

June 15, 2023

Ms. Monica Foote
President
Long Island Business Institute
136-18 39th Avenue, 5th Floor
Flushing, NY 11354

Dear Ms. Foote:

The Accrediting Commission for Community and Junior Colleges, Western Association of Schools and Colleges, at its meeting June 7-8, 2023, reviewed the Institutional Self-Evaluation Report (ISER), evidentiary materials, and Teach-Out Plan submitted by Long Island Business Institute (LIBI) in support of its application for Candidacy.

The Commission also considered the Peer Review Team Report (Team Report) prepared by the peer review team that conducted its onsite visit to the College April 3 - 6, 2023. The Commission considered the written response to the Team Report that you submitted prior to the Commission meeting. The Commission appreciated your spoken remarks, as well as those of Provost Stacey Johnson.

The purpose of this review was to determine whether the College demonstrates the ability to meet all the Accreditation Standards and Commission policies, or to fully meet them within the two-year Candidate period. Upon consideration of the written and oral information noted above, the Commission acted to **Grant Candidacy** (preaccreditation). The Commission also acted to **accept the Teach-Out Plan** submitted as part of the Candidacy application.

Commendations

Commendations signify institutional practices for which the Commission believes exceed Standards. The Commission recognizes the exemplary performance of Long Island Business Institute in the following areas.

Standard I.A.2, I.B.6 (Commendation 1): The Commission commends the College for its institutional effectiveness efforts, including the amount and types of data gathered, the deep analyses of these data, the use of these analyses to inform decision-making, and the public sharing of analysis results in its annual Institutional Effectiveness Plan and

other institutional documents. The College demonstrates exemplary dedication to the disaggregation of data in a unique fashion as is relevant to its student population and it uses this data to direct institutional priorities in meeting the educational needs of students. When the institution identifies performance gaps, it implements strategies to mitigate those gaps, which may include allocation or reallocation of human, fiscal, technology, and other resources. It then evaluates the efficacy of those strategies and modifies them to best serve its student populations.

Standard I.A.3 (Commendation 2): The Commission commends the College for the programs and services it offers. These align well with its mission to deliver current and relevant career and technical training as part of a program that provides a well-rounded educational experience for the development of a broad range of skills important for success in today's complex and challenging business environment. The skills students learn at LIBI are relevant to their fields long after graduation.

Standard I.B.1 (Commendation 3): The Commission commends the College for demonstrating a sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The "Culture of Care" that the LIBI has developed shows ongoing commitment to its students and the unique obstacles that they face.

Standard I.C.14, II.C.3 (Commendation 4): The Commission commends the College for ensuring that its commitments to high-quality education, student achievement, student learning, and student support are paramount to other objectives.

Compliance Requirements

The Commission determined that the College must demonstrate compliance with the following Standards, as identified in the College recommendations in order to achieve Initial Accreditation. This demonstration must be addressed in a Follow-Up Report, which will serve as your application for Initial Accreditation.

Standard I.B.3, ACCJC Policy on Monitoring Institutional Performance (Requirement 1): In order to achieve initial accreditation, the Commission requires that the College establish and report on all institution-set standards and aspirational goals required by the ACCJC, including course completion, certificates, associate degrees, transfer, and employment rates.

Recommendations for Improving Institutional Effectiveness

The Peer Review Team Report noted Recommendations 2 and 3 for improving institutional effectiveness. Improvement recommendations do not identify current areas of deficiency in institutional practice, but consistent with its mission to foster continuous improvement through the peer review process, the Commission encourages institutions to give serious consideration to these recommendations and the advice contained in the Peer Review Team Report. In the

Midterm Report, the College will include actions taken in response to the improvement recommendations.

Next Steps

The Team Report provides details of the peer review team's findings. The guidance and recommendations contained in the Report represent the best advice of the peer review team at the time of the visit but may not describe all that is necessary for the College to improve or to come into compliance. A final copy of the Team Report is attached.

The Commission requires that you disseminate the ISER, the Team Report, the Teach-Out Plan, and this letter to all campus constituencies and the public by placing copies on the College website within seven business days of your receipt. Please note that in response to public interest in accreditation, the Commission requires institutions to post current accreditation information on a Web page no more than one click from the institution's home page. In keeping with ACCJC policy, the Commission action will also be posted on the ACCJC website within 30 days of the date of the Commission's action.

In accordance with federal regulations, Candidacy is a formal affiliation status granted to institutions that have successfully undergone an Eligibility review, as well as a comprehensive review process using the Accreditation Standards, including preparation of an Institutional Self-Evaluation Report and a review by a peer review team. Candidacy is granted when the institution demonstrates the ability – as it continues to develop – to fully meet all the Accreditation Standards and Commission policies within the two-year Candidate period. During Candidacy, the institution undertakes the necessary steps to reach demonstrable and complete compliance with Accreditation Standards. Candidate status may be extended for two years, for a total period not to exceed four years. Institutions that have achieved Candidacy status may make public representations about their relationship with the Commission. Please refer to ACCJC's "[Policy on Representation of Accredited Status.](#)"

The next report from the College will be the Follow-Up Report, which will serve as your application for Initial Accreditation, **due no later than March 15, 2025.**¹ In close consultation with your ACCJC Staff Liaison, Dr. Catherine Webb, you are advised to move forward toward the next stage of accreditation, as described in the document, *Eligibility, Candidacy, and Initial Accreditation Manual* (March 2022) and the *Guide to Institutional Self-Evaluation, Improvement, and Peer Review* (March 2023), which are available on the ACCJC website.

On behalf of the Commission, we wish to express appreciation for the diligent work and thoughtful reflection that Long Island Business Institute undertook to prepare for this review. These efforts confirm that peer review can serve the multiple constituencies of higher education by both ensuring and encouraging institutional quality and effectiveness.

¹ Institutions preparing and submitting Midterm Reports, Follow-up Reports, and Special Reports to the Commission should review *Guidelines for Preparing Institutional Reports to the Commission*, found on the ACCJC website at <https://accjc.org/guides-and-manuals/>.

If you have any questions about this letter or the Commission's action, please feel free to contact Dr. Mac Powell or the vice president assigned as liaison to your institution.

Sincerely,



Mac Powell, MBA, Ph.D.
President



Lori Gaskin, Ph.D.
Chair

cc: Ms. Anna Venturino, Accreditation Liaison Officer

Attachment