improve the CDR to reflect what has happened “to ensure it protects students and taxpayers from wasting money at poor-performing schools”<sup>32</sup>.

## IPEDS AND STUDENT LOAN DATA

Below is a summary of First-time Full-time students obtained from IPEDS for the most recently available year.

Disaggregating the student demographics, of our first-time full-time students, 86% were Pell eligible with the average amount received of **\$6,293** (the maximum Pell Grant award for the 2020-2021 award year is **\$6,345**). Only 3% of our first-time full-time students resorted to federal student loans, with the average amount borrowed of **\$4847**.

Student Financial Aid, 2020-21

	Percent receiving aid	Average amount of aid received
<b>All undergraduate students</b>		
Any grant or scholarship aid	92%	\$10,182
Pell grants	86%	\$6,293
Federal student loans	3%	\$4,847
<b>Full-time, first-time, degree/certificate-seeking undergraduate students</b>		
Any student financial aid	98%	
Grants or scholarship aid	98%	\$9,542
Federal grants	94%	\$6,964
Pell grants	94%	\$5,941
Other federal grants	94%	\$1,023
State or local grants and scholarships	79%	\$2,949
Institutional grants and scholarships	36%	\$1,265
Student loan aid	0%	
Federal student loans	0%	
Other student loans	0%	

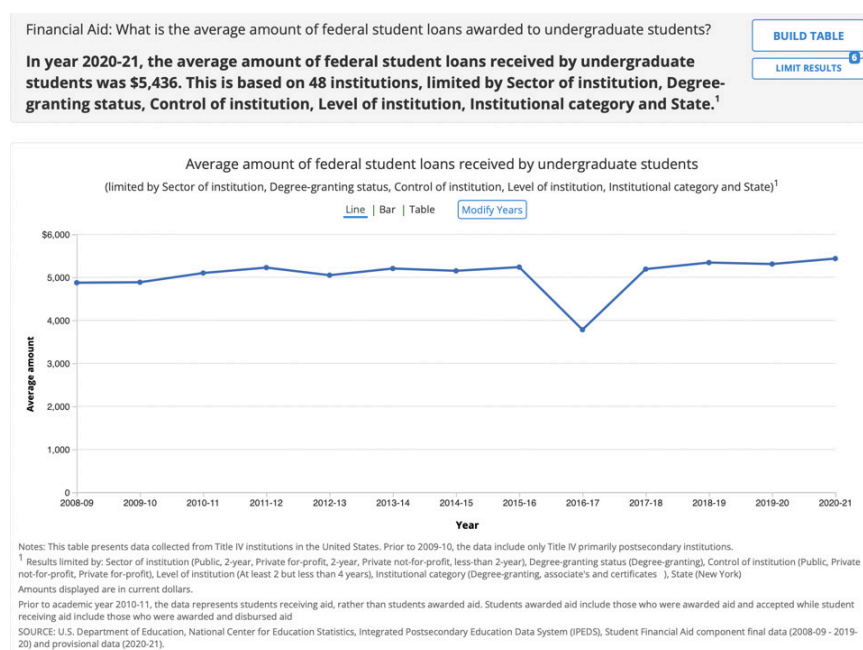
31 McCann, Adam. “2022’s Most & Least Educated Cities in America.” *WalletHub*, 18 July 2022, <https://wallethub.com/edu/e/most-and-least-educated-cities/6656>

32 Klebs, Shelbe. “Using the Payment Pause to Reinvent the Cohort Default Rate – Third Way.” *Third Way*, 9 June 2022, <https://www.thirdway.org/memo/using-the-payment-pause-to-reinvent-the-cohort-default-rate>.

For comparison we zeroed in on New York State colleges and received data for 48 institutions. The parameters we used are listed below Graph 1 (included are public 2-year institutions, for-profit 2-year institutions, and private not-for-profit schools). The average amount borrowed by students in NYS in these institutions by first-time full-time students was \$5,436. LIBI's 3% of first-time full-time students borrowed \$2,903 LESS than the average at for-profit NYS institutions. When we made the comparison with the for-profit colleges in NYS, the difference was much more dramatic. The average amount borrowed by students in for-profit institutions (Graph 2), was \$7,750. LIBI's 3% of first-time full-time students borrowed \$2,314 LESS than the average at for-profit NYS institutions. Graph 3 shows the average amount borrowed in 2020-2021 by first-time full-time students at all 2-year institutions in California (included are public 2-year institutions, for-profit 2-year institutions, and private not-for-profit schools). According to the IPEDS, the average amount for this group was \$7,242, or \$2,395 MORE than the average for the first-time full-time demographic at LIBI.

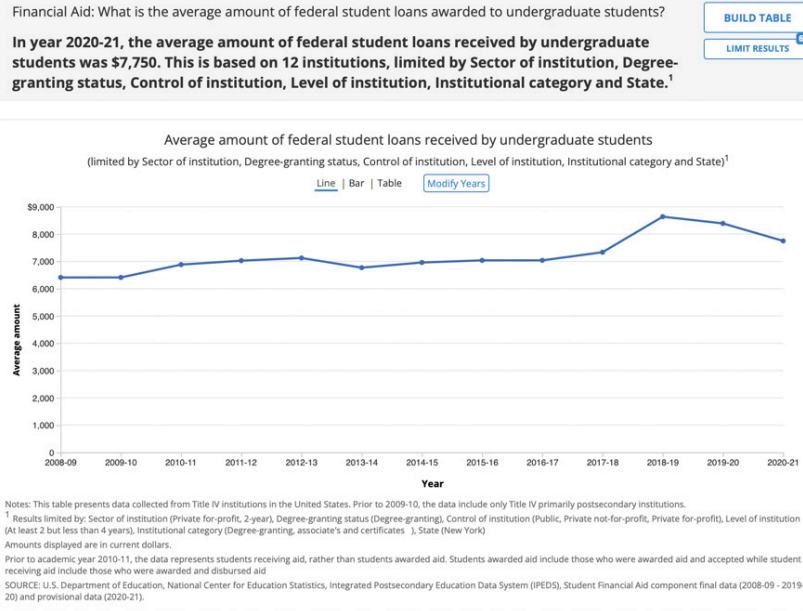
Finally, we wanted to see how LIBI compares to the national average for first-time full-time students who borrowed in 2020-2021. Graph 4 includes data for 1,204 institutions across all states in the 2-year sector and shows that the national average is \$5,705 for this demographic, and \$858 MORE than LIBI's average.

**Graph 1:**

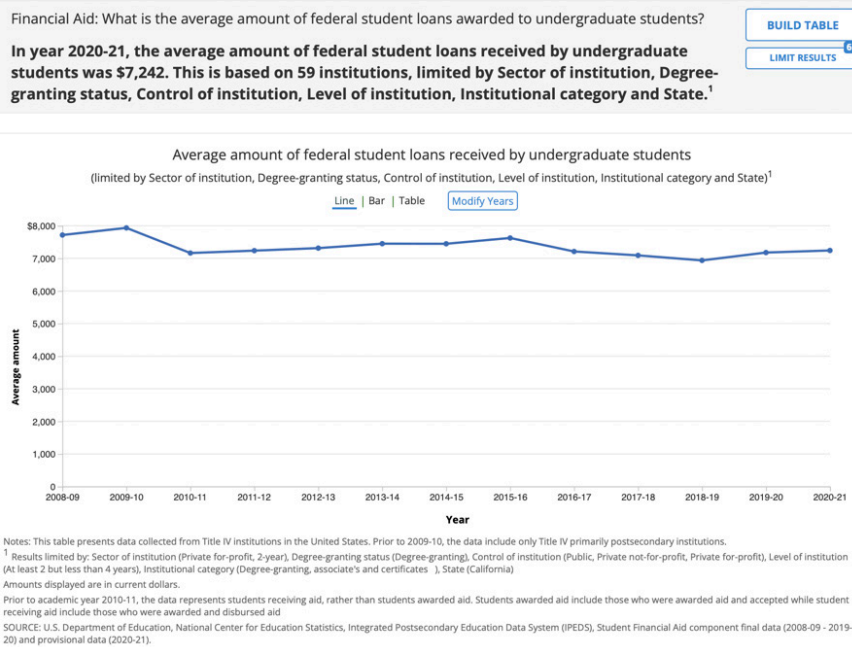




## Graph 2:



## Graph 3:





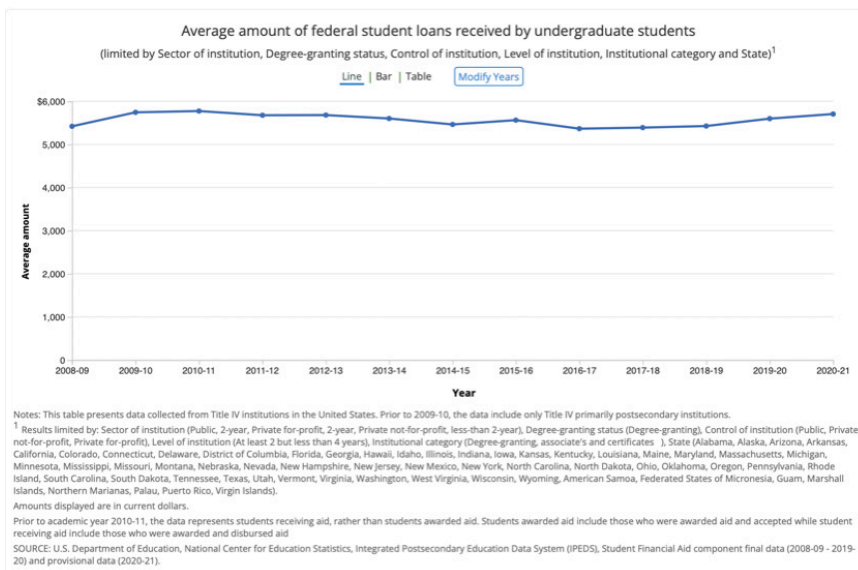
#### Graph 4:

Financial Aid: What is the average amount of federal student loans awarded to undergraduate students?

[BUILD TABLE](#)

[LIMIT RESULTS](#)

**In year 2020-21, the average amount of federal student loans received by undergraduate students was \$5,705. This is based on 1,204 institutions, limited by Sector of institution, Degree-granting status, Control of institution, Level of institution, Institutional category and State.<sup>1</sup>**



## COLLEGE SCORECARD MATRICES

Since the College Scorecard was just re-released with new and more comprehensive features, we anticipate it being increasingly used by various stakeholders in national discourse to measure institutional effectiveness. It seems important that we try to analyze how LIBI compares against published national matrices.

LIBI's graduation rate of 31% is 1% above the midpoint for two-year colleges. We note that graduation rates have declined over the last 5 years, and we attribute it to the growing number of students whose native language is not English enrolling at LIBI's Main campus in Flushing. We have discussed extensively the shift in Flushing's demographics in our IEP last year and encourage the reader to review the document for further context.

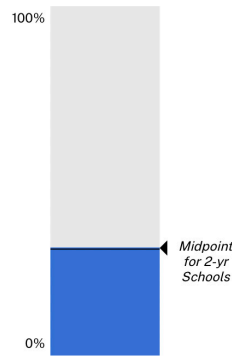
The demographics of our students as single parents, Pell recipients, first-generation college students, and non-native speakers of English all contribute to the challenges of reaching higher graduation numbers. We continue to innovate and provide customized support to better serve all our vulnerable student sub-populations.

Midpoint for 2-yr Schools

## Graduation Rate ⓘ

31%

Midpoint for 2-yr Schools: 30%



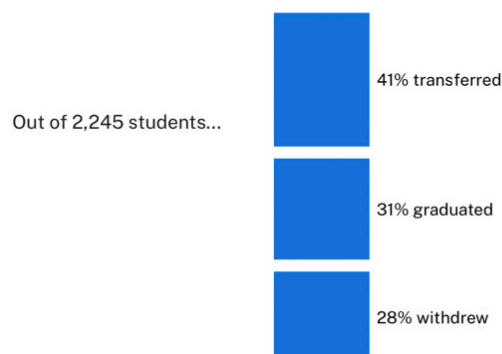
The Scorecard confirms that we are meeting one of our goals of being a gateway for students to further education. Of the 1,947 students in the sample, 43% of Pell recipients transferred to other institutions, 31% graduated and 27% withdrew. Of the 2,245 Pell and non-Pell recipients, 41% transferred, 31% graduated, and 28% withdrew. It is reassuring that, although modest, our success rates with students who rely on Pell are better than the results of the overall population. Especially important to us is the 2% positive differential of Pell recipients transferring to other institutions.

## DATA FOR PELL RECIPIENTS

### Outcomes 8 Years After Attending ⓘ

☐ Show Pell Grant Recipients Only

Show data for students who **STARTED COLLEGE HERE** **TRANSFERRED IN** **BOTH**  
and started their studies **FULL-TIME** **PART-TIME** **BOTH**

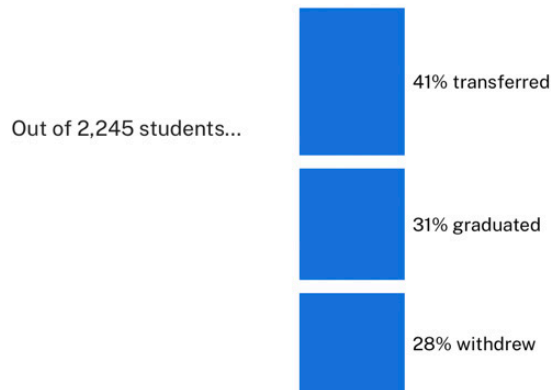


## DATA INCLUDES ALL STUDENTS

### Outcomes 8 Years After Attending <sup>i</sup>

☐ Show Pell Grant Recipients Only

Show data for students who **STARTED COLLEGE HERE** **TRANSFERRED IN** **BOTH**  
and started their studies **FULL-TIME** **PART-TIME** **BOTH** .

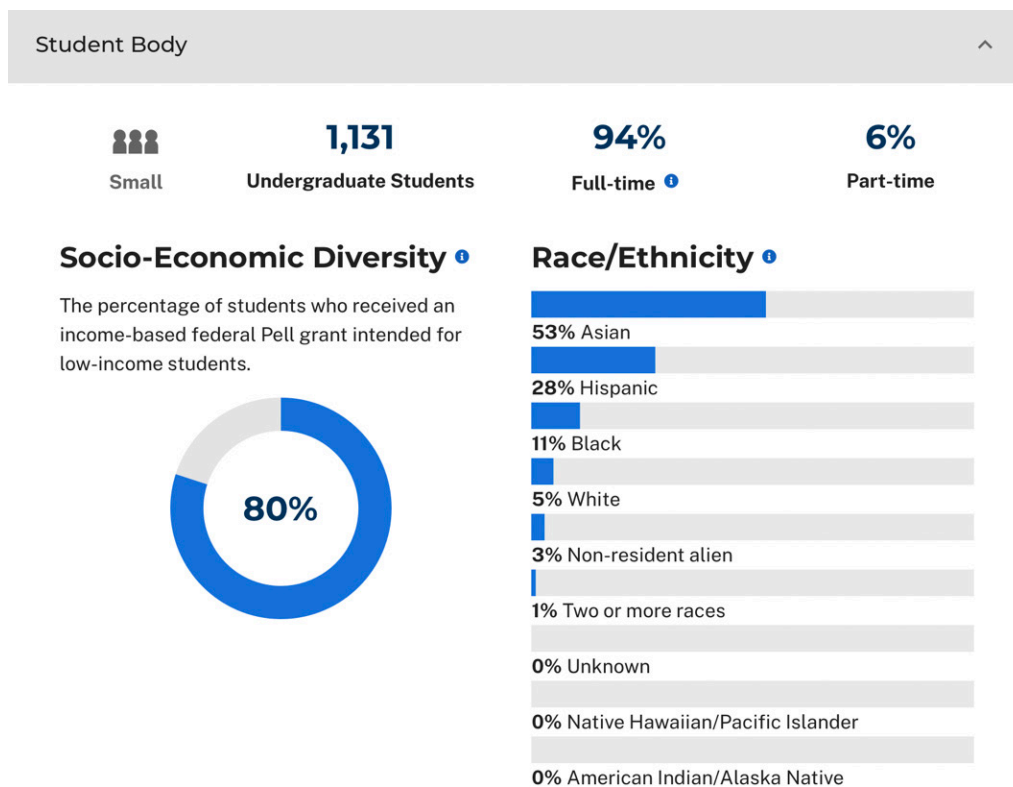


## SOCIO-ECONOMIC DIVERSITY

The Scorecard has also confirmed that our student body is comprised of vulnerable student populations. Our socio-economic diversity percentage, which captures the “percentage of students who received an income-based federal Pell grant intended for low-income students”, was at 80%.

“Many experts say that Pell figures are the best available gauge of how many low-income undergraduates there are on a given campus. Similarly, researchers at the Georgetown University Center on Education and the Workforce, in a report about Pell Grant recipients, write that “the vast majority of Pell Grant recipients come from families with very low incomes—about 73 percent have an annual income of \$30,000 or less,” which is why the share of students receiving Pell Grants “has become a widely-acknowledged proxy for how many low-income students a college or university is serving.”<sup>33</sup>

<sup>33</sup> Delisle, Jason. “The Pell Grant Proxy: A Ubiquitous but Flawed Measure of Low-Income Student Enrollment.” *Brookings*, Brookings, 9 Mar. 2022, <https://www.brookings.edu/research/the-pell-grant-proxy-a-ubiquitous-but-flawed-measure-of-low-income-student-enrollment/>.



We frequently discuss the many risk factors for dropping out that our students must overcome on their way to graduation. With eight out of every ten students qualifying for Pell, it must be recognized that such a large percentage of students who have such a high degree of unmet financial need, presents unique institutional challenges for LIBI. Those challenges are felt across all facets of the college, from the financial aid department to advising, in the classroom and to career services. As an urban institution in one of the most vibrant cities in the world, LIBI is also home to a large immigrant population. Being low income and without roots and familial support in the United States, the goal for many of our students becomes semester-to-semester retention more than, unfortunately, graduation. Although only one percent higher than the midpoint for all two-year institutions, our graduation rate of 31% still feels like a major victory given the challenges our students face to get there.

It is important to contextualize the Scorecard and our results highlighted there, but it is also important to compare ourselves to other institutions which are also working with challenging and vulnerable student populations. Below is a summary of our attempts to benchmark our results against colleges with similar results to ours.

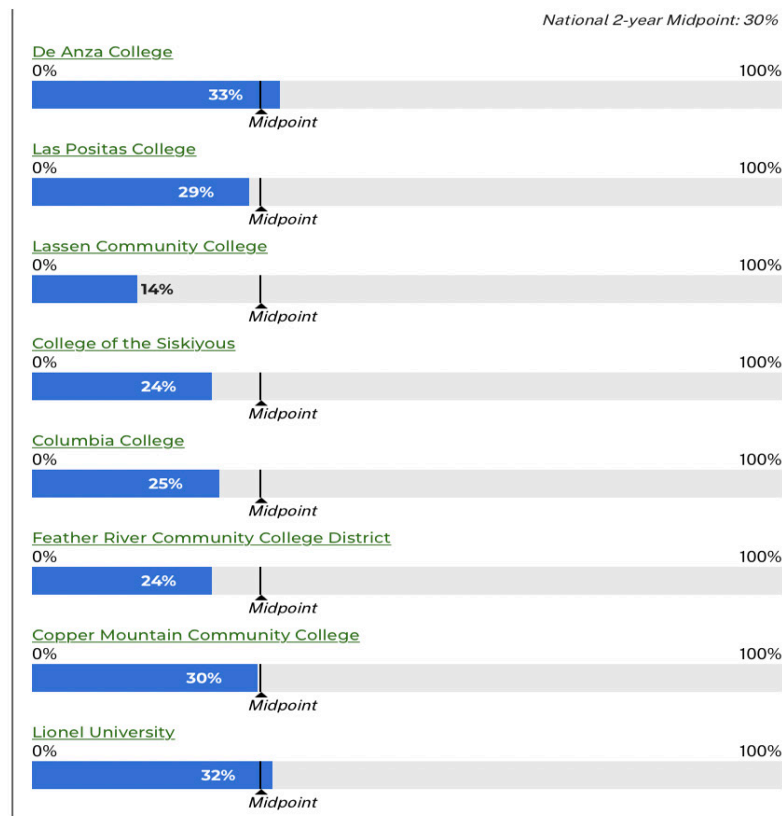
Using the rationale that lower graduation rates typically indicate that the institution is working with an at-risk student population, we used graduation rates as the control variable to generate a list of peer institutions.

## CALIFORNIA COMMUNITY COLLEGES

As we mentioned, we selected a group of two-year colleges that grant associate degrees with similar graduation rates to ours and proceeded to filter by Socio-Economic Diversity (the percentage of Pell recipients at the institution). In a comparison of California colleges with graduation rates similar to ours, only Copper Mountain Community College (CMCC) comes within 8% of LIBI's Socio-Economic Diversity percentage. At 72% their nearest peer, the College of Siskiyous, has a Socio-Economic Diversity percentage of 56%. Both CMCC and Siskiyous were the only two institutions with the Socio-Economic Diversity percentage of over 50% in this cohort of ten colleges with graduation rates similar to ours.

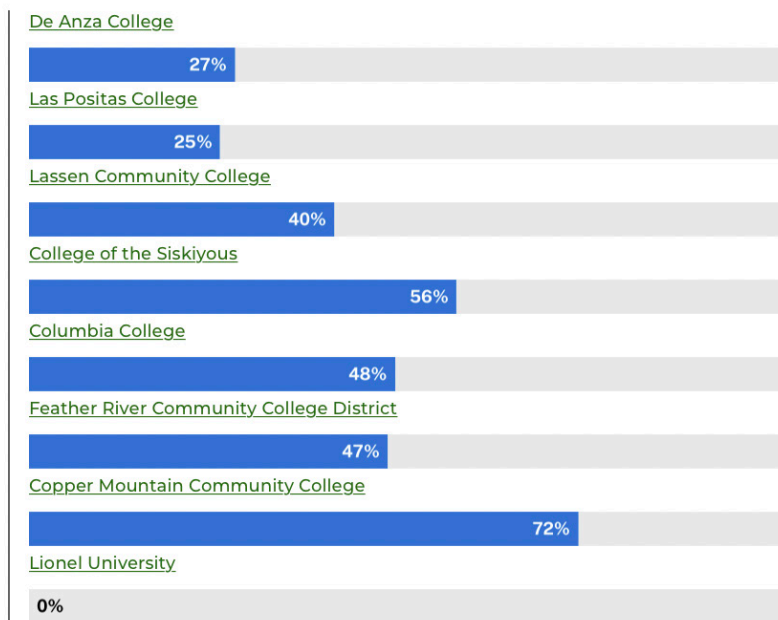
### Graduation Rate ⓘ

2-YEAR SCHOOLS



## Socio-Economic Diversity ⓘ

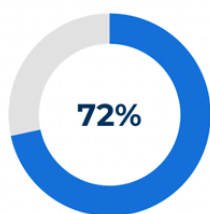
### 2-YEAR SCHOOLS



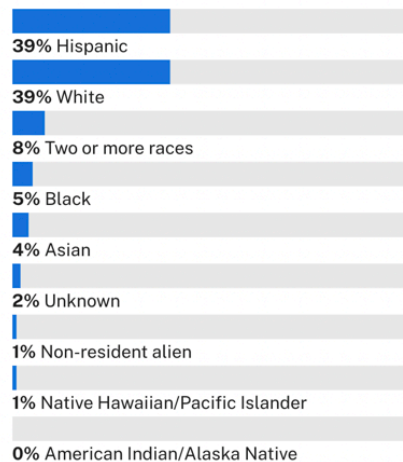
## COPPER MOUNTAIN COMMUNITY COLLEGE

### Socio-Economic Diversity ⓘ

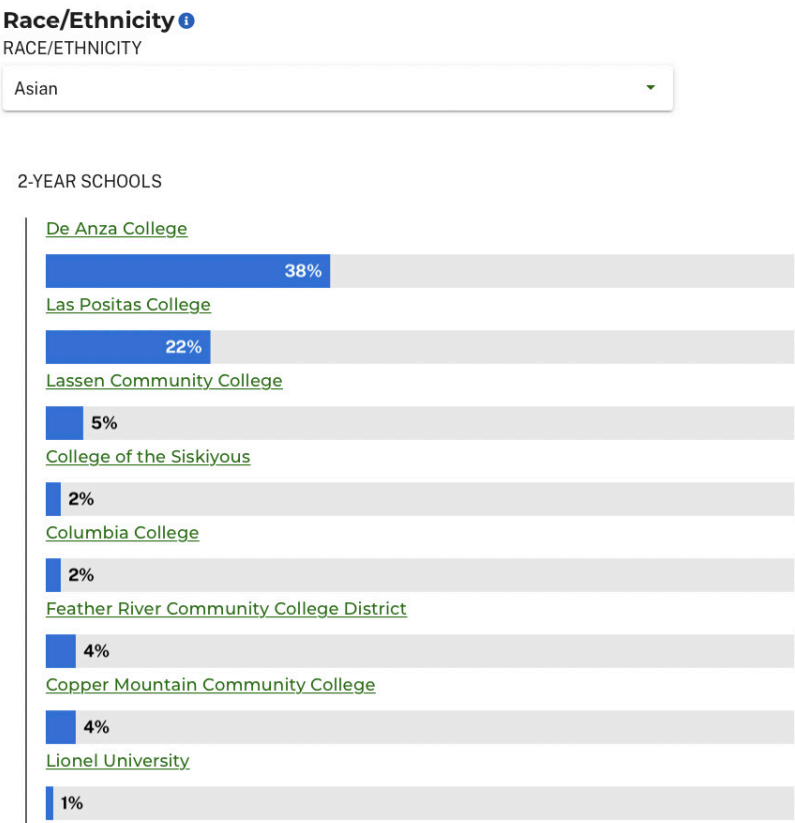
The percentage of students who received an income-based federal Pell grant intended for low-income students.



### Race/Ethnicity ⓘ



Unfortunately, Copper Mountain Community College only reports a 4% Asian student enrollment. As we have noted in last year’s IEP’s and various college publications, LIBI’s student demographic is rare for two-year colleges our size, and it is difficult to find peers to measure ourselves against. De Anza college is also a city-based institution, and although their Asian student enrollment is much lower than ours, it has a 38% Asian student population. At over 16,000 students, however, their size dwarfs LIBI. Parallel comparisons of LIBI to our peers becomes even more difficult when we try to do so in the for-profit sector. Since LIBI does not offer vocational programs that require licensing, and many of our students go on to 4-year institutions, a big departure from the overarching mission of the for-profit sector, we find ourselves even more limited in the number of institutions to which we can **meaningfully** compare our outcomes.

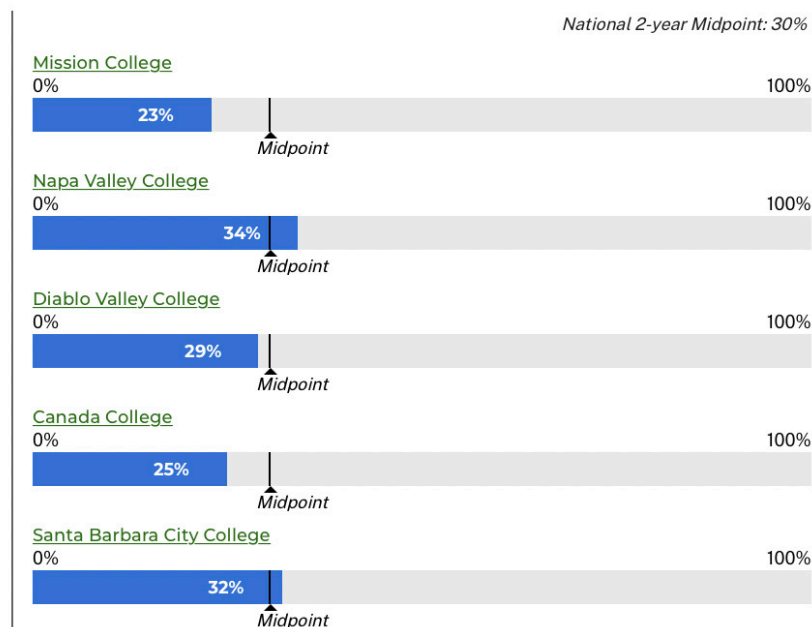


## 2-YEAR SCHOOLS

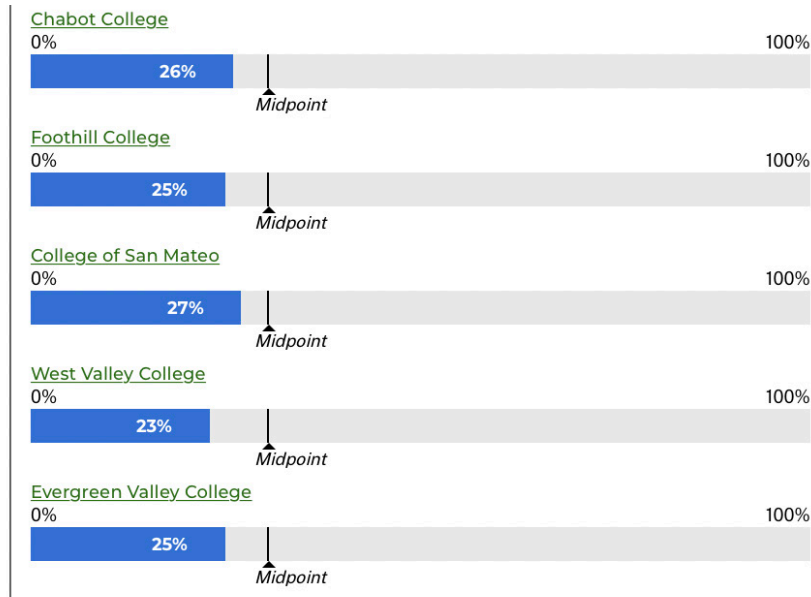
<a href="#">De Anza College</a>	 Year	 Public	 City	 Large	<b>16,476</b> undergraduates	<a href="http://deanza.edu">deanza.edu</a> 
<a href="#">Las Positas College</a>	 Year	 Public	 City	 Medium	<b>7,386</b> undergraduates	<a href="http://laspositascollege.edu">laspositascollege.edu</a> 
<a href="#">Lassen Community College</a>	 Year	 Public	 Rural	 Small	<b>1,619</b> undergraduates	<a href="http://lassencollege.edu">lassencollege.edu</a> 
<a href="#">College of the Siskiyous</a>	 Year	 Public	 Town	 Small	<b>996</b> undergraduates	<a href="http://siskiyous.edu">siskiyous.edu</a> 
<a href="#">Columbia College</a>	 Year	 Public	 Rural	 Small	<b>1,840</b> undergraduates	<a href="http://gocolumbia.edu">gocolumbia.edu</a> 
<a href="#">Feather River Community College District</a>	 Year	 Public	 Rural	 Small	<b>1,173</b> undergraduates	<a href="http://frc.edu">frc.edu</a> 
<a href="#">Copper Mountain Community College</a>	 Year	 Public	 Rural	 Small	<b>1,533</b> undergraduates	<a href="http://cmccd.edu">cmccd.edu</a> 
<a href="#">Lionel University</a>	 Year	 Private For-Profit	 Suburban	 Small	<b>431</b> undergraduates	<a href="http://lionel.edu">lionel.edu</a> 

We reset the criteria in the College Scorecard and came up with another set of potential peers. Using the same graduation criteria, we found another ten institutions.

## 2-YEAR SCHOOLS

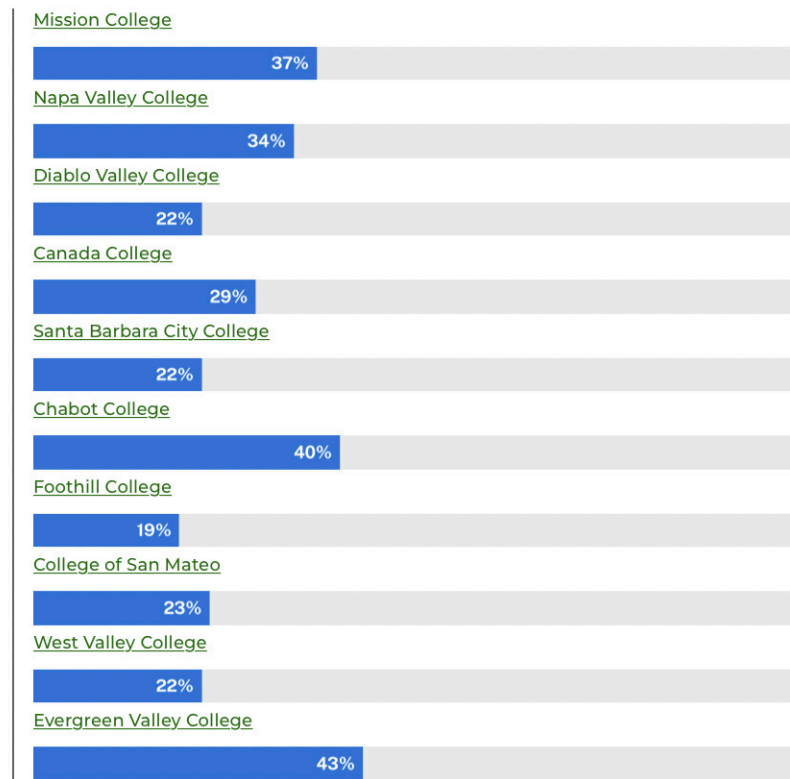






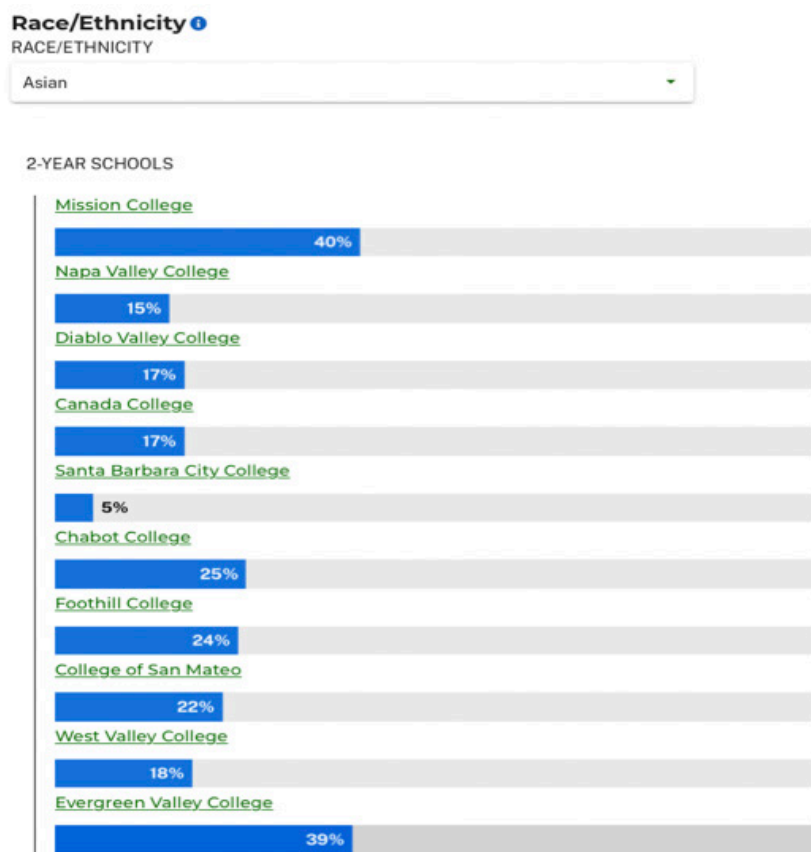
## Socio-Economic Diversity <sup>1</sup>

### 2-YEAR SCHOOLS



With 43%, Evergreen Valley College had the highest Socio-Economic Diversity percentage in this group and 39% of its enrollment is made up of Asian students. Another college in this group, Mission College, with a Socio-Economic Diversity score of 37%, reports a 40% Asian student population.

Interestingly, Evergreen Valley College also reports a 45% Hispanic student enrollment, which gives this institution an 84% enrollment of Asian and Hispanic students. This is very similar to LIBI's breakdown of these two student groups. The Scorecard lists LIBI's Asian student population at 53% and the Hispanic student population at 28% for a total of 81% of the student body. Similarly, Mission College reports that 32% of their student body is comprised of Hispanic students, making their combined student body total of 72% between these two student groups. Both colleges are classified as Asian American and Native American Pacific Islander-Serving as well as Hispanic-Serving Institutions.

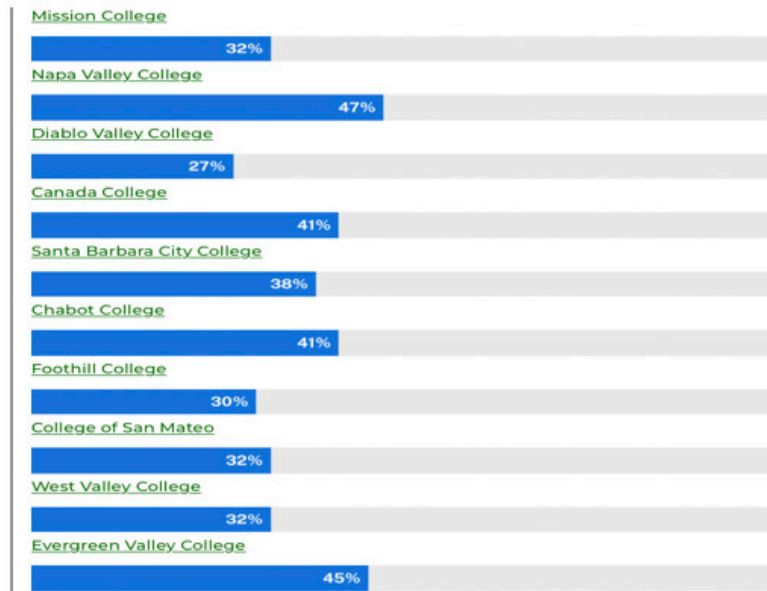


### Race/Ethnicity <sup>i</sup>

RACE/ETHNICITY

Hispanic

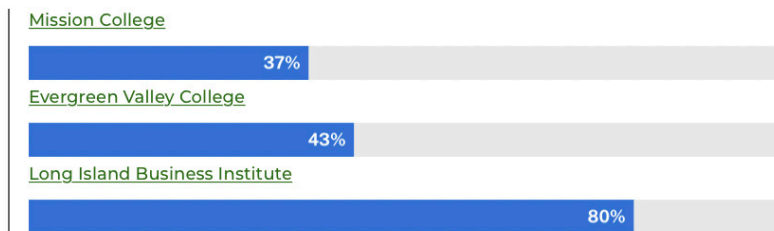
#### 2-YEAR SCHOOLS



Although LIBI's Socio-Economic Diversity is much higher, twice that of Mission College at 37% and nearly twice that of Evergreen Valley College at 43%, these two institutions have the highest Asian American student enrollment we have been able to find within our graduation rate bracket. Below is a side-by-side comparison of the three institutions as presented in the College Scorecard.

### Socio-Economic Diversity <sup>i</sup>

#### 2-YEAR SCHOOLS

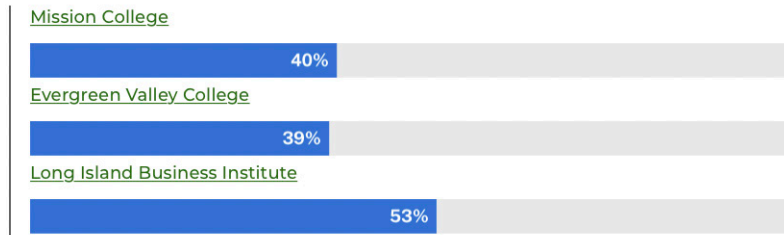


### Race/Ethnicity ⓘ

RACE/ETHNICITY

Asian

#### 2-YEAR SCHOOLS

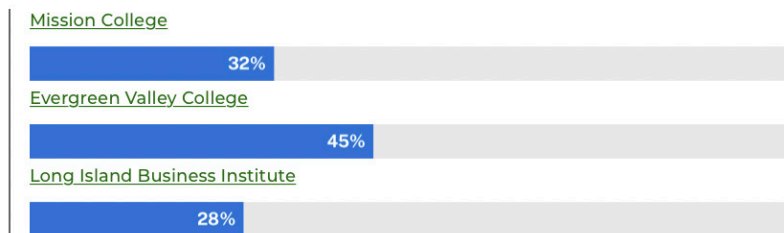


### Race/Ethnicity ⓘ

RACE/ETHNICITY

Hispanic

#### 2-YEAR SCHOOLS

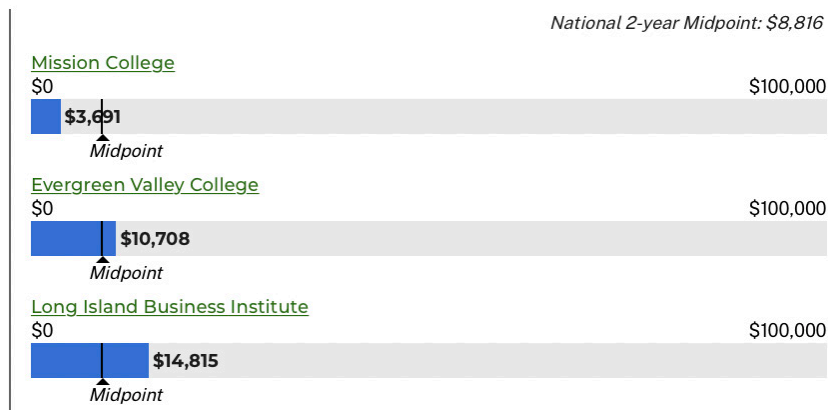


Side-by-side comparisons of tuition shows that at \$14,815 LIBI costs more to attend than the Evergreen Valley at \$10,708 and Mission at \$3,691. We note that LIBI has a very generous institutional aid program and only a little over 5% of the total student population borrows to attend.

## Average Annual Cost 📘

Cost includes tuition, living costs, books and supplies, and fees minus the average grants and scholarships for federal financial aid recipients.

### 2-YEAR SCHOOLS



### School 3-Year Default Rate FY 2019, 2018, and 2017

OPEID: 020937      Type: Associate's Degree  
 Name: Long Island Business Institute      Control: Proprietary  
 Address: 136-18 39TH AVENUE, 5TH FLOOR      Program: NONE  
 FLUSHING, NY 113542997

Cohort Fiscal Year	Official Default Rate	Number of Borrowers in Default	Number of Borrowers in Repayment	Enrollment Figures	Percentage Calculation
2019	7.5	8	106	1,896	5.59%
2018	12.1	4	33	2,333	1.41%
2017	9	4	44	2,093	2.10%

**ENROLLMENT NOTE:** To provide context for the Cohort Default Rate (CDR) data, we include Enrollment Figures (students enrolled at any time during the year) and the corresponding Percentage Calculation (borrowers entering repayment divided by that enrollment figure). There is no direct relationship between the timing of when a borrower entered repayment and any particular enrollment year; we have chosen to use the academic year ending on the 30th of June before the beginning of the cohort year.

Cohort Default Rate (CDR) data is not displayed when Number of Borrowers in Repayment (number of borrowers entering repayment in cohort) includes 10 or fewer borrowers.

NCES data comparison of full-time first-time students across the three institutions:

	Percent of full-time first-time undergraduates awarded any financial aid (SFA2021)	Percent of full-time first-time undergraduates awarded federal grant aid (SFA2021)	Average amount of Pell grant aid awarded to full-time first-time undergraduates (SFA2021)	Percent of full-time first-time undergraduates awarded federal student loans (SFA2021)
Evergreen Valley College	77	42	5330	0
Long Island Business Institute	98	94	5941	0
Mission College	75	73	5238	0

*Raw data in Appendix*

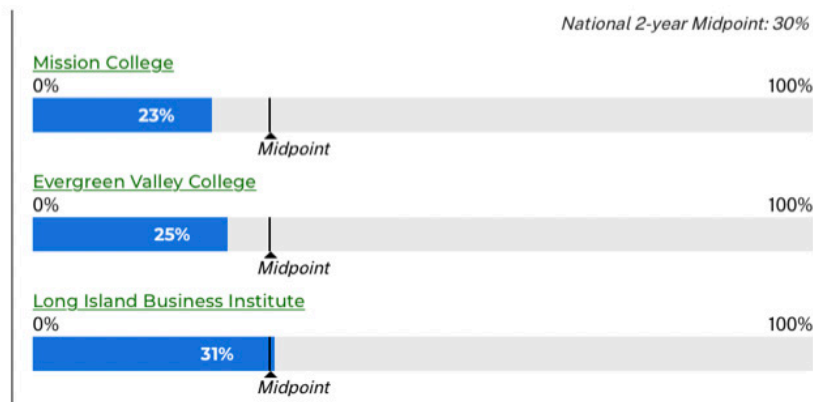
# GRADUATION

LIBI's graduation rates are 6-8 percentage points higher than Evergreen Valley and Mission; however, as we noted previously, it is difficult to determine the underlying causes and variables from a tool such as the Scorecard since the Socio-Economic Diversity score is the only category that begins to address risk-factors for dropping out. Without a full evaluation of the risk-factors of students enrolled at Evergreen Valley and Mission it is difficult to speak further about the disparity of graduation results between them and LIBI. The fact that both colleges report a high percentage of part-time students can contribute to some of the lower graduation results.

## Graduation Rate ⓘ

☐ Show Pell Grant Recipients Only

### 2-YEAR SCHOOLS



# STUDENT LOANS “MAKING PROGRESS”

The repayment rates of student loans “making progress” with repayment at the three institutions is very much in the same range, with only Mission being 7 percentage points below LIBI and Evergreen Valley (both at 28%). Similarly, all three institutions are in the same range with loans that are in forbearance in their student loan portfolios. The range for the three institutions is between 18% (LIBI) and 22% (Mission). Given that student loans would go into forbearance for a period of time because the borrower is in financial distress,

it appears that all three schools have a similar portion of students who are struggling to service their loans. Since a forbearance suspends or reduces the borrower's loan payments, but interest continues to accrue during the forbearance period, this segment of borrowers needs to be closely monitored as they could progress into default. It should be noted, however, that according to the Department's "Technical Documentation: College Scorecard Data by Field of Study" Version May 2022 paper "if at least one of the borrower's loans is in forbearance (and none of the loans are in default or delinquent), the borrower is classified in this category". This does suggest that the borrowers in this category were paying regularly and were not delinquent nor did they default on any of their loans to that point. It should also be pointed out that these numbers and classifications will further be muddled as the effect of the Covid-19 "payment pause" by the Education Department continues to make it into the Scorecard calculations.

Given the circumstances of CDR rates being skewed due to the student loan freeze by the federal government, one area where LIBI will have to be more vigilant over the next few years (or at least until 2027 when the data will no longer contain influence of the Covid-19 relief) is how our borrowers return to "making progress" on their loan repayments.

#### Repayment Rate ⓘ

Percentage of borrowers in each category 2 years after entering repayment. For category definitions, please see [the glossary](#).

☐ Only show data for those who graduated

REPAYMENT STATUS

Making Progress ▾

#### 2-YEAR SCHOOLS

School	Percent Making Progress
Mission College	21%
Evergreen Valley College	28%
Long Island Business Institute	28%

# STUDENT LOANS IN FORBEARANCE

## Repayment Rate

Percentage of borrowers in each category 2 years after entering repayment. For category definitions, please see [the glossary](#).

☐ Only show data for those who graduated

### REPAYMENT STATUS

Forbearance

### 2-YEAR SCHOOLS

School	Percent Forbearance
Mission College	22%
Evergreen Valley College	19%
Long Island Business Institute	18%

## CUMULATIVE LOAN DEBT AND "NOT MAKING PROGRESS"

"Having better data on borrowers who are unable to make loan payments (but not necessarily in default) is critical, since almost half of undergraduate borrowers (46%) missed payments on at least one loan two years out of college"<sup>34</sup>.

"Not making progress" is another category where more information should be provided. Students who take out loans at LIBI either have attended other colleges and have used all their Pell and TAP (NYS grant that does not have to be repaid) awards somewhere else, or they do not qualify for those awards because their family's income is considered too high. Student borrowers are classified by the department as "not making progress", are in fact "making regular payments but the sum of all outstanding loan balances exceeds the sum of the original loan balances and none of the prior categories apply"<sup>35</sup>. This category should include a way to view this data in terms of students who only borrowed at one college

34 Palomar, Angelique. "College Scorecard Data Show High Rates of Non-Repayment on Federal Student Loans and Signs of Forbearance Abuse." *The Institute for College Access & Success*, 13 Apr. 2021, <https://ticas.org/accountability/college-scorecard-data-show-high-rates-of-non-repayment-on-federal-student-loans-and-signs-of-forbearance-abuse/>.

35 <https://collegescorecard.ed.gov/assets/FieldOfStudyDataDocumentation.pdf>



versus students with loans from multiple institutions. For instance, according to the NSLDS, 51% of LIBI student borrowers had loans from other institutions. Those 51% of students who finished at LIBI, will have all of their loans borrowed at the associate's level – not just at LIBI – counted cumulatively under LIBI.

This is relevant because the Department explains that “for example, if a female Pell-recipient graduate borrowed \$2,000 per semester for two years in Direct Loans at College A, then transferred to College B and borrowed \$3,000 per semester for one year in Direct Loans and completed a credential, the \$2,000 x 2 semesters x 2 years = \$8,000 cumulative debt at College A would not be recorded in metrics for College A since the student did not complete a credential at that school. Since the graduate completed a credential at College B, these cumulative debts would be included in College B’s metrics as follows: \$3,000 x 2 semesters x 1 year = \$6,000. The graduate’s \$8,000 + \$6,000 = \$14,000 total cumulative debt would be included in College B’s calculations”<sup>36</sup>. Essentially, this calculation is punitive to an institution that graduates a student with prior loans from other colleges at the same credential level by assigning all the responsibility for the borrower to the last institution. For the “not making progress” metric to make sense and be usable to rehabilitate an institution’s practices, only students who are unable to service their debts accrued at that institution should be included.

## STUDENT LOANS NOT MAKING PROGRESS

### Repayment Rate

Percentage of borrowers in each category 2 years after entering repayment. For category definitions, please see [the glossary](#).

☐ Only show data for those who graduated

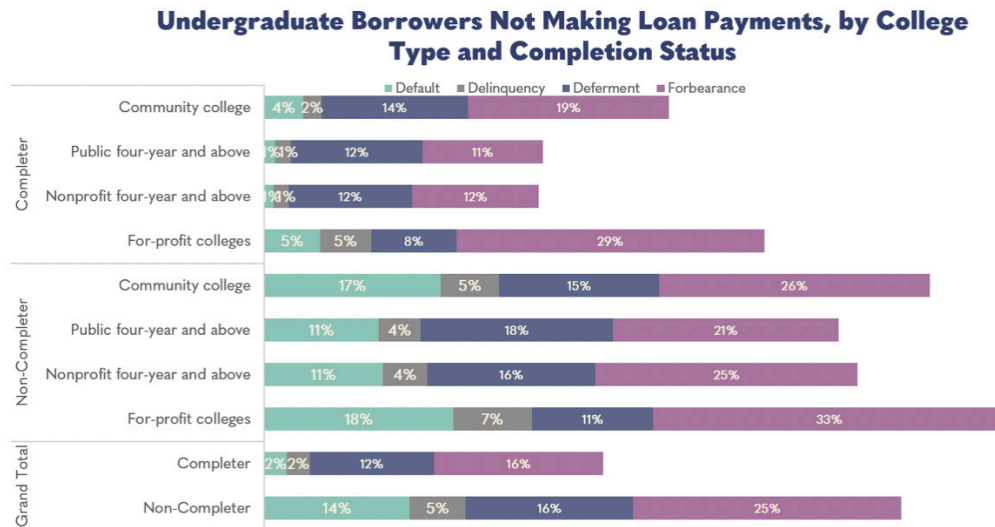
#### REPAYMENT STATUS

Not Making Progress

#### 2-YEAR SCHOOLS

School	Percent Not Making Progress
Mission College	18%
Evergreen Valley College	19%
Long Island Business Institute	27%

36 <https://collegescorecard.ed.gov/assets/FieldOfStudyDataDocumentation.pdf>



Source: *The Institute for College Access and Success*

<https://ticas.org/accountability/college-scorecard-data-show-high-rates-of-non-repayment-on-federal-student-loans-and-signs-of-forbearance-abuse/>

Using the data from The Institute for College Access and Success (TICAS), we compared LIBI's Scorecard to see how we look in an across-the-board comparison of all sectors. According to TICAS, "across all colleges, 20 percent of borrowers were in forbearance two years after entering repayment"<sup>37</sup>. The report goes on to further point out that at "356 colleges, which collectively represent eight percent of all borrowers, at least one-third of borrowers are in forbearance. Of these 356 outliers, 77 percent are for-profit colleges"<sup>38</sup>.

LIBI's student loan forbearance stands at 18%, which is 2 percentage points lower than the 20% reported for all colleges, and half that of the for-profit sector. In fact, according to the data from TICAS, LIBI's 18% is favorably comparable to the 19% at the community colleges. Given that LIBI has always maintained that we are much closer in our student demographic and institutional mission to the community colleges than we are to the for-profit sector, this is yet another point that favorably reinforces that comparison.

<sup>37</sup> Palomar, Angelique. "College Scorecard Data Show High Rates of Non-Repayment on Federal Student Loans and Signs of Forbearance Abuse." *The Institute for College Access & Success*, 13 Apr. 2021, <https://ticas.org/accountability/college-scorecard-data-show-high-rates-of-non-repayment-on-federal-student-loans-and-signs-of-forbearance-abuse/>.

<sup>38</sup> Ibid.

## Repayment Rate

Percentage of borrowers in each category 2 years after entering repayment. For category definitions, please see [the glossary](#).

☐ Only show data for those who graduated

Repayment Status	Percent
Making Progress	28%
Not Making Progress	27%
Forbearance	18%
Defaulted	--
Deferment	--
Discharged	--
Paid in Full	--
Delinquent	--

We are very aware that high rates of forbearance add to longstanding concerns that some colleges may be abusing forbearance protections to avoid accountability. This is not a practice at LIBI, and we condone the institutions that resort to those tactics. We support the call by various watchdog organizations to use the five-year gap in application of the CDR to close the forbearance and deferment loophole. Deferment and forbearance are critically important tools for students in financial distress, but schools that use those tools to keep students from defaulting on their loans during the three-year period in which the Department tracks data for the CDR calculation, are simply dishonest. After the three-year tracking period is over, the borrowers can immediately default at no consequence to the institution – and that is a loophole that must be addressed if schools are to be truly held accountable for the debt incurred by their students.

## STUDENT LOANS IN DEFAULT

Oddly, out of our institutional sample, the Scorecard only had default data available for Mission College. This is yet another example of the incompleteness of this tool.

Given that all three institutions have highly concentrated student populations, it is likely that all three serve specific geographic areas whose residents are dependent on local

economies. Poverty rates by geographic location can be a reliable indicator when projecting student loan default rates. It would be helpful if the Scorecard included a “score” based on poverty rates in the geographic locations where the institutions are located that would contextualize the defaults stakeholders are looking at. This is supported by analysis done by Student Loan Hero.

According to a report compiled by Student Loan Hero, “2021 data from the U.S. Department of Education’s National Center for Education Statistics (NCES) showed that 12.3% of undergraduate students in the class of 2008 defaulted on federal loans at least once within the following 10 years. These borrowers graduated with a minimum of \$5,000 in federal student loan debt”<sup>39</sup>.

The analysis went further to rank default rates by state (the percentage of borrowers who defaulted within 3 years).

Percentage of student borrowers who entered repayment in fiscal year 2018, attended schools in these states and defaulted within 3 years (by state):

35	District of Columbia	6.3%
35	Missouri	6.3%
35	New York	6.3%
38	New Jersey	6.2%
39	Wisconsin	6.0%
40	Illinois	5.9%
41	Idaho	5.8%
41	Washington	5.8%
43	California	5.6%
43	Minnesota	5.6%
45	Alaska	5.5%
45	Rhode Island	5.5%
47	North Dakota	5.3%
48	Massachusetts	4.5%
49	Vermont	4.4%
50	Nebraska	4.0%
51	Utah	3.9%
Source: Student Loan Hero analysis of U.S. Department of Education data. Note: Includes borrowers who started their student loan repayments between October 2017 and September 2018 (fiscal year 2018) and defaulted by October 2020.		

39 Push, Amanda. “Who Defaulted on Student Loans before the Moratorium - and Who Is Most Likely to after Payments Resume.” *Student Loan Hero*, Lending Tree, 24 Aug. 2022, <https://studentloanhero.com/featured/student-loan-default-study/>.

New York and California rank toward the lower end of the defaulting states, with New York coming in at number 35 at 6.3% and California ranking at 43 with a 5.6% default rate. “In the same time frame as the state-level data, Student Loan Hero researchers found that those who attended private, for-profit schools were the most likely to default after entering repayment in fiscal year 2018, at 11.2%. Meanwhile, borrowers with degrees from public schools had a default rate of 7.0% – the second most common”<sup>40</sup>.

As mentioned previously, NCES lists LIBI’s most recent default rates at 7.5%. In the several sections of this IEP as well as in the 2021 IEP, we devote time to the analysis of our default rates within the context of our extremely low number of borrowers.

#### School 3-Year Default Rate FY 2019, 2018, and 2017

OPEID: 020937      Type: Associate's Degree  
 Name: Long Island Business Institute      Control: Proprietary  
 Address: 136-18 39TH AVENUE, 5TH FLOOR  
 FLUSHING, NY 113542997      Program: NONE

Cohort Fiscal Year	Official Default Rate	Number of Borrowers in Default	Number of Borrowers in Repayment	Enrollment Figures	Percentage Calculation
2019	7.5	8	106	1,896	5.59%
2018	12.1	4	33	2,333	1.41%
2017	9	4	44	2,093	2.10%

**ENROLLMENT NOTE:** To provide context for the Cohort Default Rate (CDR) data, we include Enrollment Figures (students enrolled at any time during the year) and the corresponding Percentage Calculation (borrowers entering repayment divided by that enrollment figure). There is no direct relationship between the timing of when a borrower entered repayment and any particular enrollment year; we have chosen to use the academic year ending on the 30th of June before the beginning of the cohort year.

Cohort Default Rate (CDR) data is not displayed when Number of Borrowers in Repayment (number of borrowers entering repayment in cohort) includes 10 or fewer borrowers.

## DEFAULTED LOANS

### Repayment Rate <sup>1</sup>

Percentage of borrowers in each category 2 years after entering repayment. For category definitions, please see [the glossary](#).

☐ Only show data for those who graduated

#### REPAYMENT STATUS

Defaulted

#### 2-YEAR SCHOOLS

School	Percent Defaulted
Mission College	10%
Evergreen Valley College	--
Long Island Business Institute	--

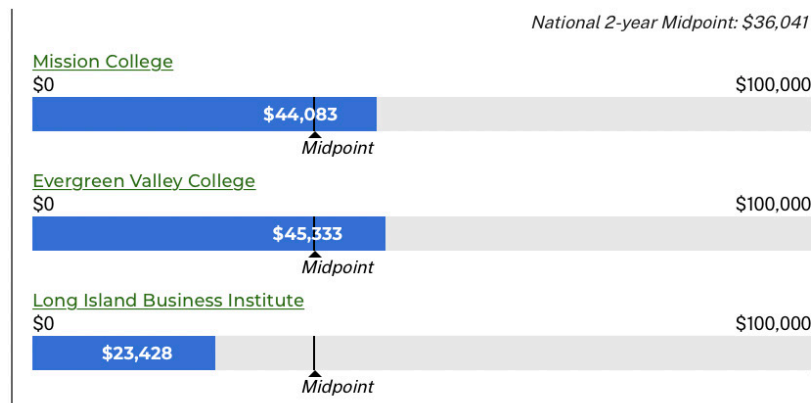
<sup>40</sup> Ibid.

# EARNINGS

## Median Earnings <sup>i</sup>

The median earnings of former students who received federal financial aid at 10 years after entering the school.

### 2-YEAR SCHOOLS



The cohort of evaluated graduates for earnings metrics in the Scorecard consists of those individuals who received federal financial aid, but excludes those who

- were subsequently enrolled in school during the measurement year,
- died prior to the end of the measurement year, and
- received a higher-level credential than the credential level of the field of study measured.

Earnings reported for those who received federal financial aid at LIBI is significantly lower than Evergreen Valley and Mission. There are a few factors that contribute to this. LIBI prides itself on being a pathway not just to employment but also to further education. Our students have options through our formal articulation agreements to transfer to 4-year colleges, and many of them do. The students who transfer and are still enrolled in a 4-year college, as well as those who received a bachelor's degree, are not included in our calculations. These students would certainly increase the median salaries.

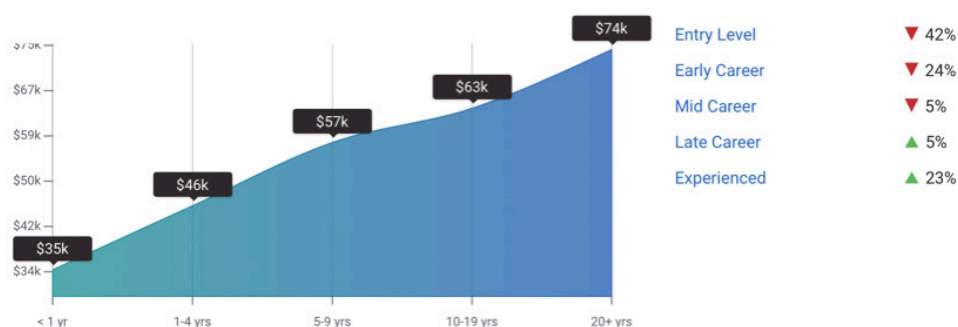
Many of our students come from entrepreneurial communities, and they seek out LIBI with the explicit intent to acquire skills and knowledge to start a business in America or to help a family member start one. We see this most prevalently in our business department.

“Small businesses with no employees have an average annual revenue of \$46,978.” It is from revenue, or the top line, that expenses and taxes are deducted out. The U.S. Census lists revenue as “receipts” and that includes “gross receipts, sales, commissions, and income from trades and businesses, as reported on annual business income tax returns.”<sup>41</sup>

“Small business owners who are self-employed by their own incorporated businesses made a median income of \$50,347 in 2016. Those who are self-employed by unincorporated firms made a median income less than half that, at \$23,060.”<sup>42</sup>

Payscale.com reports an entry-level small business owner with less than 1 year experience in New York, NY (Manhattan not Flushing), which would encompass our LIBI entrepreneurs, at slightly below \$35,000. This number should be caveated as it includes tips, bonuses and overtime pay).

#### What is the Pay by Experience Level for Small Business Owners?



An entry-level Small Business Owner with less than 1 year experience can expect to earn an average total compensation (includes tips, bonus, and overtime pay) of \$34,728 based on 7 salaries. An early career Small Business Owner with 1-4 years of experience earns an average total compensation of \$46,134 based on 64 salaries. A mid-career Small Business Owner with 5-9 years of experience earns an average total compensation of \$57,381 based on 70 salaries. An experienced Small Business Owner with 10-19 years of experience earns an average total compensation of \$63,478 based on 111 salaries. In their late career (20 years and higher), employees earn an average total compensation of \$73,928. [Read less](#)

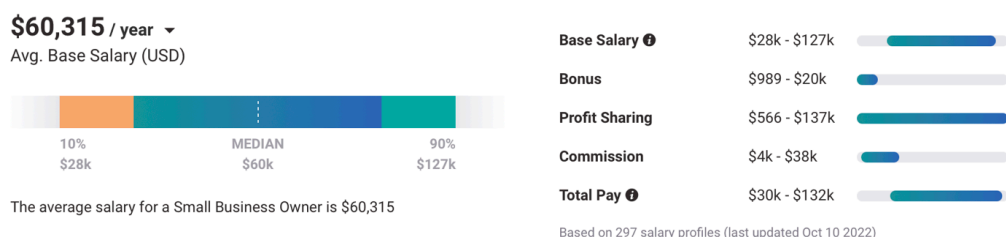
Source: PayScale.com Average Small Business Owner Salary in New York, New York

[https://www.payscale.com/research/US/Job=Small\\_Business\\_Owner/Salary/605e643b/New-York-NY](https://www.payscale.com/research/US/Job=Small_Business_Owner/Salary/605e643b/New-York-NY)

A more recently updated picture of small business owner salaries based on nearly 300 salary profiles, lists small business owners with some employees as starting with \$28,000.

41 Godlewski, N. (2020, December 16). *Small business revenue statistics (2021): Annual sales and earnings*. Fundera Ledger. Retrieved October 2, 2022, from <https://www.fundera.com/resources/small-business-revenue-statistics>.

42 Godlewski, N. (2020, December 16). *Small business revenue statistics (2021): Annual sales and earnings*. Fundera Ledger. Retrieved October 2, 2022, from <https://www.fundera.com/resources/small-business-revenue-statistics>.



Source: [https://www.payscale.com/research/US/Job=Small\\_Business\\_Owner/Salary/605e643b/New-York-NY](https://www.payscale.com/research/US/Job=Small_Business_Owner/Salary/605e643b/New-York-NY)

We should point out that the LIBI curriculum covers the major areas identified as “skills that affect small business owner salaries”. Given that the Scorecard only captures the first three years, we are unable to determine how well our graduate entrepreneurs fare after the most difficult period of a new business, the first years, have passed. To increase transparency, it would be very helpful to include “self-employed” as a category in the earnings matrix of the Scorecard.

### Skills That Affect Small Business Owner Salaries

Different skills can affect your salary. Below are the most popular skills and their effect on salary.

Sales Management	▲ 101%	Strategic Marketing	▲ 16%
Construction Estimating	▲ 66%	Business Development	▲ 8%
Accounting	▲ 47%	Leadership	▲ 8%
Operations Management	▲ 16%	Business Management	▲ 3%
Human Resources (HR)	▲ 16%	Project Management	▲ 1%

Source: [https://www.payscale.com/research/US/Job=Small\\_Business\\_Owner/Salary/605e643b/New-York-NY](https://www.payscale.com/research/US/Job=Small_Business_Owner/Salary/605e643b/New-York-NY)

Another important factor that is likely also unique to LIBI, is the desire of our students to find jobs near their homes where they can be close to their children and/or parents. Salaries in and around Flushing do not reflect the salaries in Manhattan. Many of our Flushing campus graduates who chose the job pathway, although equipped with a college degree, want to be close to their community and prefer to take a lower salary offered in Flushing for the convenience of being close to home and among the community where they are comfortable. “The median household income in Flushing is \$50,204. This means Flushing income is lower than the median income in the United States, with neighborhood household incomes in the 36th percentile. Education is usually most correlated with income, and in Flushing 21% of adults have bachelor’s degrees or higher versus 31% nationwide”<sup>43</sup>.

43 <https://bestneighborhood.org/household-income-flushing-new-york-ny/>



Unquestionably, the median earnings reported by the Scorecard are significantly lower than where we believe we should be. It would be important to allow for disaggregation in this category since key variables, including working part-time due to family obligations and being self-employed, can appreciably impact the median income metric. Although the Department has adjusted the College Scorecard, it still is a very limited and incomplete tool; unfortunately, it is one that stakeholders judge institutions by, and journalists use to extrapolate pieces that make for shocking headlines.

As we discussed throughout this section, some important factors required for a proper analysis are regrettably missing.

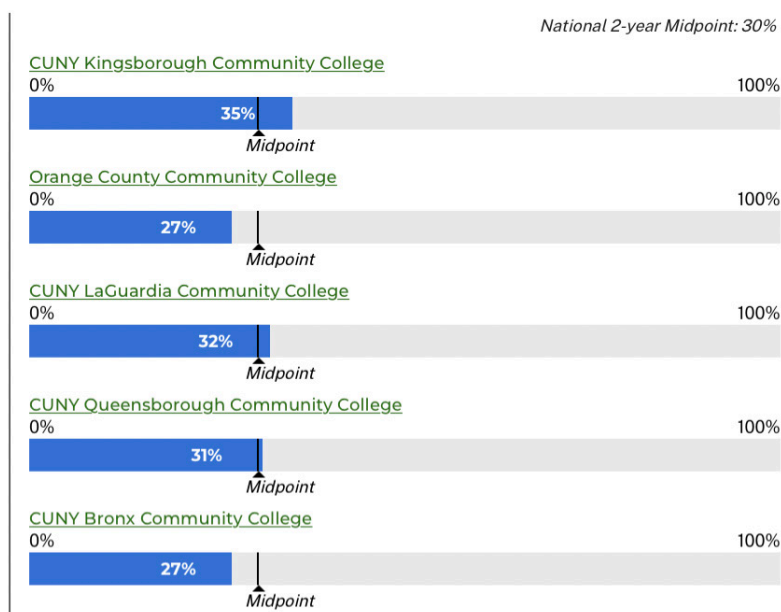
## COMPARISON: NEW YORK STATE COMMUNITY COLLEGES

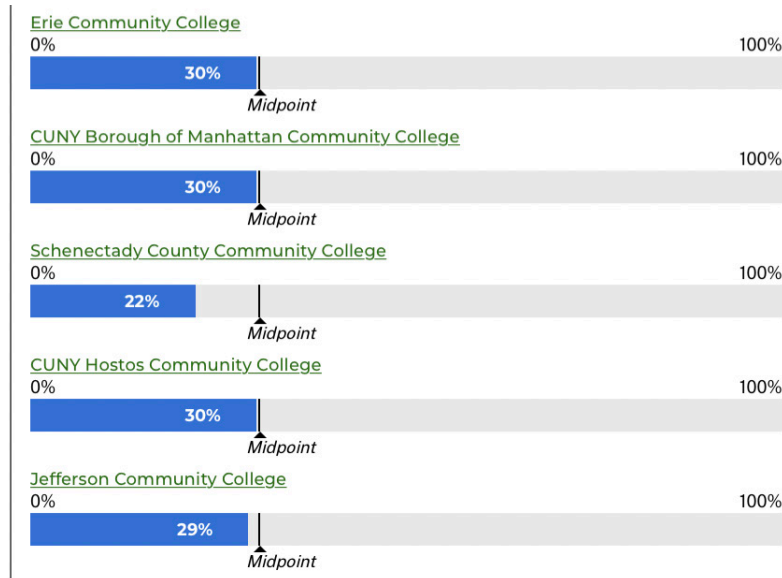
To produce a more complete picture of LIBI we went back to produce a comparison with our peers in New York State.

We used the same basic criteria and compiled a list of community colleges with a similar graduation rate as ours. Same rationale applied to selecting schools with lower graduation rates as they are likely also serving at-risk for dropping out, vulnerable student populations.

### Graduation Rate

2-YEAR SCHOOLS

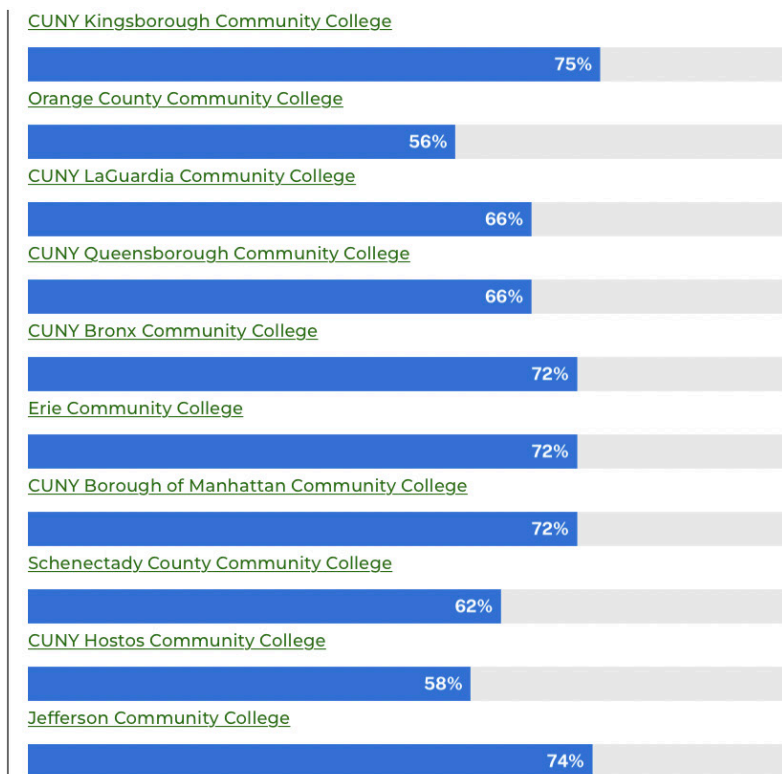




New York State Community Colleges have a larger portion of students who attend full-time. This is likely due to the generous Tuition Assistance Program (TAP) New York State gives to residents.

### Full Time Enrollment i

#### 2-YEAR SCHOOLS

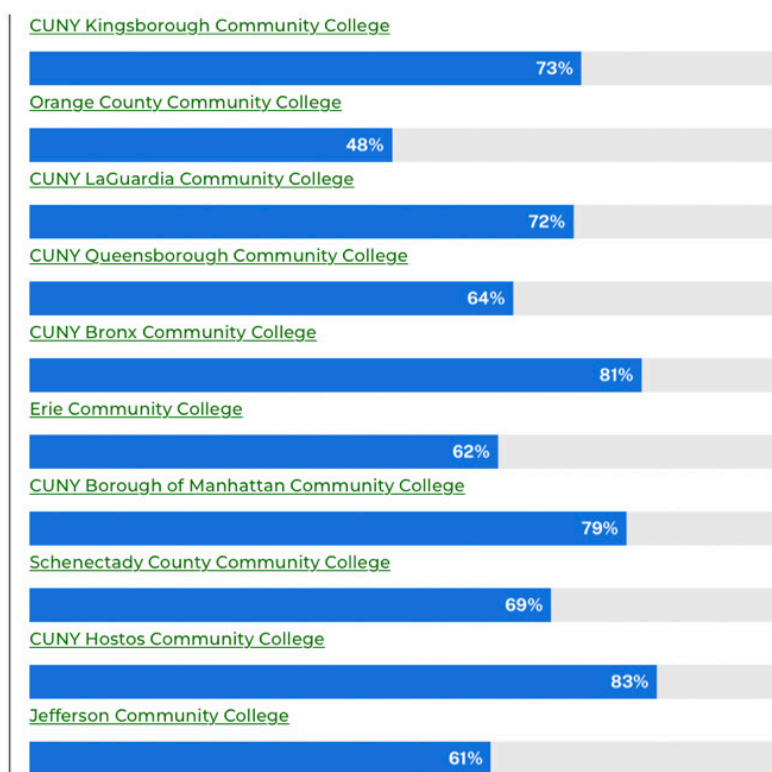


The Socio-Economic Diversity scores for NYS Community Colleges is also overall much higher than in our sample of California Schools. With 48%, Orange County Community College has the lowest Socio-Economic Diversity Score in the group, while CUNY Bronx Community College (81%) and CUNY Hostos Community College (83%), both had scores higher than LIBI's 80%.

Unfortunately, both Bronx Community College and Hostos report a 3% Asian student enrollment.

### Socio-Economic Diversity

2-YEAR SCHOOLS

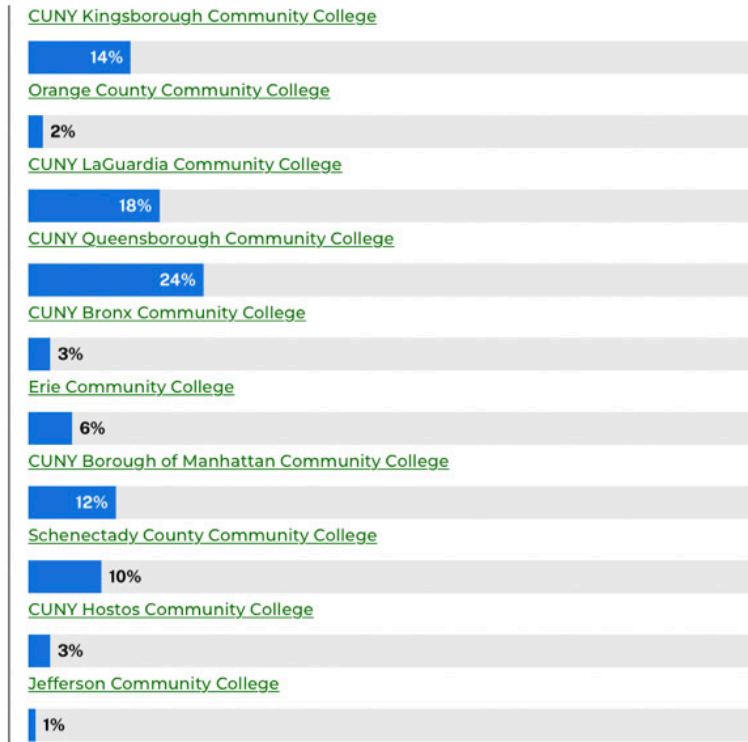


## Race/Ethnicity 1

RACE/ETHNICITY

Asian

### 2-YEAR SCHOOLS



Queensborough Community College (QCC) and LaGuardia Community College have the highest enrollment of Asian-American students, but even with 24% and 18% respectively, they are significantly below LIBI's 53%.

## LOANS

The New York Community Colleges range between 14-22% of students "Making Progress" paying for the loans they incurred.

### Repayment Rate <sup>i</sup>

Percentage of borrowers in each category 2 years after entering repayment. For category definitions, please see [the glossary](#).

☐ Only show data for those who graduated

#### REPAYMENT STATUS

Making Progress ▼

#### 2-YEAR SCHOOLS

School	Percent Making Progress
CUNY Kingsborough Community College	15%
Orange County Community College	22%
CUNY LaGuardia Community College	18%
CUNY Queensborough Community College	16%
CUNY Bronx Community College	14%
Erie Community College	22%
CUNY Borough of Manhattan Community College	15%
Schenectady County Community College	15%
CUNY Hostos Community College	19%
Jefferson Community College	19%

In comparison, 28% of LIBI's borrowers are listed by the Scorecard as "Making Progress". Schools with a high Socio-Economic Diversity Score, QCC, LaGuardia, and Bronx Community College range from 14% to 18%, or 10% to half that of LIBI.

### Repayment Rate <sup>o</sup>

Percentage of borrowers in each category 2 years after entering repayment. For category definitions, please see [the glossary](#).

☐ Only show data for those who graduated

Repayment Status	Percent
Making Progress	28%
Not Making Progress	27%
Forbearance	18%

At 27%, LIBI's borrowers "Not Making Progress" on their loans (please refer to the previous discussion for definitions), are in line with the selected group which average 25% and range from 20% to 31%.

#### REPAYMENT STATUS

Not Making Progress

#### 2-YEAR SCHOOLS

School	Percent Not Making Progress
CUNY Kingsborough Community College	25%
Orange County Community College	28%
CUNY LaGuardia Community College	20%
CUNY Queensborough Community College	24%
CUNY Bronx Community College	24%
Erie Community College	23%
CUNY Borough of Manhattan Community College	26%
Schenectady County Community College	31%
CUNY Hostos Community College	24%
Jefferson Community College	25%

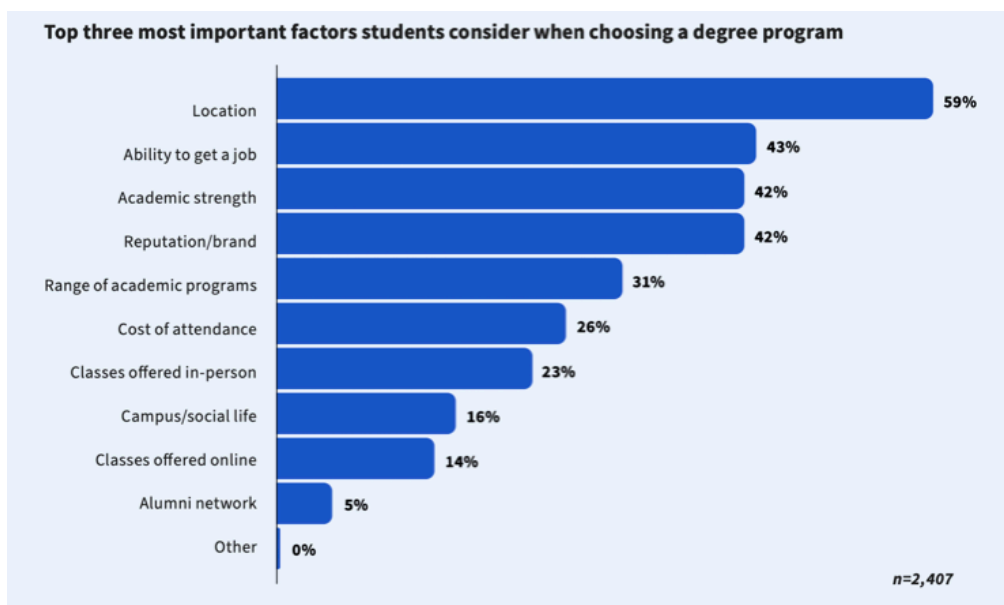
Loan repayments and default rates are an important measurement for LIBI as such a small number of our student population borrows to go to school. Slight shifts have a very big impact on how we look to our stakeholders, and we must be much more vigilant than schools with a larger borrower base. We are questioning the 2019 data with the Department, and we will be reporting the outcome in next year's IEP.

## CONCLUSION

Since its inception 54 years ago, LIBI has endeavored to connect its curricula directly to the needs of the job market. The post-pandemic world is evolving, and new skills are necessary to obtain and maintain employment. "A recent Cengage survey of Americans who graduated from a two-year/community or four-year college in the past five years found that nearly one in five (19%) reported that their college education experience did not provide them with the skills needed to perform their first post-degree job. Additionally, more than half (53%)

of these college graduates have not applied to an entry-level job in their field because they felt unqualified, and nearly half (42%) felt unqualified because they did not have all the skills listed in the job description”<sup>44</sup>.

A recently released Coursera survey of 3,600 students and employers, yielded some important takeaways that higher education should consider seriously. The two factors students put on top of their priority list when choosing a degree program were location of the college, and the ability to get a job.



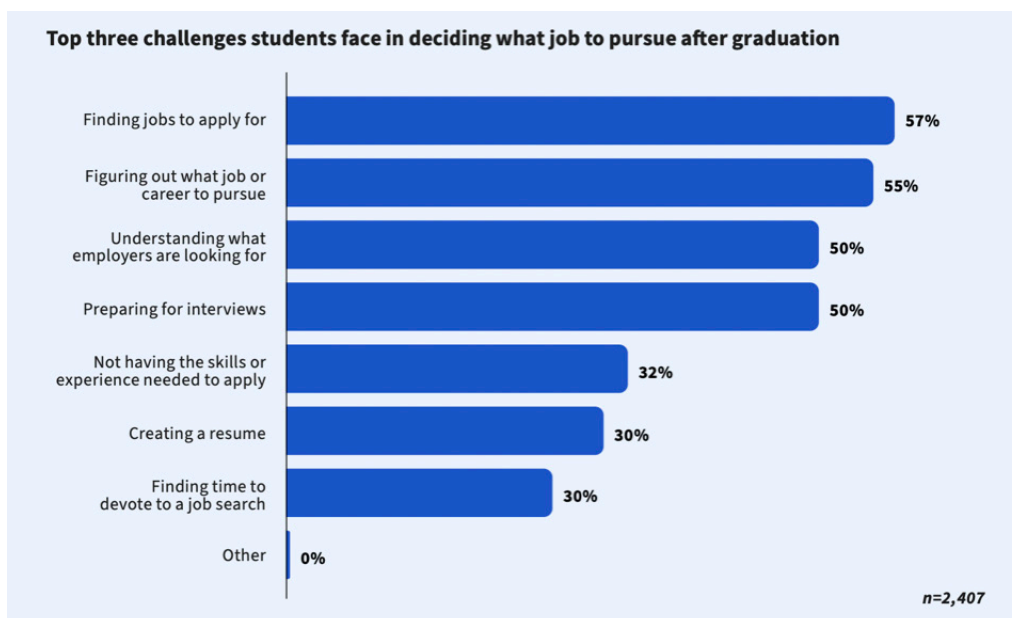
Source: [https://pages.coursera-for-business.org/rs/748-MIV-116/images/Connecting%20Learning%20to%20Career%20Outcomes%20Report\\_2022\\_final.pdf](https://pages.coursera-for-business.org/rs/748-MIV-116/images/Connecting%20Learning%20to%20Career%20Outcomes%20Report_2022_final.pdf)

LIBI has always served the communities in which it is located and has adjusted to the changing student demographics that are the result of the shifts in migration. The college has always understood that the students who come to it value its location in their neighborhoods. Since our beginning as a court reporting school, we always understood that the ability to get a job was an important consideration for our students. We continue to ensure that our curriculum properly responds to the needs of the local job market. We have also evolved to meet the needs of students who want to acclimate to college at LIBI and then move on to a senior college.

44 Hansen, M. (2021, May 24). *The U.S. education system isn't giving students what employers need*. Harvard Business Review. Retrieved September 3, 2022, from <https://hbr.org/2021/05/the-u-s-education-system-isnt-giving-students-what-employers-need>.

We know that adult students who are new in this country, or students who are coming back to begin a pathway program to obtain their GEDs and college degrees, require just as much career guidance as traditional aged college seniors. In fact, we believe that these vulnerable populations require even more guidance and assistance because they are trying to overcome low confidence issues caused by language or educational insecurities.

The Coursera survey also identified the following challenges students feel they face when “deciding what job to pursue after graduation”.



Source: [https://pages.coursera-for-business.org/rs/748-MIV-116/images/Connecting%20Learning%20to%20Career%20Outcomes%20Report\\_2022\\_final.pdf](https://pages.coursera-for-business.org/rs/748-MIV-116/images/Connecting%20Learning%20to%20Career%20Outcomes%20Report_2022_final.pdf)

LIBI has always provided each of the items identified by the survey. Finding students jobs to apply for, helping graduates figure out which jobs to pursue, understanding what employers are looking for, preparing for interviews, and creating resumes - all these things are a part of what LIBI actively helps the students do. In fact, these items are in our curriculum. Seeing surveys like this Coursera<sup>45</sup> one, our efforts are publicly reaffirmed, and we can continue to refine our process so that we are always supporting the efforts of our graduates in ways that meet the demands of employers.

45 [https://pages.coursera-for-business.org/rs/748-MIV-116/images/Connecting%20Learning%20to%20Career%20Outcomes%20Report\\_2022\\_final.pdf](https://pages.coursera-for-business.org/rs/748-MIV-116/images/Connecting%20Learning%20to%20Career%20Outcomes%20Report_2022_final.pdf).



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