



**2022**

**INSTITUTIONAL  
SELF-EVALUATION  
REPORT (ISER)**

**IN SUPPORT OF AN APPLICATION  
FOR CANDIDACY AND  
INITIAL ACCREDITATION**



**LIBI**

LONG ISLAND  
BUSINESS INSTITUTE

# 2022

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**IN SUPPORT OF AN APPLICATION  
FOR CANDIDACY AND  
INITIAL ACCREDITATION**

Submitted By:

**Long Island Business Institute**

136-18 39th Ave.

Flushing, NY 11356

To:

**Accrediting Commission For  
Community And Junior Colleges**

**Western Association Of  
Schools And Colleges**



**LIBI**

LONG ISLAND  
BUSINESS INSTITUTE

January 2023

# CERTIFICATION

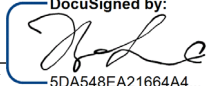
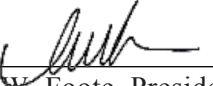

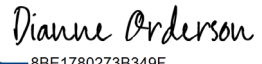
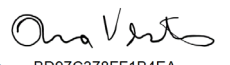
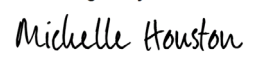

**To:** Accrediting Commission for Community and Junior Colleges  
Western Association of Schools and Colleges

**From:** Monica Foote  
Long Island Business Institute  
136-18 39th Ave.  
Flushing, NY 11356

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

## Signatures:

 DocuSigned by: 5DA548EA21664A4... Vivian Lee, Directors - Chair	1/23/2023 [Date]
 Monica W. Foote, President of LIBI	01/20/2023 [Date]
 DocuSigned by: 8B862B3300A1470... Stacey Johnson	1/23/2023 [Date]
 DocuSigned by: 8BE1780273B349F... Dianne Orderson, Faculty Governance Council	1/23/2023 [Date]
 DocuSigned by: BD97C378FF1B4EA... Anna Venturino, Institutional Liaison	1/23/2023 [Date]
 DocuSigned by: 37B9B3BB56BE451... Michelle Houston, Commack Campus Director	1/23/2023 [Date]
 Jhonatan Aybar, Director of Operations	01/20/2023 [Date]

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# A. INTRODUCTION

## COLLEGE HISTORY

The Long Island Business Institute (LIBI) began in 1968 as a business school in Commack, Long Island, and was certified as an occupational College in 1995 by the New York State Board of Regents. The Regents authorized LIBI to award the Associate in Occupational Studies (A.O.S.) degree in Court Reporting under the guidance of the Office of Higher Education of the New York State Education Department (NYSED). Since then, degree programs in Accounting, Business Management, Homeland Security and Security Management, Hospitality Management, and Office Technology with Medical Office Option have been registered with NYSED, along with certificate programs in Court Reporting, Hospitality Management, and English as a Second Language. Long Island Business Institute is a proprietary college accredited by the New York State Board of Regents and the Commissioner of Education.

In 2001, LIBI opened a branch campus in Flushing, New York; and in 2008, it was re-designated as the Main Campus. In 2014, LIBI received New York State Education Department’s approval to expand its operations to Manhattan by establishing an Extension Center (LIBI NYC Extension Center). As of 2021, LIBI Commack has 60 enrolled students; LIBI Flushing has approximately 500 students and the LIBI NYC Extension Center has approximately 400 students. LIBI Flushing and the LIBI NYC Extension Center offer Associate in Occupational Studies programs in Accounting, Business Management, Homeland Security and Security Management, Hospitality Management, Office Technology, and Office Technology with Medical Office Option. The Commack branch campus offers only the Court Reporting program. The College is also approved to offer an Associate in Science (AS) degree in Business and Homeland Security, as well as a standalone non-credit ESL Certificate program.

## STUDENT ENROLLMENT DATA

ENROLLMENT TRENDS - ACADEMIC YEAR 2021-2022							
Category	July 2021 B-Track	Sept 2021 A-Track	Nov 2021 B-Track	Jan 2022 A-Track	March 2022 B-Track	May 2022 A-Track	Totals
New Students Totals	135	188	145	169	159	115	
ATB	25	119	103	91	78	1	
Regular	6	18	8	14	8	13	
ESL	104	51	34	64	73	101	

ENROLLMENT TRENDS - ACADEMIC YEAR 2021-2022							
Category	July 2021 B-Track	Sept 2021 A-Track	Nov 2021 B-Track	Jan 2022 A-Track	March 2022 B-Track	May 2022 A-Track	Totals
Continue Students Totals	271	278	243	261	222	230	
ATB	49	129	118	136	113	129	
Regular	30	34	23	22	18	21	
ESL	192	115	102	103	91	80	
Non-matriculated / Additional Courses	15	10	8	12	9	17	
Re-enters Totals	32	39	24	38	31	27	
Totals	453	515	420	280	421	389	
Analytics: % Increase - Decrease	n/a	n/a	-7.3%	-6.8%	0.2%	-19.0%	-32.8%

ENROLLMENT TRENDS - ACADEMIC YEAR 2022-2023: FLUSHING & NYC COMMACK NUMBERS INCLUDED IN TOTALS								
Category	July 2022 B-Track	Sept 2022 A-Track	Nov 2022 B-Track	Jan 2023 A-Track (Projections)	March 2023 B-Track (Projections)	May 2023 A-Track (Projections)	July 2023 B-Track (Projections)	Totals
New Students Totals	122	158	97	152	155	115	135	
ATB	64	73	49	82	76	1	71	
Regular	3	11	4	13	8	13	3	
ESL	55	74	44	58	71	191	61	
Continue Students Totals	180	194	168	235	217	231	199	
ATB	93	98	82	122	110	129	103	
Regular	8	15	11	20	18	21	9	
ESL	79	81	75	93	89	80	87	
Non-matriculated / Additional Courses	9	12	8	11	9	17	10	
Re-enters Totals	24	38	18	34.2	30	27	27	
Totals Flushing & NYC	335	402	291	432	411	390	370	
Analytics: % Increase - Decrease	-20%	3.3%	-13.1%	7.5%	41.2%	-9.7%	-10.0%	-1.2%
Totals Institutional Wide (FL, NYC, & CK)	791			932		858		
Total Inc/Dec % - AVG - last two academic years							-17.0%	

It is to be noted at this juncture that LIBI’s semesters run in two different tracks: A and B. Track A Semester has three starts per academic year: September, January, and May. And Track B Semester has three starts per academic year: November, March, and July. This system provides flexibility to potential students to begin their academic journeys as soon as admissions criteria is met every two months and allows flexibility to students facing extenuating circumstances – that prevents them from continuing their studies – to switch tracks and continue without major disruptions. It is also to be noted that advising exploits all other avenues before allowing students to switch semester tracks.

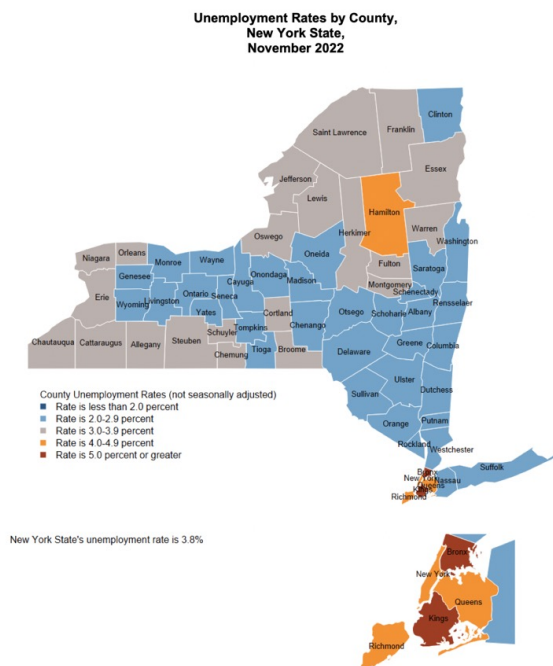
The enrollment trends have been affected by external factors that impacted student enrollment in different institutions across the nation, and LIBI’s current temporary accreditation status. Enrollment projections based on two different models – utilizing a regression analysis based on actual data and calculations based on Generally Accepted Accounting Principles (GAAP) – have indicated a sustained student enrolment of 850-1020 throughout the end of 2023.

## LABOR MARKET DATA

*[Provide summary-level labor market data for the service area. Disaggregate the data as appropriate for the institution’s mission and service area. Provide brief context if needed.]*

Flushing, frequently referred to as one of the most dynamic ethnic entrepreneurial hubs New York City’s dynamic immigrant entrepreneurial hub, is where LIBI’s main campus is located. To use the words of Queens Borough President Donovan Richards Jr., “Flushing is one of Queens’ strongest, most resilient and tightest-knit communities”.

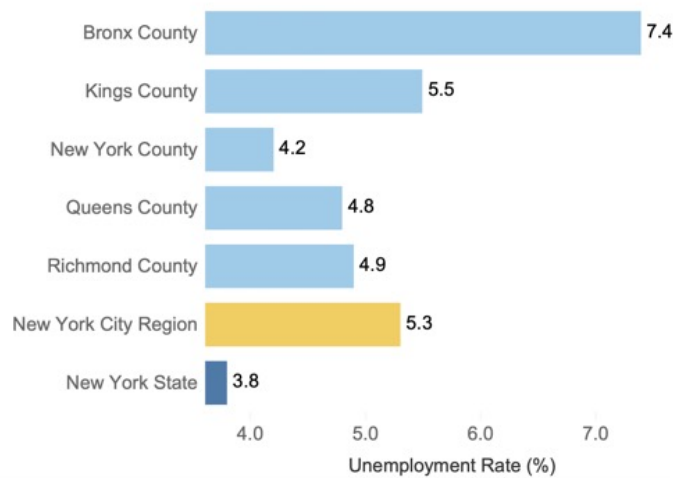
As of November 2022, the unemployment rate in the state of New York was 3.8%. The unemployment rate for Queens, the borough where LIBI’s main campus is located, was 4.8%.



Source: <https://dol.ny.gov/system/files/documents/2022/12/state-labor-department-releases-preliminary-november-2022-area-unemployment-rates.pdf>

### The unemployment rate in New York City decreased over the past year

Unemployment Rate by Place, November 2022



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)

According to the Office of the New York State Comptroller, as of December 2021, “82% of greater Flushing residents are employed in either essential or face-to-face sectors, with no option to work from home”<sup>[1]</sup>.

Further, according to the report released by the Comptroller’s office, “in the nearly 20 years prior to the pandemic, the area was one of the fastest growing local economies in the city, driven by small businesses with fewer than five employees”<sup>[2]</sup>. From 2000 to 2019, total businesses grew 81.8% to 9,250, faster than Queens (44%) or NYC (29.6%). In 2019, 87.4% were **microbusinesses with fewer than 10 employees**. This phenomenon affects LIBI’s students since many wish to remain close to their homes in Flushing.

Since nearly 90% of Flushing employers are classified as “microbusinesses” employing fewer than 10 individuals, wages are lower, and benefits are generally minimal. LIBI students who do not wish to travel outside of the borough into Manhattan where wages are higher, are forced to accept lower compensation. The cultural expectation many of LIBI’s female students are faced with is that their families expect them to work close to the home and to shoulder many of the traditional responsibilities of being mothers, daughters, and wives. The lower wages of LIBI’s graduates are evident in the Scorecard data.

Although jobs in Flushing grew, the wages did not. According to the Comptroller’s report, wages in Flushing “only rose 46% since 2010 — a lower rate than Queens (79.1%) and citywide (53.7%)”<sup>[3]</sup>. According to that same Comptroller’s report, “the greater Flushing area had 258,500 residents in 2020, and the most immigrants (134,100 in 2019) of any City neighborhood”. Unfortunately, one of the reasons why wages are lower in Flushing than in both Queens and in New York City as a whole, can

1 <https://www.osc.state.ny.us/press/releases/2021/12/dinapoli-releases-economic-report-greater-flushing-area>

2 Ibid.

3 <https://www.osc.state.ny.us/press/releases/2021/12/dinapoli-releases-economic-report-greater-flushing-area>

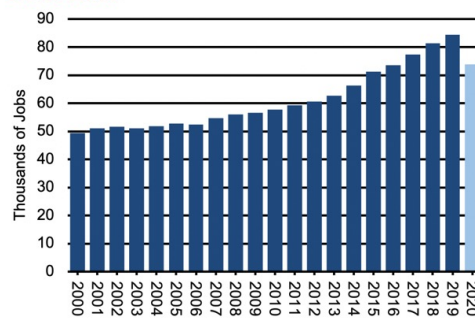


be attributed to that very fact that Flushing has a greater number of immigrants than any other neighborhood in New York. Although a disturbing conclusion to draw, the influx of new migrants allows unscrupulous local employers to offer lower wages to individuals eager to provide for their families in a new country.

Local Flushing businesses are concentrated in many different sectors. “While retail trade and business services were tied for the most firms in 2019 (1,160 businesses each), five additional sectors had between 840 and 970 firms each, including leisure and hospitality, personal services, construction, financial activities, and health care”<sup>4</sup>. According to the same report, “most businesses (87.4 percent in 2019) were microbusinesses, defined by the U.S. Small Business Administration as those with fewer than 10 employees, and nearly three-quarters had fewer than five employees. There were 26 businesses with 250 or more employees. Health care accounted for a dozen of these larger firms, five of which provided home health care services”.

It must be noted that “private sector employment in the area increased by a remarkable 70.9 percent from 2000 to 2019, more than double the growth rate in Queens (32.4 percent) and the City as a whole (28.1 percent)”<sup>5</sup>.

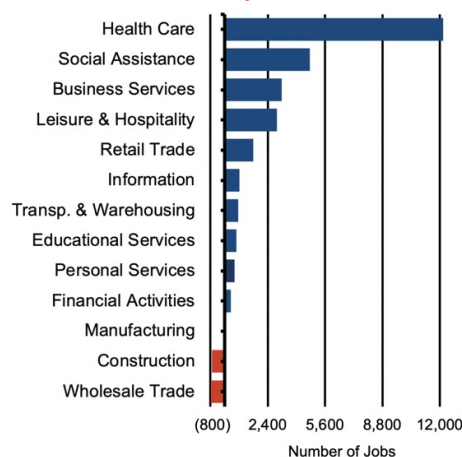
**Flushing Area Private Sector Employment Growth Since 2000**



Sources: NYS Department of Labor; OSC analysis

It should also be noted that according to the Comptroller’s report, at 46.1% growth, jobs in health care were the strongest single contributor of the private sector job gains from 2010 to 2019.

**Job Gains or Losses by Sector, 2010-2019**



Sources: NYS Department of Labor; OSC analysis

4 <https://www.osc.state.ny.us/files/reports/osdc/pdf/report-15-2022.pdf>

5 Ibid.

The breakdown of jobs by sector explains the popularity of LIBI’s medical office specialty and the business major.

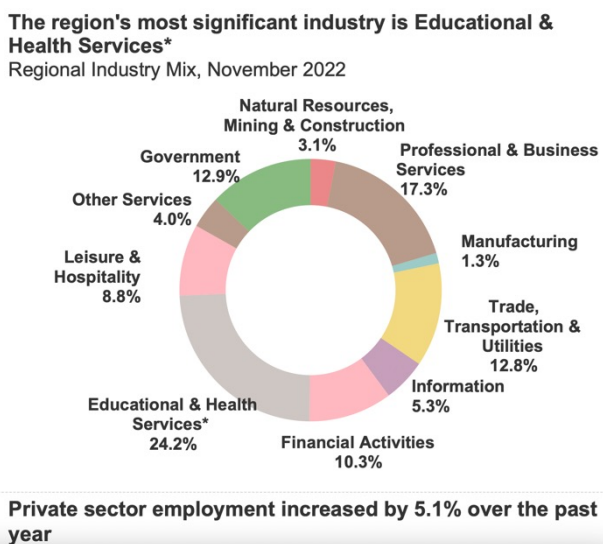
Four of the top five sectors in which residents worked in 2019 were classified either as essential or face-to-face sectors, together accounting for nearly half of all working residents (47.5 percent).

“These included health care and social assistance (14.2 percent); leisure and hospitality (12.5 percent); personal services, such as nail and hair salons and auto repair shops (11.7 percent); and retail trade (9.1 percent). Among the top five, only business services, with 9.7 percent of employed residents, was conducive to working remotely (except for the subsector of administration and support services).

Additional essential or face-to-face sectors (including construction, manufacturing, wholesale trade, transportation and warehousing, and government) accounted for another 34.5 percent of the working residents. Thus, the total share of employed Flushing area residents working in either essential or face-to-face sectors was 82 percent”<sup>6</sup>.

Further, according to the Comptroller’s report, only 18 percent of the working residents in the Flushing area were employed in information services; financial activities; professional, technical and scientific services; and the management of companies.

The extension center, located in the heart of Times Square, benefits from a vastly different industry mix.

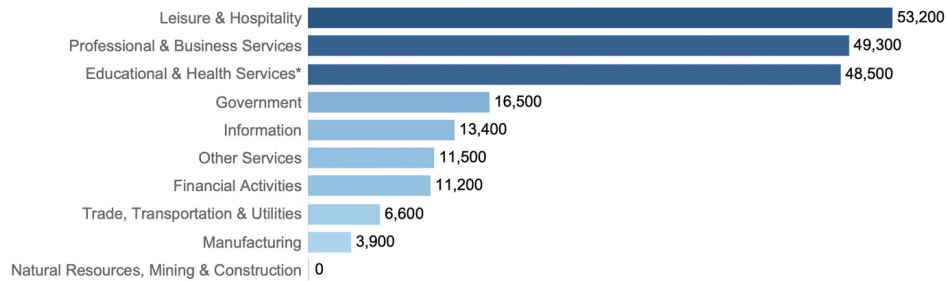


Source: [https://dol.ny.gov/system/files/documents/2022/12/new-york-city\\_0.pdf](https://dol.ny.gov/system/files/documents/2022/12/new-york-city_0.pdf)

According to the NY Department of Labor, New York City has gained the most jobs in the leisure and hospitality sector. This is not unexpected, as the pandemic impacted this industry extremely heavily. Professional and Business Services has seen growth in Manhattan.

6 <https://www.osc.state.ny.us/files/reports/osdc/pdf/report-15-2022.pdf>

**Most job gains have occurred in Leisure & Hospitality**  
Over-the-Year Change in Employment, November 2022



\*Educational & Health Services is in the private sector. Government includes public education and public health services.

Microbusinesses, those with fewer than 10 employees, make up two-thirds of New York City’s employers. Not unexpectedly, there are also almost two thousand employers with 250 employees or more in New York City (compared with 26 in Flushing).

**Nearly two-thirds of businesses in New York City have fewer than 5 employees**  
Number of Firms and Average Monthly Employment, Private Employment

Number of Employees	Firms				Employment			
	Number		% of Total		Number		% of Total	
	2016	2021	2016	2021	2016	2021	2016	2021
1-4*	139,510	130,690	65.8%	65.8%	255,760	237,940	6.9%	6.5%
5-9	32,120	30,990	15.1%	15.6%	210,190	203,110	5.7%	5.5%
10-19	18,880	17,390	8.9%	8.8%	253,710	233,510	6.9%	6.3%
20-49	12,570	11,180	5.9%	5.6%	383,250	337,110	10.4%	9.2%
50-99	4,330	3,780	2.0%	1.9%	298,480	261,420	8.1%	7.1%
100-249	2,830	2,630	1.3%	1.3%	433,830	407,550	11.7%	11.1%
250-499	1,000	1,020	0.5%	0.5%	348,920	349,280	9.4%	9.5%
500-999	500	510	0.2%	0.3%	347,190	348,020	9.4%	9.4%
1000+	410	410	0.2%	0.2%	1,162,740	1,305,790	31.5%	35.4%

Source: Quarterly Census of Employment and Wages, 2016 Q4 and 2021 Q4  
\*Size class 1-4 includes firms that have average employment that is >0 but <1

LIBI extension center students have significantly more opportunities to obtain jobs with larger employers that offer better wages and better benefits. Unlike Flushing, which is fueled by an immigrant economy, students willing to commute to their jobs post-graduation are able to secure employment in a wider variety of sectors and better pay.

## DEMOGRAPHIC DATA

LIBI has three campus locations – the main campus is located in Queens, the branch campus is located in Commack, and the extension center is in Times Square in Manhattan.

The main campus is located at 136-18 39th Avenue in Flushing, Queens. The campus is comprised of two buildings, the Main building (136-18 39th Avenue) housing three floors of the college, and the An-

nex building across the street from the main building located at 139-17 39th Avenue housing one floor of the college. The Main building is in the Flushing Professional Tower, a mixed-use 13-story modern commercial building and one of the original high-rises in Downtown Flushing. The Annex building is located in Queens Crossing on the 4th floor of a mixed-use commercial modern building.

As reported in August 2021, Queens' total population grew to 2,405,464<sup>[7]</sup>. The borough's diversity index, a Census measure that shows the probability that two people chosen at random will be from different racial and ethnic groups, was 76.9 percent — the highest in the state.<sup>[8]</sup>

Spanning 108 square miles, Queens is the largest borough of New York City. Queens is densely populated with heavily trafficked sidewalks, and apartment buildings and condos built along the routes of the subway and bus lines. The Main Campus is located in the 11354-zip code where the population per square mile is slightly over 28,000.<sup>[9]</sup> Females make up 51.5% of Queens County (Borough). Queens is also the most ethnically diverse borough with the highest immigrant concentration in the city; nearly half (49%) of the borough's population is comprised of foreign-born individuals.<sup>[10]</sup> Nearly 45% of housing units in Queens are owner-occupied with the median value of \$481,3006. For comparison, all of NYC reports owner-occupied housing unit rate of 32.6% with \$538,700 median value of owner-occupied housing units.<sup>[11]</sup>

The main campus of LIBI is located in what is commonly referred to as downtown Flushing, near a major retail and commercial area at the intersection of Main Street and Roosevelt Avenue, steps away from the 7 and 7 Express. This intersection is surpassed only by Times Square and Herald Square for the busiest intersection in New York City. The campus can be accessed by the Long Island Railroad and two subway lines, the 7 and 7 Express, at Main Street and Roosevelt Avenue. To provide a context of how heavily populated Flushing is, the addressreport.com reports that the typical wait time for a taxi at 136-18 39th Avenue is 20 minutes.<sup>[12]</sup>

It should be noted that overall, the fastest-growing nationality in New York State and on Long Island is Chinese.<sup>[13]</sup> According to the Census Bureau, 48.6% of New York City's citizens are speakers of a non-English language, which is higher than the national average of 21.9%. In 2018, the most common non-English language spoken in New York City was Spanish, while Chinese (Incl. Mandarin, Cantonese) was the second.<sup>[14]</sup> However, Flushing, where 69% of residents are Asian and 16% Hispanic has been dubbed the neighborhood where English is least spoken.<sup>[15]</sup> Through the evolving demographic shifts, this is the community in which LIBI's main campus has been operating for two decades (LIBI

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7 Parrott, Max. "Queens Outperforms Population Estimates in Census." Queens Chronicle, 19 Aug. 2021, [https://www.qchron.com/editions/queenswide/queens-outperforms-population-estimates-in-census/article\\_b6bc1494-fc5e-11eb-9f0b-73f0acfc108a.html](https://www.qchron.com/editions/queenswide/queens-outperforms-population-estimates-in-census/article_b6bc1494-fc5e-11eb-9f0b-73f0acfc108a.html).

8 Ibid.

9 <https://statisticalatlas.com/zip/11354/Population>

10 Santucci, Photo by Christina, et al. "Study finds immigrants make up larger share of Queens neighborhoods." TimesLedger, [www.timesledger.com/stories/2014/2/immigrantnabes\\_all\\_2014\\_01\\_10\\_q.html](http://www.timesledger.com/stories/2014/2/immigrantnabes_all_2014_01_10_q.html). Accessed 17 July. 2017.

11 <https://www.census.gov/quickfacts/fact/table/newyorkcitynewyork/PST045218>

12 <https://www.addressreport.com/report/property/queens-ny/13618-39th-ave-11354/?display=true>

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

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

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

Flushing opened as a Branch in 2001). According to Community Health Profiles 2018, 51% of Flushing residents have limited English proficiency versus 23% city-wide.<sup>[16]</sup>

Originally, Flushing emerged as a satellite of the original Chinatown in Manhattan but steadily grew as the destination for new immigrants, eventually developing its own identity and overshadowing the original Manhattan Chinatown in scale and draw.<sup>[17]</sup> As LIBI's mission dictates, the college serves the communities in which LIBI's campuses are located.

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

Hispanic or Latino of any race constitute 14.9% of the population in Flushing.<sup>[18]</sup> Interestingly, this is borne out quite accurately in the demographic composition of the main campus, as 17.7% and 16.4% of our student body attending in Flushing over the last two pre-Covid years identified as Hispanic. In fact, the resemblance between the community LIBI serves and the demographic shift at the main campus is even more reinforced when looking at the student body who identifies as Black or African American. African Americans constitute 4.2%<sup>[19]</sup> of Flushing's racial fabric, and 4.9% of the main campus in 2018-2019 and 5.9% in 2019-2020. Native Americans constitute 0.1% of Flushing and between 0.1% and 0.4% of the main campus.

Although LIBI is not a community college by classification, the main campus certainly looks and feels like one. LIBI's students live locally, and the campus is nearly a perfect carbon copy of the racial breakdown of the community. From this perspective, the college is staying true to its mission of serving the communities in which LIBI's campuses are located.

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

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

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

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



ACADEMIC YEAR 2018 - 2019 FLUSHING CAMPUS	
Ethnicity	%
American Indian or Alaska Native	0.1%
Asian	74.5%
Black or African American	4.9%
Hispanic	17.7%
Non-Resident Alien	0.2%
White	0.5%
Unknown	2.0%
<b>GRAND TOTAL</b>	<b>100%</b>

ACADEMIC YEAR 2019 - 2020 AGE GROUPS - FLUSHING CAMPUS	
Age Groups	%
18 - 24	13.5%
25 - 34	36.8%
35 - 44	29.9%
45 - 54	14.1%
55 - 64	4.8%
65+	0.9%
<b>GRAND TOTAL</b>	<b>100%</b>

### INSTITUTIONAL DEMOGRAPHICS NOT DISAGGREGATED BY CAMPUS

ACADEMIC YEAR 2018 - 2019	
Ethnicity	%
American Indian or Alaska Native	0%
Asian	51%
Black or African American	15%
Hispanic	26%
Non-Resident Alien	0%
Unknown	0%
Two or More Races	0%
White	6%
(blank)	2%
<b>GRAND TOTAL</b>	<b>100%</b>

ACADEMIC YEAR 2019 - 2020	
Ethnicity	%
American Indian or Alaska Native	0.2%
Asian	52.6%
Black or African American	12.9%
Hispanic	25.7%
Non-Resident Alien	0%
Unknown	0.1%
Two or More Races	0.4%
White	5.8%
(blank)	2.1%
<b>GRAND TOTAL</b>	<b>100%</b>

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

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

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

ACADEMIC YEAR 2019 - 2020	
Ethnicity	%
American Indian or Alaska Native	0.2%
Asian	52.6%
Black or African American	12.9%
Hispanic	25.7%
Non-Resident Alien	0%
Unknown	0.1%
Two or More Races	0.4%
White	5.8%
(blank)	2.1%
<b>GRAND TOTAL</b>	<b>100%</b>

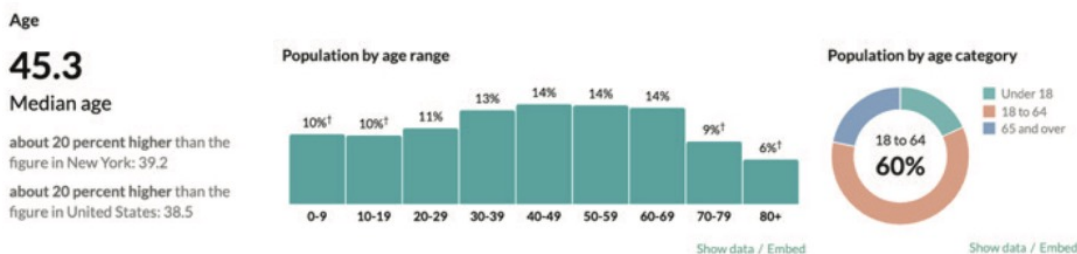
### INSTITUTIONAL DEMOGRAPHICS ACADEMIC YEAR 2020-2021

INSTITUTIONAL DEMOGRAPHICS	
Ethnicity	%
American Indian or Alaska Native	0%
Asian	54%
Black or African American	10%
Hispanic	28%
Non-Resident Alien (Race/Ethnicity nor reported)	3%
Two or More Races	0%
White	4%

ACADEMIC YEAR 2019 - 2020	
Ethnicity	%
American Indian or Alaska Native	0%
Asian	1%
Black or African American	9%
Hispanic	9%
Non-Resident Alien (Race/Ethnicity nor reported)	1%
Two or More Races	0%
White	79%

In terms of age, the main campus is also consistent with the demographic make-up of Flushing. “Most inhabitants [of Flushing] are middle-aged and elderly: 22% are between the ages of between 25 and 44, 30% between 45 and 64, and 18% over 65. The ratio of youth and college-aged residents is lower, at

17% and 7%, respectively.<sup>[21]</sup> In fact, the median age in Flushing is 45 and about 20% higher than both the median age in New York (39.2) and in the United States (38.5).<sup>[22]</sup>



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

Once again, the correlation is clear between the demographic composition of the community the college serves and the age demographics of the main campus. Due to LIBI’s dual mission as a career college and a pathway to 4-year degrees, the college is careful not to be seen as frivolously taking taxpayer-funded state and federal aid on behalf of students if they have no intention of seeking employment or to continuing their education once they finish their studies at LIBI. Due to the higher age breakdown of Flushing, the college needs to ensure that proper interview processes are followed during the application intake phase, and that applicants are made fully aware that there will be an expectation of gainful employment or transfer to a senior college upon graduation. If applicants do not demonstrate their intent to pursue one of these pathways, those applicants are turned down for admission (LIBI’s acceptance rates range between 77%-83%).

For the 2021-2022 academic year, the institutional average age of a LIBI student was nearly 35.

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

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

22 Ibid.

## **LIBI NYC - EXTENSION CENTER**

In response to extensive student and faculty feedback, the extension center (LIBI NYC) relocated to midtown Manhattan to 232 West 40th Street, New York, NY 10018 in February of 2018. The location of LIBI's original extension center was at the crossroads of Tribeca and Chinatown, which forced students and faculty into a "two-fare" zone when they traveled between the extension center and the main campus. This was the single most widely talked about area of dissatisfaction for several survey years. In response to this, and to help LIBI better meet its mission, the board voted to relocate the extension center to midtown so that the need to pay two fares to get to the main campus would be eliminated. New York State Education Department (NYSED) mandates that all students studying at extension centers in New York State must come to the main campuses for a minimum number of courses; therefore, the entire student body studying at the extension center was affected by the double fares. LIBI NYC is now located on the 9th and 10th floors of a 12-story office building built in 1923 and situated in Times Square South on West 40th Street between 7th and 8th Avenues, diagonally across from the new headquarters of The New York Times. LIBI shares this building with Touro College and faces the City University of New York's CUNY Graduate School of Journalism directly across the street, as well as the headquarters of the New York Times.

Part of learning and working in Times Square involves understanding and navigating the dichotomy of what most people refer to as "the crossroads of the world", "the center of the universe", and "the heart of the world". LIBI students and employees join roughly 180,000 subway riders each day to get to the new location. "The average daily ridership of the Times Square-42nd Street station in 2019 was 178,138. Due to the coronavirus pandemic, that number decreased by 68.72% in 2020; however, ridership seems to be recovering closer to normal levels in 2021".<sup>[23]</sup> The 42nd street, Times Square Station, is utilized by nearly all of the students attending classes at the extension center and the employees who are stationed there.

## **COMMACK BRANCH CAMPUS**

The Commack Branch Campus is located at 6500 Jericho Turnpike, New York 11725. Commack is located in Suffolk County, New York. Commack has a 2020 population of 36,953<sup>[24]</sup>. According to salary.com the Cost of Living in Commack, NY is 64.1% Higher than the National Average.

March 2019 cost of living index in Commack: 151.1 (very high, U.S. average is 100).<sup>[25]</sup> Almost all the student loans taken out to finance a LIBI education, come from this campus. Commack students study only court reporting as that is the only program offered at this location. It is worth mentioning that this was LIBI's first campus started 54 years ago, and it is still housed in its original location.

Nearly all the students at the Commack students commute to the campus by driving since Commack does not have a true, walkable downtown or "Main Street". The community is served by four major

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23 "Transit Ridership." Transit Ridership | Times Square NYC, 30 Mar. 2017, <https://www.timessquarenyc.org/do-business/market-research-data/transit-ridership>.

24 <https://worldpopulationreview.com/us-cities/commack-ny-population>

25 <http://www.city-data.com/city/Commack-New-York.html>

thoroughfares: the Long Island Expressway, the Northern State Parkway, the Sunken Meadow State Parkway and the Jericho Turnpike.

In the 2020-2021 Academic Year, 83% of the institution’s students were female. In the last five years the college has seen a steady decline of male students. Reasons for this decline are discussed in the 2021-2022 IEP.

LIBI students are majority female.

GENDER	
Female	83%
Male	17%

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 do not 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>[26]</sup> This is an area we will monitor.

## SOCIO-ECONOMIC DATA

As mentioned in the Demographic Data section, Queens is the largest borough of New York City. It borders Nassau County and connects the rest of the boroughs to Long Island. The July 2021 census has Queens population shrinking by 3.1%, to an estimated 2,331,143. “In 2019, there were an estimated 239,869 people in Flushing/Whitestone, of which 56.4% of the population identified as Asian, 1.7% identified as Black, 15.6% identified as Hispanic, and 24.3% identified as white”.<sup>[27]</sup> Asian Americans constitute 27.3% of the entire Queens population.

26 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/>

27 <https://furmancenter.org/neighborhoods/view/flushing-whitestone>



## QUEENS

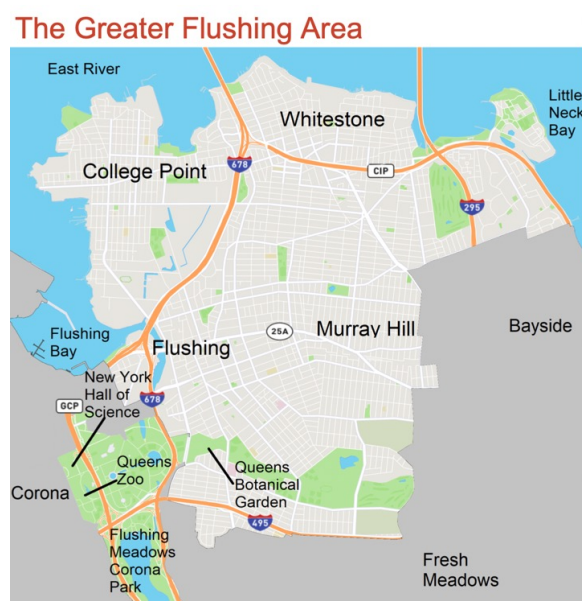


## FLUSHING, QUEENS



Source: <https://www.census.gov/quickfacts/fact/dashboard/queenscountynewyork/PST045221> and <https://furmancenter.org/neighborhoods/view/flushing-whitestone>

### The Greater Flushing Area



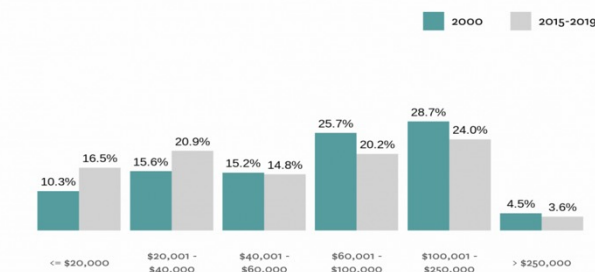
Source: <https://www.osc.state.ny.us/files/reports/osdc/pdf/report-15-2022.pdf>

Chart 3 below, compiled by the NYU Furman Center, clearly demonstrates the demographic shifts that have taken place in Flushing. Asian residents constitute 56.4% of Flushing, up from 36% in 2000. White Americans made up 41% of the Flushing population in 2000, in 2019 that number was down to 24%. The racial diversity index has steadily declined since 2000 and now stands at .60.

The poverty rates in Flushing have been relatively steady over the last decade, increasing from 14.3% to 14.8% (the national rate is 12.8%)<sup>[28]</sup>; however, the child poverty rate (population under 18 years old) living in poverty in Flushing has increased to 18.1% (that number is 16.9% nationally).<sup>[29]</sup> The largest increase in poverty rates in Flushing has been for those who are 65 and older. The poverty rate for this population is at 23.2%, or nearly 13 percentage points higher than the national average of 10.3%. The median household income in Flushing has also steadily decreased from \$72,660 in 2000 to \$57,730 in 2019. Put another way, “the median household income in the greater Flushing area was \$54,900 in 2019, only 5.4 percent higher than in 2010 (and **8.7 percent lower when adjusted for inflation**). The median income for all Queens households was \$73,700, 38.9 percent higher than in 2010”<sup>[30]</sup>.

**CHART 1**

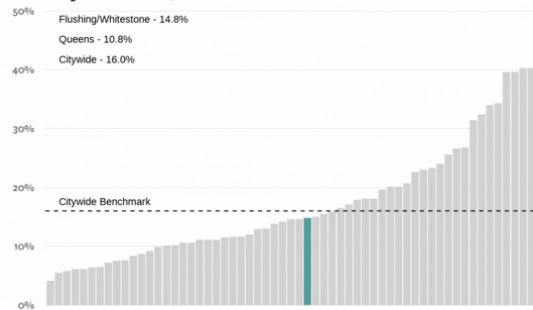
**Household Income Distribution in Flushing/Whitestone (2021\$)**



Sources: Census (2000) and American Community Survey (2015-2019) via IPUMS USA, Furman Center

**CHART 2**

**Poverty Rate, 2019**



Sources: American Community Survey, NYU Furman Center

“Median household income in 2019 was \$57,730, about **21% less than citywide median household income** (\$72,930)”<sup>[31]</sup> Pre-pandemic, in 2019 the poverty rate in Flushing/Whitestone was 14.8% compared to 10.8% for Queens overall.

**CHART 3**

Indicator	2000	2006	2010	2019	2020	2021
<b>Population</b>						
Born in New York State		38.3%	42.2%	40.4%		
Disabled population			5.6%	4.6%		
Foreign-born population	50.3%	58.2%	53.0%	55.9%		
Population	243,690	246,542	257,327	239,869		
Population aged 65+	15.8%	17.8%	16.0%	21.7%		
<b>Households</b>						
Households with children under 18 years old	31.5%	28.6%	29.9%	26.1%		
Single-person households		25.2%	22.8%	25.4%		
<b>Race and Ethnicity</b>						
Percent Asian	36.1%	45.3%	50.2%	56.4%		
Percent Black	2.8%	2.9%	2.0%	1.7%		
Percent Hispanic	16.8%	16.1%	15.0%	15.6%		
Percent white	41.2%	34.4%	30.0%	24.3%		
Racial diversity index	0.67	0.65	0.64	0.60		
<b>Income and Poverty</b>						
Income diversity ratio		4.5	4.8	6.0		
Median household income (2021\$)	\$72,660	\$67,070	\$63,230	\$57,730		
Median household income, homeowners (2021\$)		\$91,300	\$86,320	\$92,080		
Median household income, renters (2021\$)		\$53,240	\$48,170	\$38,420		
Poverty rate	13.2%	10.6%	14.3%	14.8%		
Poverty rate, population aged 65+		14.5%	12.6%	23.2%		
Poverty rate, population under 18 years old		14.1%	14.5%	18.1%		

28 <https://www.census.gov/library/stories/2022/10/poverty-rate-varies-by-age-groups.html>

29 <https://www.census.gov/library/stories/2022/10/poverty-rate-varies-by-age-groups.html>

30 <https://www.osc.state.ny.us/files/reports/osdc/pdf/report-15-2022.pdf>

31 <https://furmancenter.org/neighborhoods/view/flushing-whitestone>

## Dashboard - Queens County, New York

Population Estimates	
Population Estimates, July 1 2021, (V2021)	2,331,143
<b>PEOPLE</b>	
<b>Population</b>	
Population Estimates, July 1 2021, (V2021)	2,331,143
Population estimates base, April 1, 2020, (V2021)	2,405,464
Population, percent change - April 1, 2020 (estimates base) to July 1, 2021, (V2021)	-3.1%
Population, Census, April 1, 2020	2,405,464
Population, Census, April 1, 2010	2,230,722
<b>Age and Sex</b>	
Persons under 5 years, percent	5.7%
Persons under 18 years, percent	20.0%
Persons 65 years and over, percent	17.4%
Female persons, percent	51.1%
<b>Race and Hispanic Origin</b>	
White alone, percent	47.3%
Black or African American alone, percent (a)	20.7%
American Indian and Alaska Native alone, percent (a)	1.4%
Asian alone, percent (a)	27.3%
Native Hawaiian and Other Pacific Islander alone, percent (a)	0.2%
Two or More Races, percent	3.1%
Hispanic or Latino, percent (b)	28.1%
White alone, not Hispanic or Latino, percent	24.5%

Source: <https://www.census.gov/quickfacts/fact/dashboard/queenscountynewyork/PST045221>

## More than 50-percent of Households are Severely Rent-Burdened

“Real median gross rent in Flushing/Whitestone increased from \$1,540 in 2006 to \$1,640 in 2019. In 2019, 41.1% of renter households in Flushing/Whitestone were severely rent burdened (**spent more than 50% of household income on rent**)”.<sup>[32]</sup> The real median gross rent in Flushing/Whitestone is lower, at \$1,640, than for the Borough of Queens, at \$1720.

Indicator	2000	2006	2010	2019	2020	2021
<b>Median Rent</b>						
Median rent, 2- and 3-bedrooms (2021\$)			\$1,750	\$1,730		
Median rent, all (2021\$)	\$1,330	\$1,540	\$1,610	\$1,640		
Median rent, recent movers (2021\$)			\$1,700	\$1,770		
Median rent, studios and 1-bedrooms (2021\$)			\$1,330	\$1,360		
Change in collected rent (2019-2020)					-1.6%	
<b>Rent Burden</b>						
Moderately rent-burdened households		26.3%	22.0%	20.5%		
Moderately rent-burdened households, low income			34.9%	30.3%		
Moderately rent-burdened households, moderate income			17.9%	14.3%		
Severely rent-burdened households	23.7%		31.3%	41.1%		
Severely rent-burdened households, low income			50.3%	54.4%		
Severely rent-burdened households, moderate income			0.3%	0.2%		

32 <https://furmancenter.org/neighborhoods/view/flushing-whitestone>

The rate of severely rent-burdened **low-income** households in Flushing has gone up from 50.3% to 54.4% over the last decade. The number of severely rent-burdened households in Flushing went from 31.3% in 2010 to 41.1% in 2019. As a comparison, the chart below from the Joint Center for Housing Studies of Harvard University, indicates that severely burdened households across the country ranged from 20.5% to 25.2% during that same time period. Even if not controlling for low-income, severely rent-burdened households in Flushing are between 15-20% higher than households across the United States.

Year and Tenure	Not Burdened	Moderately Burdened	Severely Burdened	Moderate + Severe
<b>2001</b>				
Owners	76.1%	14.7%	9.3%	23.9%
Renters	59.4%	20.1%	20.5%	40.6%
Total	70.4%	16.5%	13.1%	29.6%
<b>2016</b>				
Owners	77.0%	13.1%	10.0%	23.0%
Renters	52.5%	22.3%	25.2%	47.5%
Total	68.0%	16.5%	15.6%	32.0%
<b>2017</b>				
Owners	77.5%	12.8%	9.7%	22.5%
Renters	52.6%	22.5%	24.9%	47.4%
Total	68.5%	16.3%	15.2%	31.5%

Source: JCHS tabulations of US Census, American Community Survey 1-Year Estimates

Source: <https://www.jchs.harvard.edu/blog/more-than-a-third-of-american-households-were-cost-burdened-last-year>

The greater Flushing area, which is defined by the U.S. Census Bureau as including Flushing, College Point, Whitestone, Murray Hill and Auburndale was impacted particularly hard by the pandemic. According to the Economic Report on the Greater Flushing Area released by Comptroller DiNapoli in December 2021, “the pandemic hit Queens harder than any borough and devastated the greater Flushing economy. By the end of the second quarter (June 2020) nearly one-in-four private sector jobs were gone. This was on par with Queens overall, which had the highest rate of job loss (25.2%) in NYC. The pandemic’s impact underscored existing local challenges, most notably affordable housing, higher poverty rates and lower household incomes than the rest of Queens, as well as the needs of the area’s older adult population”.<sup>[33]</sup> Because “in the nearly 20 years prior to the pandemic, the area was one of the fastest growing local economies in the city, driven by small businesses with fewer than five employees”, the effects of the pandemic were more pronounced as there were no big corporate parent companies to come to the aid of these businesses. “The public health impacts of COVID-19 in the greater Flushing area were even more severe. Cumulative case and death rates in several of the area’s five ZIP codes were higher than in the borough and the City overall, as was the hospitalization rate”.<sup>[34]</sup>

33 <https://www.osc.state.ny.us/press/releases/2021/12/dinapoli-releases-economic-report-greater-flushing-area>

34 <https://www.osc.state.ny.us/files/reports/osdc/pdf/report-15-2022.pdf>

Pre-pandemic “immigrants accounted for 55.9 percent of the residents of Flushing in 2019 (134,100 people), the fourth-highest share (and the highest number) of immigrants among all the City’s 55 Census- defined neighborhoods”,<sup>[35]</sup> but as the pandemic wore on, Flushing was “unjustly forced to deal with the corresponding scourge of anti-Asian hate”.<sup>[36]</sup>

It should be noted that during the pandemic “82% of greater Flushing residents were employed in either essential or face-to-face sectors, with no option to work from home”.<sup>[37]</sup> By the summer of 2020 “the greater Flushing area had lost nearly one in four private sector jobs (a 23.4 percent decline compared to the same period a year earlier). This was close to Queens overall, which had the highest rate of job loss (25.2 percent) among the five boroughs. Employment in the Flushing area had fallen to an average of 64,490 jobs for the quarter, a loss of 19,660 local jobs”.<sup>[38]</sup>

**Pandemic Impacts on Employment in the Greater Flushing Area by Sector  
Q2 to Q4 2020 vs. 2019**

Sector	Average Employment 2019, Q2 to Q4	Average Employment 2020, Q2 to Q4	Difference	Percentage Change
Leisure and Hospitality	7,571	3,940	-3,631	-48.0%
Personal Services	3,869	2,541	-1,328	-34.3%
Educational Services	1,529	1,060	-469	-30.6%
Wholesale Trade	3,092	2,343	-749	-24.2%
Manufacturing	2,497	1,976	-521	-20.9%
Retail Trade	10,160	8,324	-1,836	-18.1%
Construction	6,141	5,239	-902	-14.7%
Financial Activities	4,335	3,784	-551	-12.7%
Business Services	7,489	6,674	-815	-10.9%
Transportation and Warehousing	2,504	2,246	-259	-10.3%
Health Care	26,391	24,575	-1,816	-6.9%
Information	2,715	2,530	-185	-6.8%
Social Assistance	6,078	5,850	-227	-3.7%
All Other	693	455	-238	-34.3%
<b>Greater Flushing Area</b>	<b>85,064</b>	<b>71,537</b>	<b>13,527</b>	<b>-15.9%</b>
<b>Queens</b>	<b>598,658</b>	<b>489,446</b>	<b>109,212</b>	<b>-18.2%</b>
<b>New York City</b>	<b>3,937,767</b>	<b>3,259,469</b>	<b>678,298</b>	<b>-17.2%</b>

Sources: NYS Department of Labor; OSC analysis

Another important socio-economic indicator is the quality of public schools in a given area. The high schools closest to LIBI’s main campus are Flushing High School and John Bowne. Both schools show similar alarming statistics – three quarters of the student body at both schools are classified as “economically disadvantaged” and over 70% receive free lunch.<sup>[39][40]</sup> Graduation rates at both high schools

35 <https://www.osc.state.ny.us/files/reports/osdc/pdf/report-15-2022.pdf>

36 <https://www.osc.state.ny.us/press/releases/2021/12/dinapoli-releases-economic-report-greater-flushing-area>

37 <https://www.osc.state.ny.us/press/releases/2021/12/dinapoli-releases-economic-report-greater-flushing-area>

38 <https://www.osc.state.ny.us/files/reports/osdc/pdf/report-15-2022.pdf>

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

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



are well below the state median, with Flushing High School showing a College Readiness Index of 28.7/100.

Looking deeper into the preparation levels of students graduating from neighboring high schools, it is easy to see why increased remediation has to occur at the college level. Flushing high school’s graduation is at 71%, well below the state’s median. “The total minority enrollment is 97%, and 87% of students are economically disadvantaged”<sup>[41]</sup>

## FLUSHING HIGH SCHOOL

### School Data

School profile information is based on government data.

Graduation Rate **71% (well below state median)**

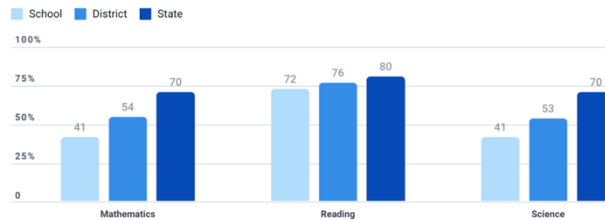
### Test Scores at Flushing High School

U.S. News calculates these values for schools based on student performance on state-required tests and internationally available exams on college-level coursework (AP® and IB exams).

College Readiness Index **28.7/100**

#### Subject Proficiency

New York administered the Regents Examinations to high school students. These figures display how well the school as a whole performed in reading, mathematics, and science.



Total Economically Disadvantaged (% of total) **87%**

Free Lunch Program (% of total) **83%**

Reduced-Price Lunch Program (% of total) **5%**

Full-Time Equivalent Teachers **93**

It is perhaps not surprising that educational attainment by residents of the greater Flushing area, lags behind the rest of Queens and New York City. With 34.4% of residents having attained less than a high school education, Flushing and its surrounding areas are less educated than Queens as a whole, where 20.4% of residents have less than a high school education. The greater Flushing area exceeds even New York City, where 27% of residents have less than a high school education. It must be noted that at 18.3%, Flushing and its surrounding areas have a higher population of high school/some college/

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

associate degree holders than Queens as a whole (13.6%) and New York City (15%). LIBI would like to note that the college has contributed to some of these gains in educational attainment. At 8.6%, the greater Flushing area also leads Queens and New York City with the number of residents who hold a bachelor’s degree or higher. The number of bachelor’s degree holders in the borough of Queens stands at 5.8% and 5.2% for New York City. It is important to note that some of the five zip codes that make up the greater Flushing area are more affluent and skew this data upward for Flushing.

Demographic Indicator	Greater Flushing Area	Queens	New York City
<b>SHARE OF RESIDENTS</b>			
<b>All Residents</b>	<b>16.8</b>	<b>10.8</b>	<b>12.2</b>
<b>Age Groups</b>			
Under 18 years	10.1	7.3	10.5
18 to 64 years	12.7	8.3	8.9
65 and Older	34.5	24.9	28.7
<b>Educational Attainment</b>			
Less than High School	34.4	20.4	27.0
High School/Some College/Associate's Degree	18.3	13.6	15.0
Bachelor's Degree or Higher	8.6	5.8	5.2
<b>SHARE OF HOUSEHOLDS</b>			
<b>All Households</b>	<b>44.1</b>	<b>30.5</b>	<b>28.7</b>
<b>Household Income</b>			
Less than \$20,000	47.5	37.3	37.5
From \$20,000 to \$74,999	24.0	16.8	16.8
\$75,000 or More	10.1	5.7	4.9

Sources: U.S. Census Bureau American Community Survey, 1-year estimates; OSC analysis

It also must be highlighted that the share of households in the greater Flushing area that live on less than \$20,000 a year is 10% higher than in Queens (37.3%) and NYC (37.5%). The upper ranges of the income reported for greater Flushing are skewed by Auburndale, “where the median household income is \$81,258. This means Auburndale income is higher than the median income in the United States, with neighborhood household incomes in the 71th percentile. Education is usually most correlated with income, and in Auburndale 35% of adults have bachelor’s degrees or higher versus 31% nationwide. Compared to nearby neighborhoods, family and household incomes are higher. Median income ranges from a low of \$43,841 to a high of \$134,357 in some neighborhoods”.<sup>[42]</sup> Similarly, Whitestone, where the average annual household income is \$105,347 and the median household income is \$82,858 per year, contributes to the skewed upper income ranges reported for the greater Flushing area.<sup>[43]</sup>

As discussed, many of the residents of Flushing struggle financially, have access to lower performing high schools, and work primarily in small local businesses that employ fewer than ten people. These “local businesses are concentrated in many different sectors.” Retail trade and business services con-

42 <https://bestneighborhood.org/household-income-auburndale-flushing-ny/>

43 <https://www.point2homes.com/US/Neighborhood/NY/Queens/Whitestone-Demographics.html>



stitute a big portion of employment, “five additional sectors, including leisure and hospitality, personal services, construction, financial activities, and health care” provide employment for members of the community.<sup>[44]</sup> LIBI proudly serves this dynamic community looking to improve their life chances in a new country.

## **SITES**

*[List names and locations (including addresses) of sites where 50% or more of a program, certificate, or degree is available to students, and any other off-campus sites or centers.]*

### **MAIN CAMPUS - QUEENS**

136-18 39th Avenue, 5th Floor  
Flushing, NY 11354

Phone: 718-939-5100

### **COMMACK CAMPUS - LONG ISLAND**

6500 Jericho Turnpike  
Commack, NY 11725

Phone: 631-499-7100

### **NYC EXTENSION CENTER - MANHATTAN**

232 W 40th Street, 9th Floor  
New York, NY 10018

Phone: 212-226-7300

## **SPECIALIZED OR PROGRAMMATIC ACCREDITATION**

*[Provide a list of any specialized or programmatic accreditations held by the institution.]*

Long Island Business Institute is accredited by the Board of Regents and all programs are registered by the New York Board of Education. Long Island Business Institutes Court Reporting programs are approved by the National Court Reporters Association.

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<sup>44</sup> <https://www.osc.state.ny.us/files/reports/osdc/pdf/report-15-2022.pdf>

## B. PRESENTATION OF STUDENT ACHIEVEMENT DATA AND INSTITUTION-SET STANDARDS

*[Provide charts or tables containing data for institution-set standards and other student achievement metrics relevant to the institution’s mission and goals. Additional analysis and context for these data and their use should be provided in Standards I.B.3 and I.B.6. Data may be disaggregated for relevant subpopulations of students, as appropriate to the mission. See Section 3.4 of the Guide to Institutional Self- Evaluation, Improvement, and Peer Review for more information.]*

Section 3 of the 2021-2022 IEP is the Achievement Section and contains key performance indicators LIBI looks at to determine if the college is meeting its set institutional goals. Please refer to Section 3 for detailed information of the highlights presented here.

One of LIBI’s main institutional goals is to provide access to students from historically underserved backgrounds. 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 low to very low-income families – over 80% of our students are Pell recipients.

A full analysis of student achievement data is available in LIBI’s Institutional Effectiveness Plan (IEP). The college compiles an IEP annually and the results are shared with the community and stakeholders. These results are the basis for future planning and resource allocation. *Please refer to the appendix “Introduction 1B IEP”.*

Because of the communities LIBI serves, the college disaggregates data by race, gender, age, risk-factors for dropping out, previous level of education (high school graduates and pathway students), as well as language levels.

LIBI has six semester starts during the year (a new term begins approximately every eight weeks). Terms are written as follows: year and the month of the cohort start, for example, 201907 is July 2019 and 201911 is November 2019, etc.

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**

## INSTITUTIONAL DATA: AGE GROUPS

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

As LIBI’s 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 the total 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 2 and 4-year sector (82%). *This data is available and attributed to sources being referenced in the 2021-2022 IEP.*

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 the college 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 undergraduates 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>[45]</sup>

Hispanic students constitute 28% of LIBI’s institutional enrollment, fully in line with the 28% of Hispanic students at the community colleges. According to the AACC, Hispanic student enrollment within the for-profit sector is 21%, or 7 percentage points lower than the enrollment at LIBI.

Racial composition of students across the three locations:

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%

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

The branch campus in Commack teaches only court reporting. The campus has 75 students and reflects the racial and ethnic demographics of the suburb it is located in.

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

The main campus, located in Flushing, Queens reflects the demographics of the area it is located in. The extension center is located in Times Square in Manhattan and draws students from the Bronx and Brooklyn. The racial and ethnic composition of the extension center reflects those two boroughs.

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

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

Three-year retention by language group. For full analysis of the retention data, please see 2021-2022 IEP.

The average retention rate for the last three years of students by language level indicates that all groups were above the 60% threshold except for the “High Beginner” (HB) students. These students come to LIBI with the greatest linguistic challenges. These students' struggles translate to an attrition rate of about 45%. The other three groups are all above the 60% retention benchmark.

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%
<b>AVERAGE</b>	<b>62%</b>	

## 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%
<b>AVERAGE</b>	<b>54.5%</b>	<b>65.6%</b>	<b>69.3%</b>	<b>65.3%</b>

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

When the retention data of the HB group is suppressed, the institutional retention rate for the three years beginning with July 2019, increases to 66.7% from 63.7% when the HB retention results are included.

	HB	INTERMEDIATE	ADVANCED	REGULAR	AVERAGE
AVERAGE	54.5%	65.6%	69.3%	65.3%	<b>63.7%</b>

	INTERMEDIATE	ADVANCED	REGULAR	AVERAGE
3-YEAR AVERAGE	65.60%	69.30%	65.30%	<b>66.73%</b>

Limiting or discontinuing the enrollment of students who are placed into the High Beginner level would help the college 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 LIBI’s 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 these students unemployed until full-opening of these industries was per-

mitted. Having more time to devote to studying, the HB level students increased to levels similar to 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 like 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 LIBI's students live in communities that were hardest hit by the pandemic. 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%
<b>3-TERM AVERAGE</b>	<b>64%</b>	<b>66%</b>	<b>71%</b>	<b>72%</b>

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.

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%



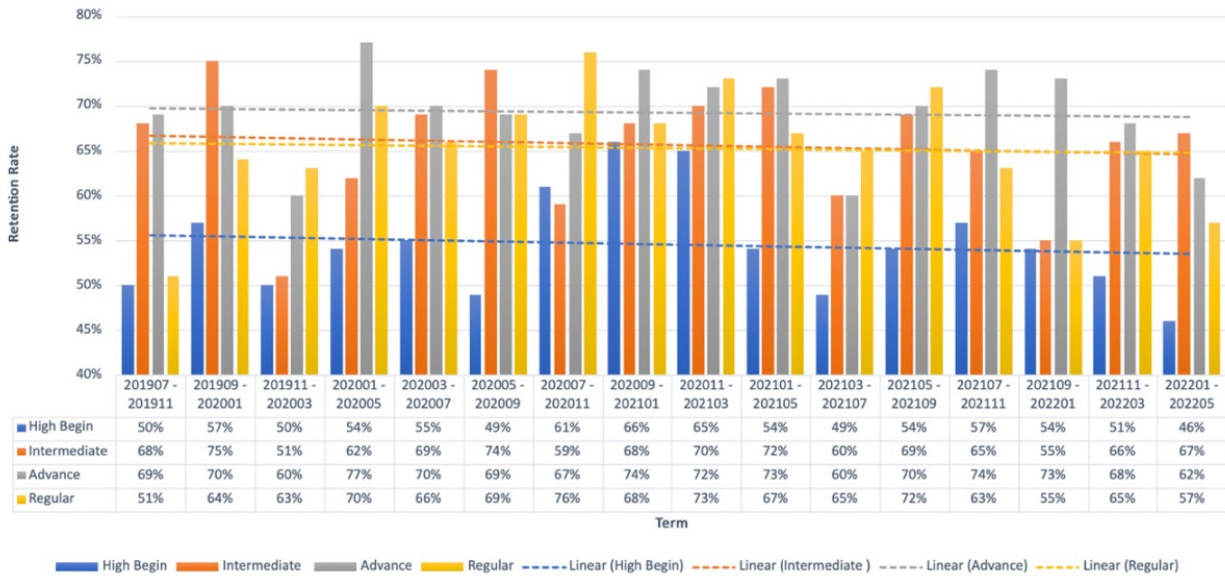
202011 - 202103	65%
202101 - 202105	54%
202103 - 202107	49%
202105 - 202109	54%
202107 - 202111	57%
202109 - 202201	54%
202111 - 202203	51%
202201 - 202205	46%
<b>AVERAGE</b>	<b>54.5%</b>

As mentioned previously, many of LIBI’s 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 many students asking to take a semester off in order to work. As a for-profit institution, LIBI adheres 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.

“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>[46]</sup>. The stark reality, both from LIBI’s 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>[47]</sup>. As the college discusses its institutional benchmarks, it should be heavily underscored that for LIBI’s students, who are older with family responsibilities, working while going to school is not a choice – it is an economic necessity. With this overarching factor in mind, the college acknowledges that when its students make the decision to withdraw, for most of them, it is not a vote of no-confidence in education or the institution, it is in vast instances due to economic factors, child and babysitting issues, and similar life responsibilities.

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

47 Ibid.

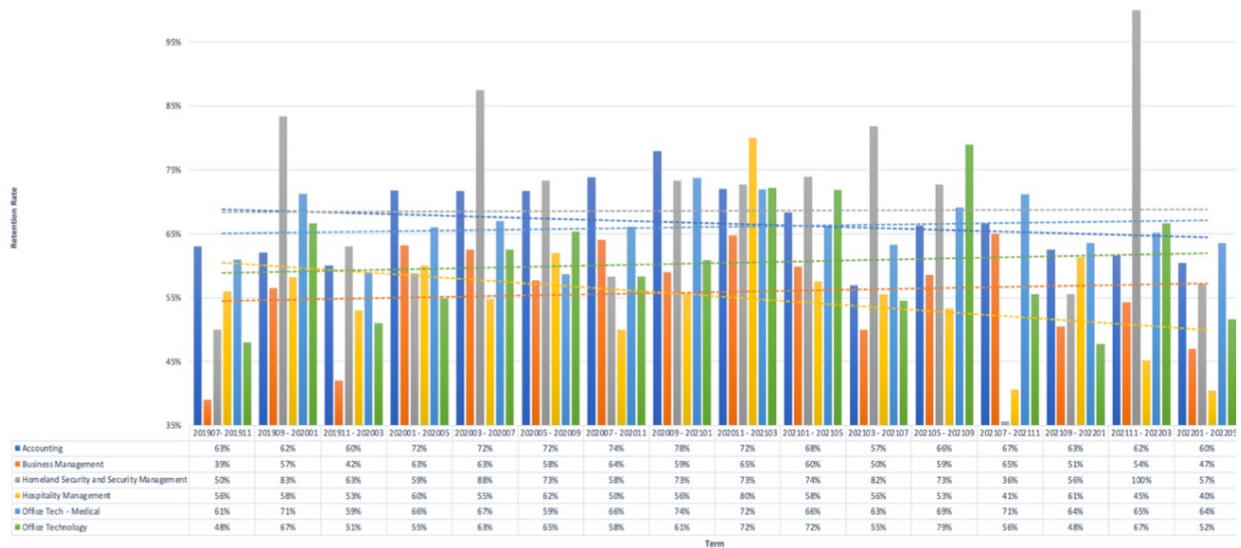


The average retention rate for all programs for the last three years (July 2019-May 2022) was 62%. The goal for institutional retention for all programs for the upcoming three years is to be at 65%, with all programs above 60%. The areas highlighted in yellow denote NYS pandemic lockdowns. The average 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).

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>

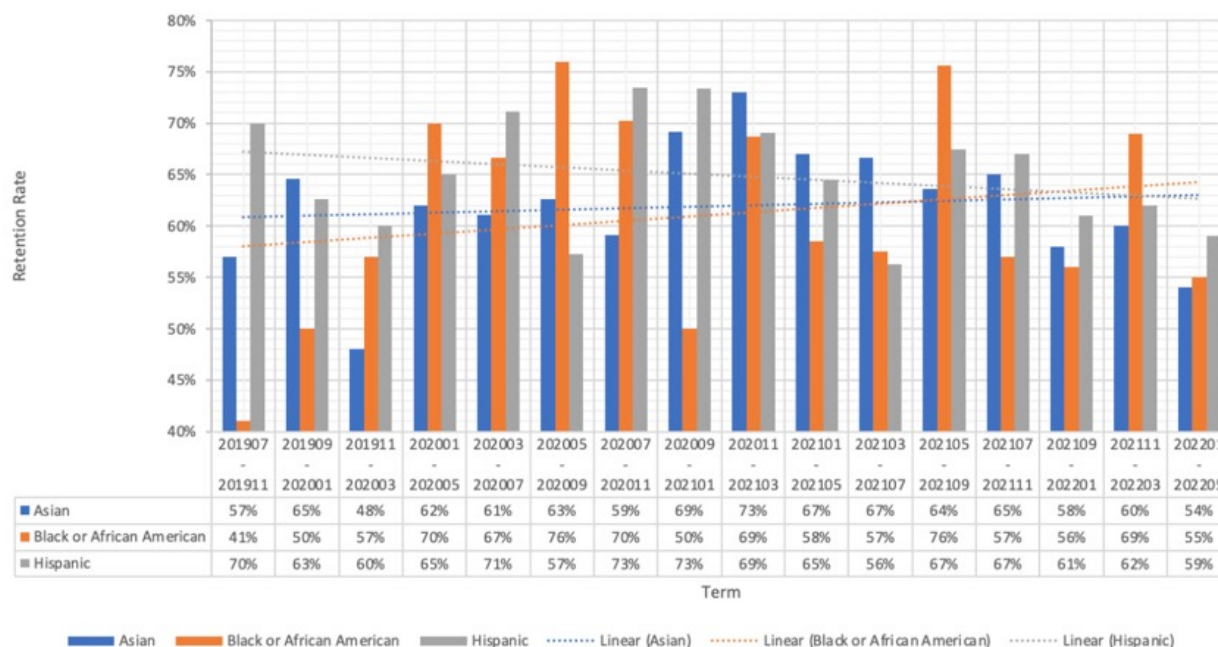
Our institutional goal for retention is to be above 60% in each program; the goal we are working toward is to have the institutional retention rate at 65% with no program below 60%.



## RETENTION BY RACE

Because of the large number of Asian students attending LIBI, proportionally, what happens with the retention rate of the Asian students deeply influences the overall institutional retention rate.

LIBI's Hispanic American 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 American student population was 65%. LIBI's African American or Black 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 the college saw retention rate for African American or Black students move up to the mid seventy percent range, or 15 percentage points higher than the three-year average. It is worth mentioning that 67% of our African American or Black students who are ATB are also single parents. This significantly impacts the retention rate for this subgroup of students.



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 WITHOUT A HIGH SCHOOL DIPLOMA

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, except court reporting, under the pathway program. Students can take 24 college credits to obtain a high school equivalency (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.

The three-year average retention rate for students who are simultaneously pursuing a GED and college degree, the Ability-to-Benefit (ATB) students, is 9 percentage points lower than the retention rate for the non-ATB students.

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%
<b>AVERAGE</b>	<b>57%</b>	<b>66%</b>

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%.

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 percentage points. 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 percentage points. The college attributes some of this improvement to the CARES funding LIBI was able to secure from the federal government on behalf of the students. During the semesters that occurred in lockdown, the college was 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 advising staff continually heard from students, especially the ATB students, that they had to attend asynchronously because their children were using the only computer the family had, 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 the college can attribute to improved retention. The stimulus checks students received allowed some not to work as many hours (many of the 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, is extremely 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. LIBI's advising staff has heard that many times. Since many reasons for the ATB students' attrition are related to finances, the college feels comfortable attributing the 9-percentage point 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 circum-

stances 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 percentage points 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%
<b>AVERAGE</b>	<b>66%</b>	<b>68%</b>

## ATB STUDENTS WHO RE-ENTER

Since attrition is outsized for this group of students, this demographic also frequently attempts to re-start their education. LIBI tracks the success of the students who re-enter.

LIBI's data collection indicates that not only are the ATB students at a much higher risk for dropping out than all other groups, the students in this demographic who try to re-start their education after stopping out, are also less likely than any other student demographic 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%

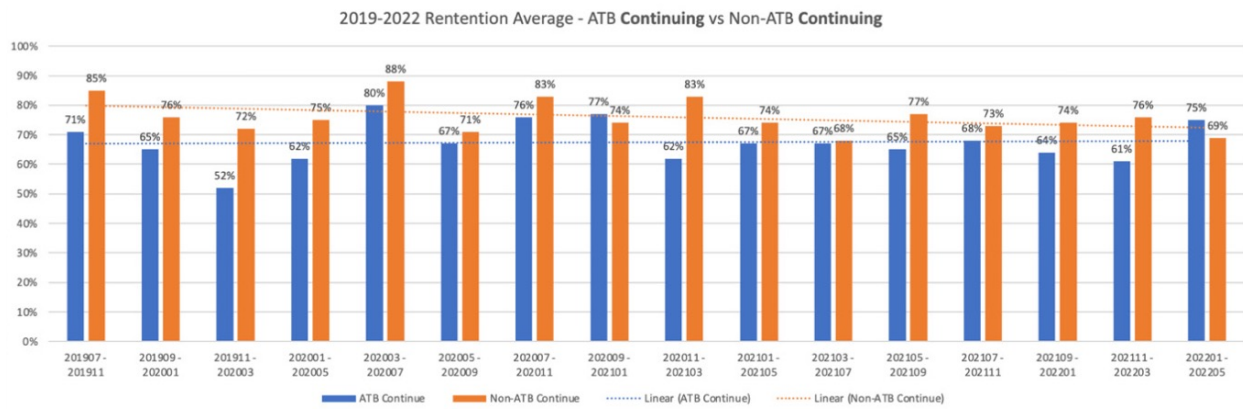


202103 - 202107	30%	35%
202105 - 202109	44%	50%
202107 - 202111	20%	71%
202109 - 202201	43%	32%
202111 - 202203	36%	40%
202201 - 202205	31%	25%
<b>AVERAGE</b>	<b>36%</b>	<b>44%</b>

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

It should be noted that ATB students still withdraw after the first semester, 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 reinforces LIBI’s commitment to early intervention and important elements like the third-week welcome interviews.

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

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

## RISK FACTORS

Colleges with high enrollments of vulnerable students must have conversations about risk factors for dropping out so that sufficient and appropriate support mechanisms can be secured for those students.

Only 6% of LIBI’s students carry no risk factors for dropping out, while 55% carry between 3 and 6 risk factors. 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; at LIBI, 94% of students have at least one risk factor – that’s 23 percentage points more than the national average. Approximately 35% of LIBI students are single parents.

Given that 35% of LIBI students are parenting alone, this is a particularly important characteristic to be aware of so that the college 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, LIBI views supporting its student-parents as an important institutional goal.

The college also continues to 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 uses student information from the Institutional Student Information Record (ISIR) to compile official risk factors for the student body. The chart below reflects that data.

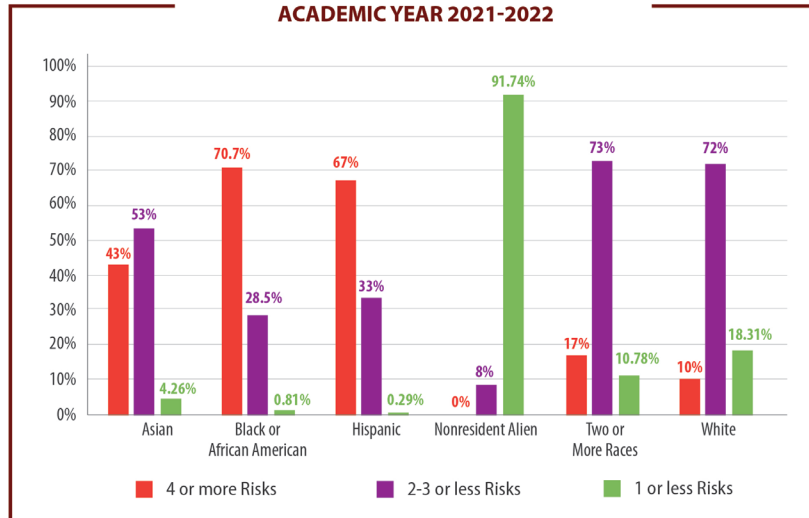
LIBI also uses institutionally released surveys asking students to anonymously self-report information important for the college to know.

<b>LIBI STUDENTS' RISK FACTORS</b>	
<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%

## RISK FACTORS BY RACE

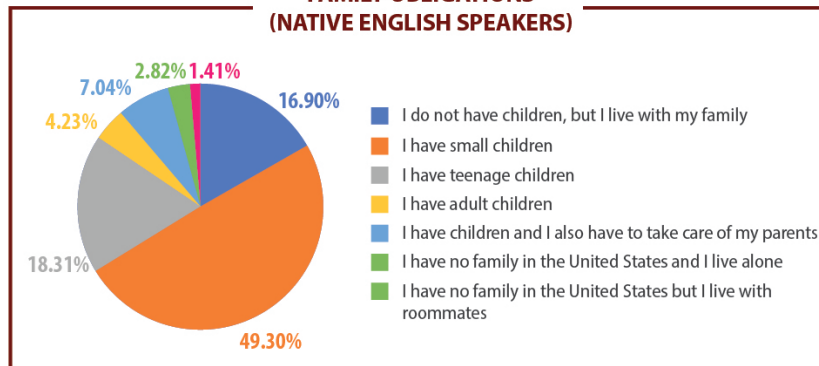
<b>STUDENTS ACADEMIC RISK FACTORS BY RACE ACADEMIC YEAR 2021-2022</b>							
<b># OF RISK FACTORS</b>	<b>ASIAN</b>	<b>BLACK OR AFRICAN AMERICAN</b>	<b>HISPANIC</b>	<b>NON RESIDENT ALIEN</b>	<b>TWO OR MORE RACES</b>	<b>WHITE</b>	<b>GRAND TOTAL</b>
<b>0 RISKS</b>	-	-	-	109	-	7	<b>116</b>
<b>1 RISK</b>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

**STUDENTS ACADEMIC RISK FACTORS BY RACE  
ACADEMIC YEAR 2021-2022**



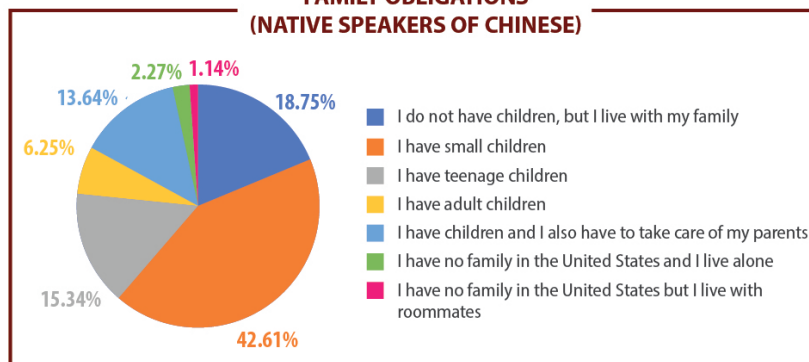
In an extensive institutional survey conducted as part of the 2021-2022 IEP, students were asked to self-report their family obligations. Students were divided into language groups controlling for the student’s native language (English, Spanish, and Chinese). Almost 50% of the native English speaking students reported having small children, an additional 18% reported having teenage children, while 7% indicated that they have children and also take care of their parents.

**FAMILY OBLIGATIONS  
(NATIVE ENGLISH SPEAKERS)**

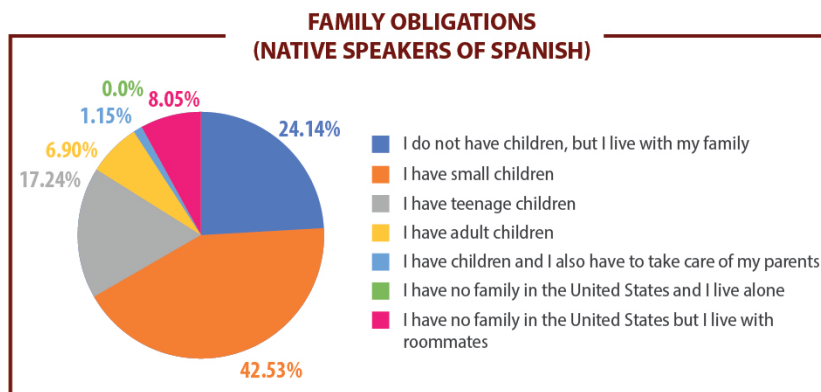


Of the students whose native language is Chinese, almost 43% indicated that they have small children and another almost 14% said that they have children and also take care of their parents.

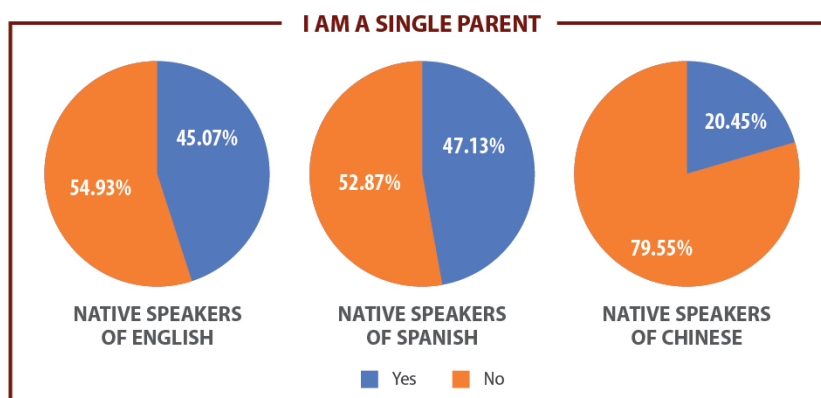
**FAMILY OBLIGATIONS  
(NATIVE SPEAKERS OF CHINESE)**



Of the students who indicated that their native language is Spanish, almost 43% said they have small children, and another 1% said that they have children and take care of their parents.



It is data like this that helps LIBI contextualize the challenges faced by its students and allows the college to plan for appropriate support mechanisms to enable as many to succeed as possible.

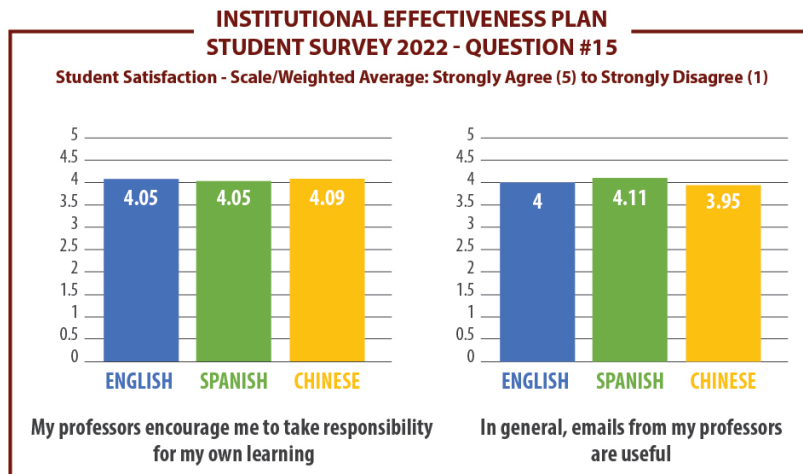


The dominant narrative in higher education has always been, and in many cases still continues to be, primarily focused on purely academic achievements such as GPAs, on-time completion, and graduation. “The dominant narrative of college success frames historically underrepresented college students (e.g., 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>[48]</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>[49]</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 that they succeed.

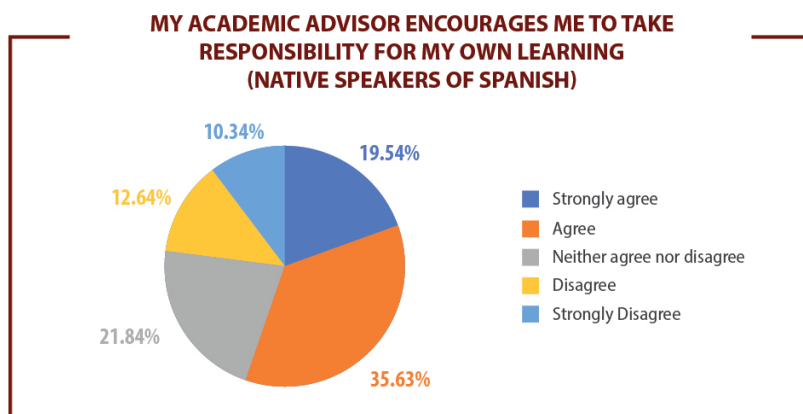
48 Baker, C. N. (2013). Social support and success in higher education: The influence of on-campus support on African American and Latino college students. *The Urban Review*, 45(5), 632-650. <https://doi.org/10.1007/s11256-013-0234-9>

49 “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

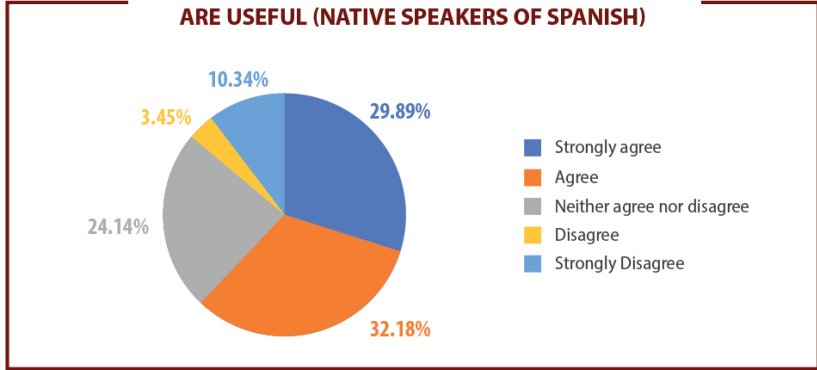
Academic achievement is a process. Underserved students who come to college must become comfortable with being in an environment that has thus far been foreign to them; they must be given the opportunity to acclimate and to accept themselves in this new environment. This notion of getting students to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



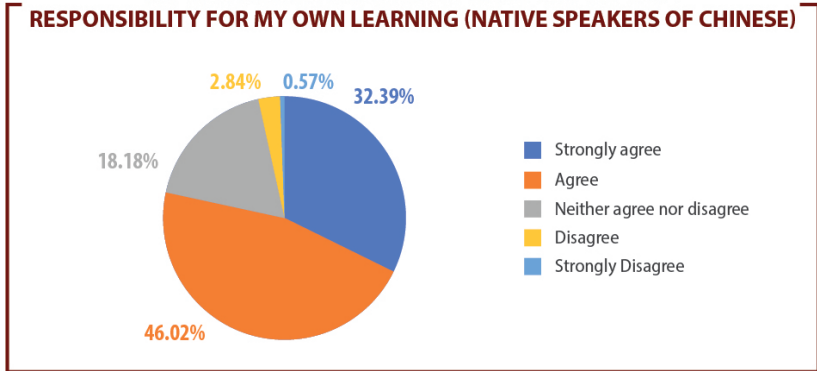
Ensuring a holistic approach to access, LIBI trains its student services staff to work with their assigned student caseloads to empower their advisees to advocate for themselves, to plan their time properly, to obtain tutoring if they are struggling, and to celebrate small victories with the students 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. *For a detailed study of this please refer to section 1 of the 2021-2022 IEP.*



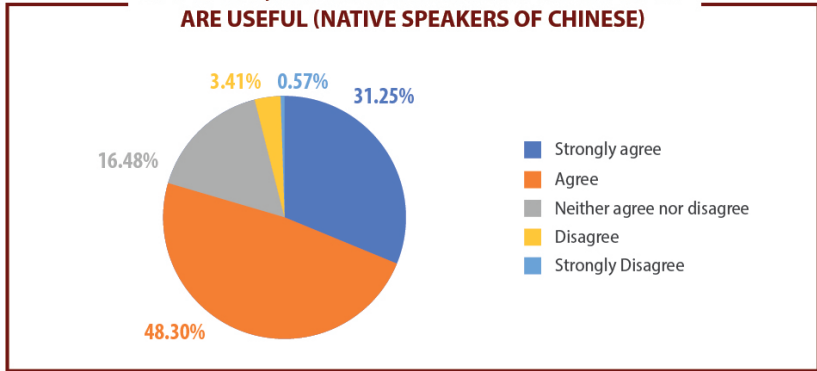
**IN GENERAL, EMAILS FROM MY ACADEMIC ADVISOR ARE USEFUL (NATIVE SPEAKERS OF SPANISH)**



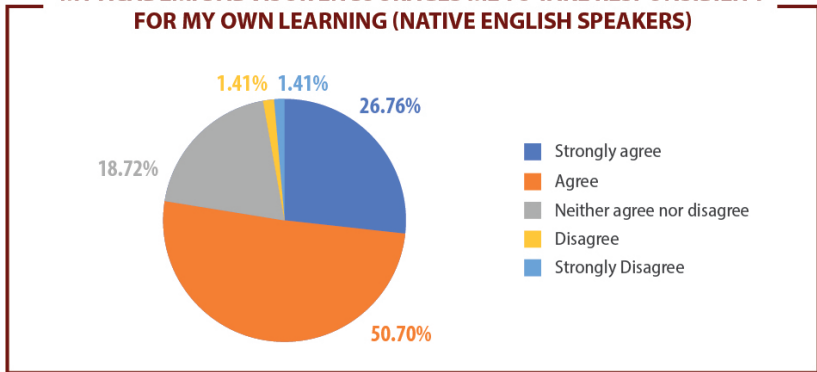
**MY ACADEMIC ADVISOR ENCOURAGES ME TO TAKE RESPONSIBILITY FOR MY OWN LEARNING (NATIVE SPEAKERS OF CHINESE)**



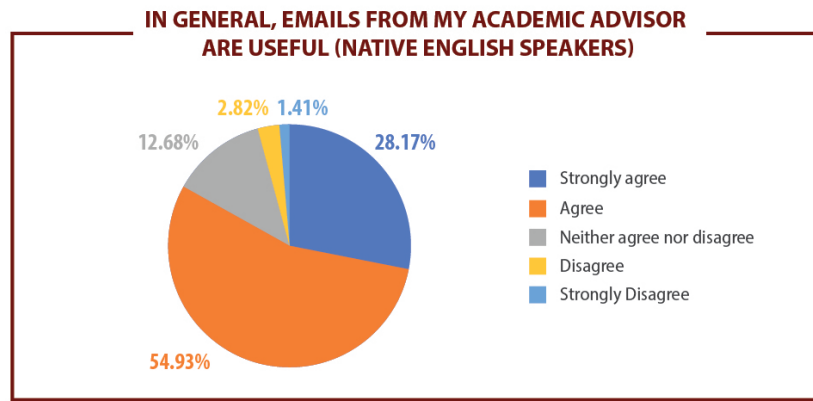
**IN GENERAL, EMAILS FROM MY ACADEMIC ADVISOR ARE USEFUL (NATIVE SPEAKERS OF CHINESE)**



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







For a detailed look at data referenced above, please refer to section 1 of the 2021-2022 IEP.

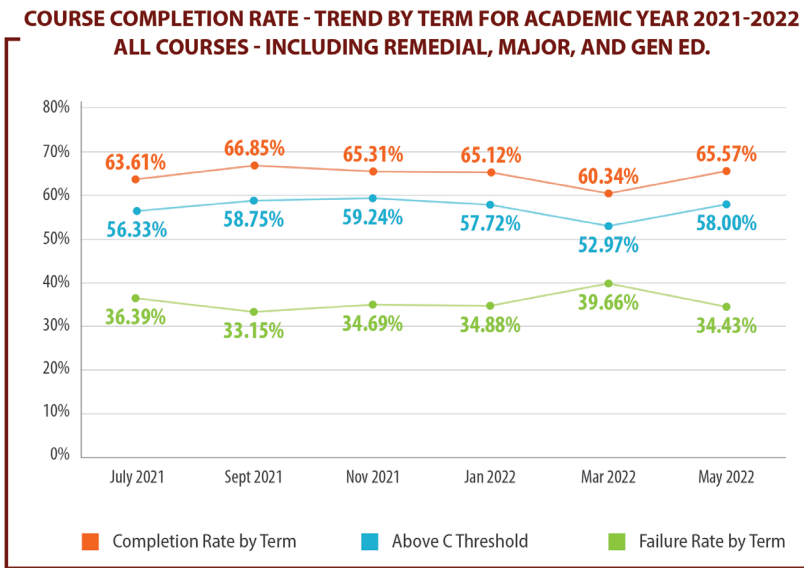
## COURSE COMPLETIONS

Course completions are tracked by major, language level, risk factor, previous education, age, and by race. For the entire study of Course Completions, please refer to Section 3 of the IEP. The course completion booklet created for faculty and the campus community is also attached. *Please refer to the appendix "Introduction 1.1B Graduation and Course Completions".*

For the academic year 2021-2022, the course completion rate for all courses offered at the college was 64.5% with 57% meeting the above "C" threshold.

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%



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%

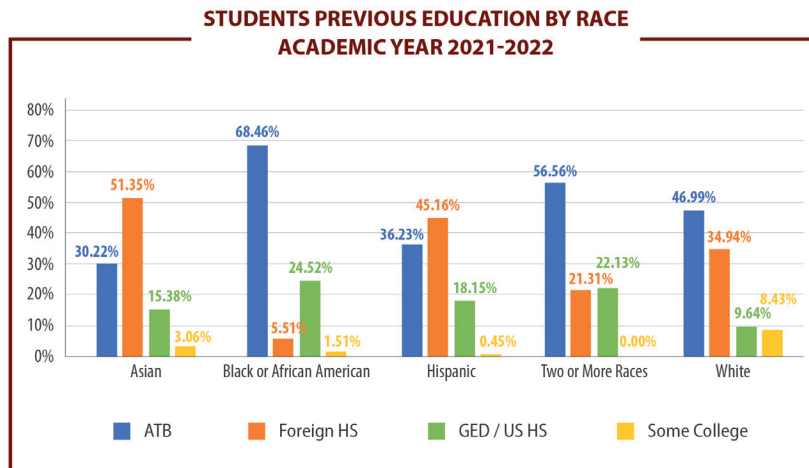
*Note: when calculating percentages by race, withdrawals were not included in the course completions or failures.*

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.

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.

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%

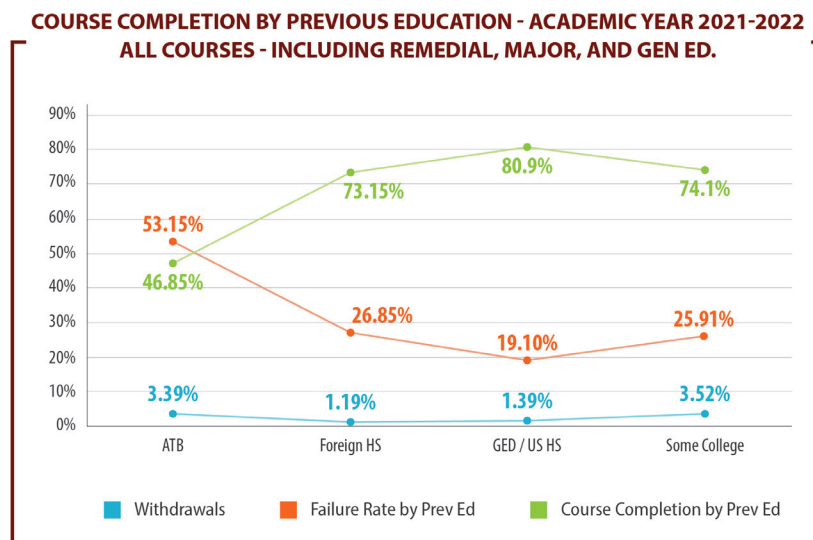


COURSE COMPLETION RATE BY PREVIOUS EDUCATION - ACADEMIC YEAR 2021-2022										
ALL COURSES - INCLUDING REMEDIAL, MAJOR, AND GEN ED.										
GRADE LETTER	ATB		FOREIGN HS		GED/US HS		SOME COLLEGE		TOTALS	
	QTY.	%	QTY.	%	QTY.	%	QTY.	%	QTY.	%
A	213	4.39%	930	16.50%	458	21.44%	40	16.19%	1641	12.75%
A-	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.

Much more work remains for LIBI in addressing the performance gaps. The resulting intervention plan will be discussed in detail in the 2022-2023 IEP.



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:

- Year 1 – 65.5%
- Year 2 – 67%
- Year 3 – 70%

Reach goals for course completions:

- Year 1 – 67%
- Year 2 – 70%
- Year 3 – 73%

Please see Section 3 of the IEP for course completion data by age, major, and language level. *Please refer to appendix “Introduction 1.2B IEP Part III.”*

## GRADUATION

*For a complete study on graduation rates, please see Part 3 of the 2021-2022 IEP.*

Graduation ratios reflect the gender breakdown of LIBI’s enrollment. Roughly three out of four LIBI graduates are women; however, LIBI’s “Covid-19” graduates have been even more heavily female. In 2020-2021, 22% of LIBI’s 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 one in four graduates being male, to one in five.

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

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

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

Disaggregated graduation data for 2019-2020 and 2020-2021, reflects very similar attainment rates as those seen in the course completion rates. The percentage of students in each race group graduating with a GPA of 3.0 or better varied greatly. Of the Asian American students, over 70% graduated with a 3.0 GPA, or better. Only approximately 30-35% of African American or Black students as well as the Hispanic American graduates finished with a GPA of 3.0 or higher.

The 2021-2022 graduation data saw a significant increase in the proportion of African American or Black and Hispanic American students finishing with a GPA of 3.0 or higher. In the IEP 2022-2023, LIBI will devote time to further analysis of the performance gaps between the three student groups with the aim to provide appropriate intervention where it is most needed. The college will also set goals for increasing the course completion success rates as well as the rates of degree attainment with higher GPAs for students who identify as African American or Black and for Hispanic American students.



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

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

<b>TABLE 2. 2019 - 2020: STUDENT COMPLETION BY RACE &amp; GPA</b>					
<b>RACE</b>	<b>&lt; 2.0</b>	<b>2.0 - 2.99</b>	<b>3.0 - 4.0</b>	<b>GRAND TOTAL</b>	<b>% of students graduating with 3.0 or better</b>
	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>QTY.</b>
Asian	0%	15%	40%	55%	72.41%
Black or African American	0.4%	10%	5%	15%	30.00%
Hispanic	0.0%	18%	8%	27%	31.43%
Two or More Races	0.0%	0%	0%	1%	50.00%
White	0.0%	1%	0%	1%	0.00%
Unknown	0.0%	0%	1%	1%	66.67%
<b>GRAND TOTAL</b>	<b>0.4%</b>	<b>45%</b>	<b>54%</b>	<b>100%</b>	

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

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 completed the program, but did not meet the graduation requirements. Please see table #2 for reference.*

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.
Asian	0.0%	15%	45%	60%	74.67%
Black or African American	0.4%	10%	5.6%	16%	35.00%
Hispanic	0.0%	13%	7.2%	20%	35.29%
Two or More Races	0.0%	1%	0.0%	1%	0.00%
White	0.0%	2%	0.4%	2%	20.00%
Unknown	0.0%	0%	0.0%	0%	0.00%
<b>GRAND TOTAL</b>	<b>0.4%</b>	<b>41.4%</b>	<b>58.2%</b>	<b>100%</b>	

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

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

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.
Asian	0.0%	12.8%	48%	61%	78.92%
Black or African American	0.0%	5.5%	7%	12%	54.55%
Hispanic	0.0%	8.1%	17%	25%	67.65%
White	0.0%	0.0%	1%	1%	100.00%
<b>GRAND TOTAL</b>	<b>0.0%</b>	<b>27.5%</b>	<b>72.5%</b>	<b>100%</b>	

% OF STUDENTS GRADUATING WITH 3.0 OR BETTER			
GENDER	2019 - 2020	2020 - 2021	2021 - 2022
Female	55.7%	60.0%	72.9%
Male	50.0%	51.9%	71.2%

## JOB PLACEMENT

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. *Please see appendix “Introduction 1.3B Placement.*

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. 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 the 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. The college considers the 54.85% placement an anomalous result caused by world circumstances rather than an indication that a further probe into the 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%
<b>TOTAL</b>	<b>54</b>	<b>66</b>	<b>12</b>	<b>30</b>	<b>65</b>	<b>35</b>	<b>262</b>

To reaffirm the point regarding the Covid-19 effects on placement, LIBI can point to its 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. LIBI's placement rates in Accounting and Business Management were above 80%, with accounting being at 87%.

### 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%
<b>TOTAL</b>	<b>52</b>	<b>58</b>	<b>10</b>	<b>29</b>	<b>82</b>	<b>18</b>	<b>249</b>

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 LIBI’s 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 his/her 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 percentage point 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 the college 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, the college has realized that programs like this one across the nation are experiencing significant drops in enrollment as well. To 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>[50]</sup>

## 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	137
Continue Edu	9	4	1	1	14	137
PL + CE/CE	13	6	2	2	17	40
I-20	2	1	-	-	2	5
Unavailable	5	5	1	1	20	32

50 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, Radelat, 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/>

Medical Issue	1	1	-	-	1	3
Military	-	-	-	-	1	1
Not Placed	-	-	-	-	-	0
Out of Field	2	4	-	1	6	13
<b>Placement Rate 1</b> (Placed + Continue Ed) / (Total-I20-Unavailable- Medical Issue-Military)	<b>77%</b>	<b>70%</b>	<b>73%</b>	<b>75%</b>	<b>68%</b>	<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>

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-pandemic job market.

The college is 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). The college is very pleased to see that the articulation agreements are opening more opportunities for LIBI students to improve their lives through further education. Instilling a commitment to lifelong learning is one of the articulated goals in LIBI's institutional mission, and the college is happy to report that it is meeting that goal.

**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	49
Continue Edu	3	2	-	-	6	11
PL + CE/CE	3	6	1	-	6	16
I-20	-	-	-	-	-	0
Unavailable	1	2	1	1	5	10
Medical Issue	-	1	-	-	-	1
Military	-	-	-	-	-	0
Not Placed	-	-	-	-	-	0
Out of Field	1	-	-	-	-	1
<b>Placement Rate 1</b> (Placed + Continue Ed) / (Total-I20-Unavailable- Medical Issue-Military)	<b>89%</b>	<b>65%</b>	<b>75%</b>	<b>75%</b>	<b>67%</b>	<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-I20-Unavailable- Medical Issue-Military)	<b>74%</b>	<b>74%</b>	<b>71%</b>	<b>83%</b>	<b>70%</b>	<b>73.29%</b>
<b>TOTAL</b>	<b>54</b>	<b>31</b>	<b>7</b>	<b>12</b>	<b>72</b>	<b>176</b>



## LOAN COHORT DEFAULT RATES (CDR)

For a full explanation of LIBI’s CDR rates please review the 2020-2021 and 2021-2022 IEP. *Please refer to appendix “Introduction 1.4B IEP Student Loans”.*

Before discussing this section in detail, several points must be made, including the fact that only about 5% of the entire student population borrows to attend LIBI. When speaking of first-time full-time students, that number goes down to roughly 3%. All data pertaining to LIBI’s CDR must be looked at from the lens of extremely small denominators and the impact that even one student in default can make --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, LIBI’s default rate quickly climbed to over 12%. As a college that serves a very vulnerable population, LIBI strongly believes that consumers should have easily accessible, unconvoluted and contextualized information about student loans and all available financial aid. The way the data is presented by the Department currently does not achieve that. Schools whose students borrow heavily have large denominators that help them offset the defaulters and that is highly misleading. A school like LIBI with a very small group of borrowers will look like a predator if someone is only looking at the number that says “Official Default Rate”.

For example, LIBI’s reported 2019 CDR (after the repayment freezes have rendered this metric unreliable) is higher than the national average by 4-5 percentage points depending on the sector. LIBI is in communication with the Department to obtain more information on how LIBI’s denominator jumped from 33 in repayment to 106 during the repayment freeze. From preliminary conversations, it appears that students were double counted. Even with the incorrect number reported at 106 borrowers in repayment, the percent of students who borrowed is still at 5.6%.

### 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 few borrowers.

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%	

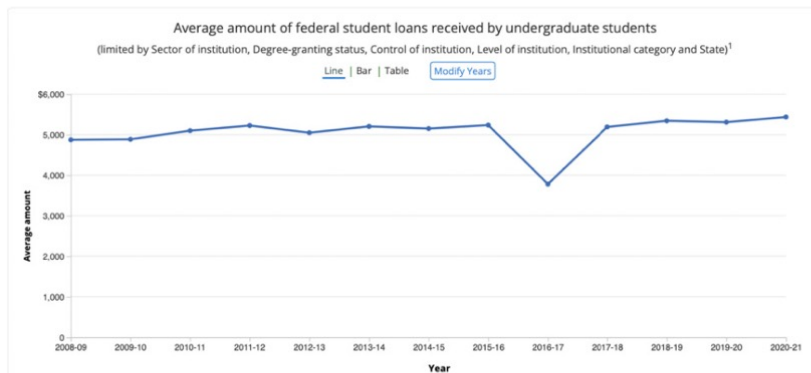
Below is a comparison of LIBI using data from New York State colleges (48 institutions). The parameters used are listed below in Graph 1 (included are public 2-year institutions, for-profit 2-year institutions, and private not-for-profit schools). The average amount borrowed by students in NYS in these institutions by first-time full-time students was \$5,436. **The 3% of LIBI’s first-time full-time students who took out student loans** borrowed \$589 less than those in comparable NYS institutions. When LIBI is compared with the for-profit colleges in NYS, the difference is 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 \$2,903 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.

**Graph 1:**

Financial Aid: What is the average amount of federal student loans awarded to undergraduate students?

**In year 2020-21, the average amount of federal student loans received by undergraduate students was \$5,436. This is based on 48 institutions, limited by Sector of institution, Degree-granting status, Control of institution, Level of institution, Institutional category and State.<sup>1</sup>**

[BUILD TABLE](#) [LIMIT RESULTS](#)



Notes: This table presents data collected from Title IV institutions in the United States. Prior to 2009-10, the data include only Title IV primarily postsecondary institutions.  
<sup>1</sup> Results limited by: Sector of institution (Public, 2-year, Private for-profit, 2-year, Private not-for-profit, less than 2-year), Degree-granting status (Degree-granting), Control of institution (Public, Private not-for-profit, Private for-profit), Level of institution (At least 2 but less than 4 years), Institutional category (Degree-granting, associate's and certificates), State (New York)  
 Amounts displayed are in current dollars.  
 Prior to academic year 2010-11, the data represents students receiving aid, rather than students awarded aid. Students awarded aid include those who were awarded aid and accepted while student receiving aid include those who were awarded and disbursed aid.  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Student Financial Aid component final data (2008-09 - 2019-20) and provisional data (2020-21).

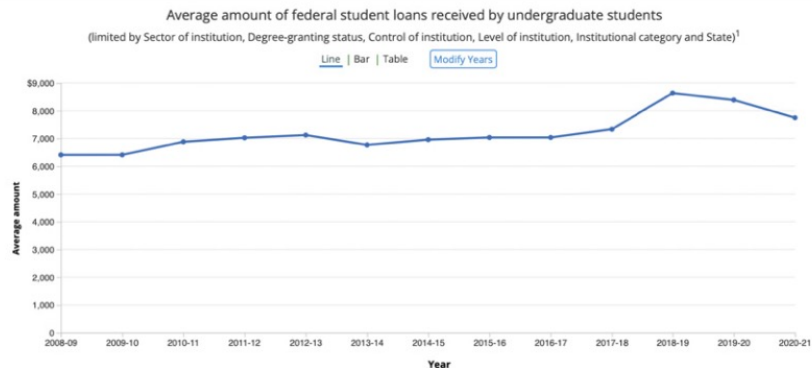
## Graph 2:

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 \$7,750. This is based on 12 institutions, limited by Sector of institution, Degree-granting status, Control of institution, Level of institution, Institutional category and State.<sup>1</sup>



Notes: This table presents data collected from Title IV institutions in the United States. Prior to 2009-10, the data include only Title IV primarily postsecondary institutions.  
<sup>1</sup> Results limited by: Sector of institution (Private for-profit, 2-year), Degree-granting status (Degree-granting), Control of institution (Public, Private not-for-profit, Private for-profit), Level of institution (At least 2 but less than 4 years), Institutional category (Degree-granting, associate's and certificates ), State (New York)  
 Amounts displayed are in current dollars.  
 Prior to academic year 2010-11, the data represents students receiving aid, rather than students awarded aid. Students awarded aid include those who were awarded aid and accepted while student receiving aid include those who were awarded and disbursed aid  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Student Financial Aid component final data (2008-09 - 2019-20) and provisional data (2020-21).

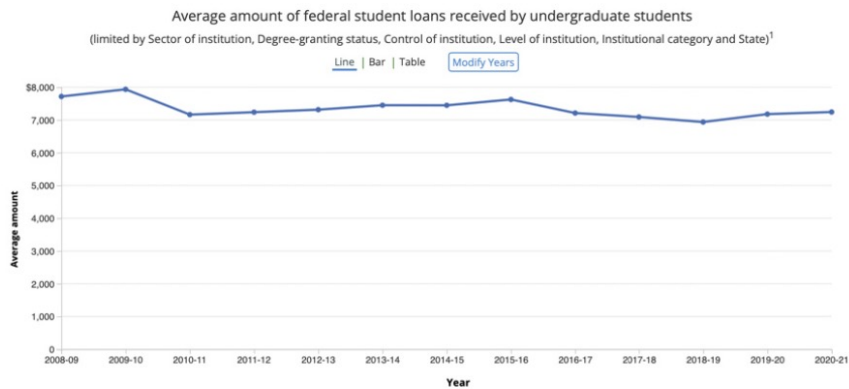
## Graph 3:

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 \$7,242. This is based on 59 institutions, limited by Sector of institution, Degree-granting status, Control of institution, Level of institution, Institutional category and State.<sup>1</sup>



Notes: This table presents data collected from Title IV institutions in the United States. Prior to 2009-10, the data include only Title IV primarily postsecondary institutions.  
<sup>1</sup> Results limited by: Sector of institution (Private for-profit, 2-year), Degree-granting status (Degree-granting), Control of institution (Public, Private not-for-profit, Private for-profit), Level of institution (At least 2 but less than 4 years), Institutional category (Degree-granting, associate's and certificates ), State (California)  
 Amounts displayed are in current dollars.  
 Prior to academic year 2010-11, the data represents students receiving aid, rather than students awarded aid. Students awarded aid include those who were awarded aid and accepted while student receiving aid include those who were awarded and disbursed aid  
 SOURCE: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS), Student Financial Aid component final data (2008-09 - 2019-20) and provisional data (2020-21).

The CDR is another institutional measure used to determine how well LIBI is meeting its mission and goals. Both the 2020-2021 and the 2021-2022 IEPs devote time to discussing student loans and LIBI's efforts to ensure a transparent and ethical process of conveying financial aid information to applicants and students.

## C. ORGANIZATION OF THE SELF-EVALUATION PROCESS

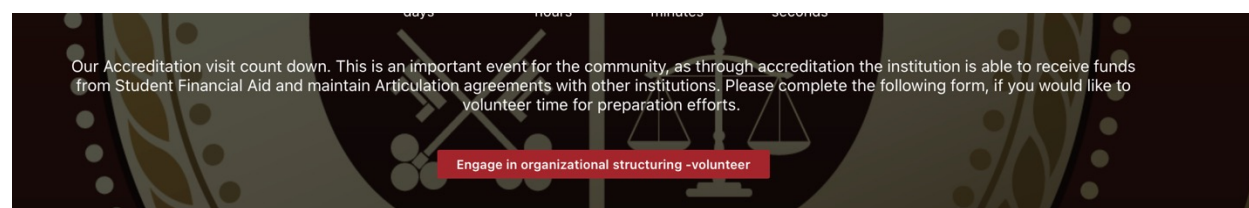
*[Provide a brief explanation (using tables, narrative, or a combination) of how the institution organized its self-evaluation process. Include the individuals and constituent groups who were involved, what their responsibilities were, and timelines of major activities leading to completion.]*

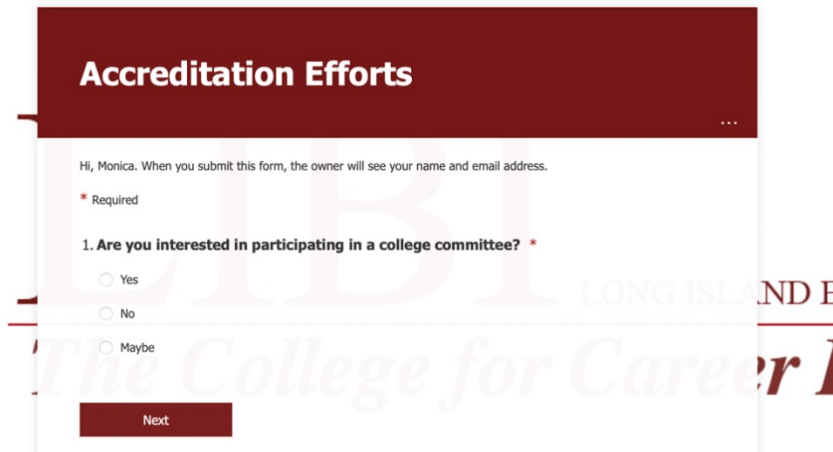
LIBI's circumstances changed dramatically in October 2021 when the New York State Board of Regents and the Commissioner of Education voted to not seek renewal of its grant with the Department of Education in May 2023. LIBI's board of directors held a meeting with the president of the college to determine next steps, as a lapse in accreditation would result in loss of qualification for government aid that LIBI's students heavily rely on. The decision was to consider the few choices that were offered by the Regents and to look for other accreditors with whom LIBI's mission would resonate. After meeting with several potential accrediting bodies, the resounding and univocal vote was to try to gain recognition with ACCJC.

Under these extremely pressing and time-limited circumstances, the organization of the self-evaluation was done with an eye to "keep things moving" without delays. Once LIBI was notified by ACCJC that the college was approved to submit an application, the following process was followed.

Monica Foote, the president, notified the chair of the board that LIBI has been approved by ACCJC to apply; the provost, senior staff, and the Faculty Governance Council (FGC) were all notified and asked to propose team members who would be nominated to serve on the Steering Committee. The community at large was notified, and volunteers were requested. Many voices contributed to the finished document through the shared governance processes.

Additionally, an accreditation campaign was started on the college website asking members of the community to participate in the accreditation efforts.

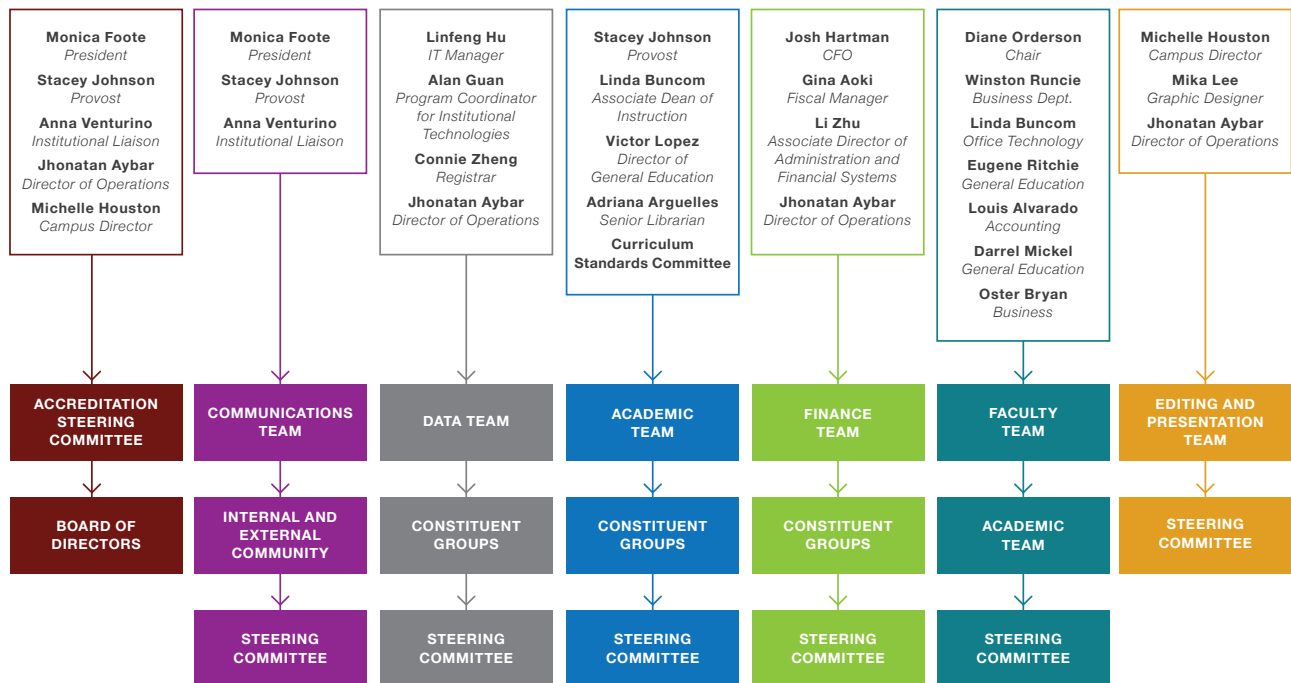




It should be underscored that, although the college did not have the benefit of the typical length of time allotted to the process of preparing a self-evaluation document, the ISER questions ignited deeply meaningful conversations within and across the various departments. The initiatives that resulted from looking at the college from another accrediting body’s perspective have made LIBI an even stronger institution with a clearer understanding of what the college does well, and what needs improvement. The process has also reaffirmed that the college not just takes its mission seriously, LIBI *lives* its mission.

The chart below outlines the organization of the process LIBI undertook to compile its self-evaluation.

The process of evaluating our policies, procedures and practices involved all departments and units of the college, and many voices contributed to the final product through the shared governance structures. The process was guided by the Accreditation Steering Committee. This committee was responsible for gathering the exhibits and written responses from each department and for compiling the document for submission.

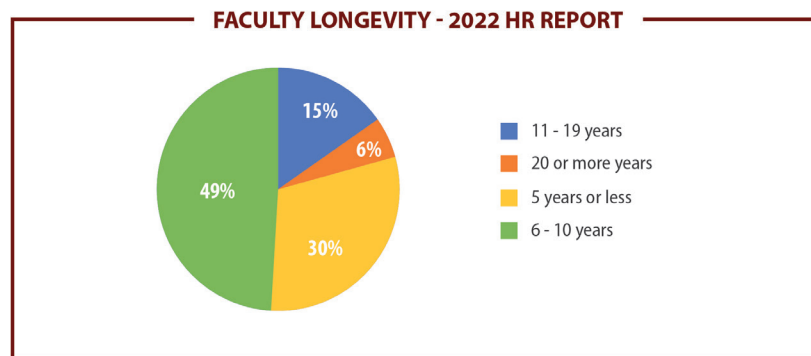


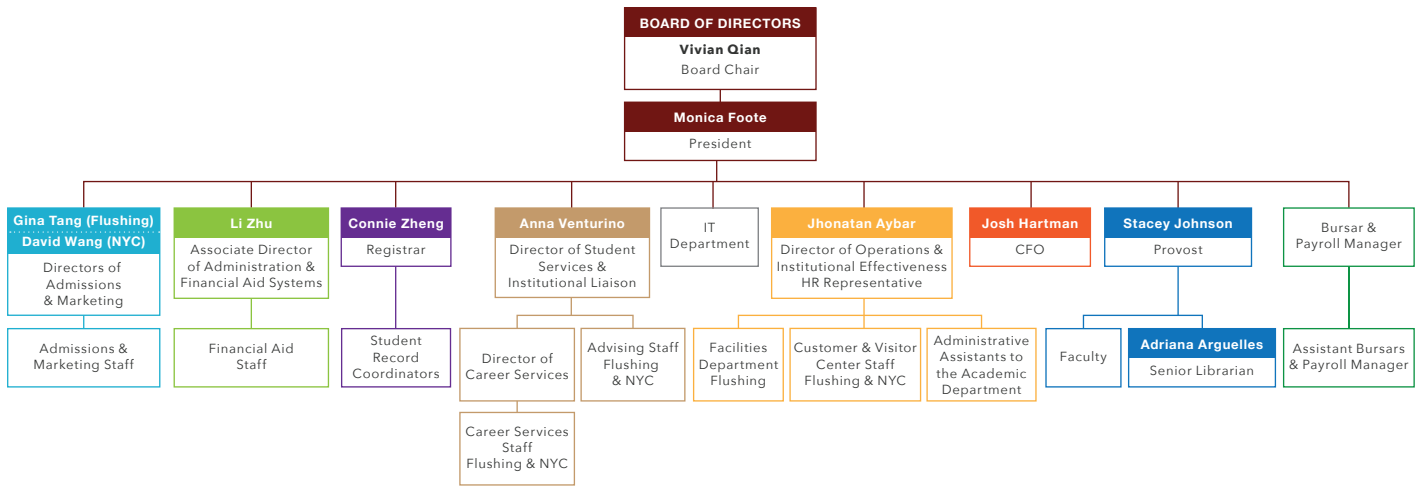
## ORGANIZATIONAL INFORMATION

*[Insert organizational charts for each major function/division or department at the institution, with a listing of the names of individuals holding each major position. For institutions with a corporate structure, the relationship of the corporation to the accredited college, including roles and responsibilities of both entities, must be included in this section.]*

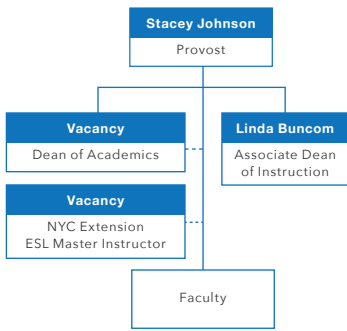
LIBI's flat organizational structure enables the college to pivot easily when necessary. The college works to avoid silos and encourages departments to proactively share information as a preventive measure to ensure that students are not caught in a web of institutional bureaucracy. LIBI's three locations are distinct, not just geographically but also demographically. The president oversees the three locations and through department heads ensures that policies are applied consistently across the locations and that students receive equitable treatment regardless of where they attend. All functional areas have qualified and experienced administrators at the helm.

The provost provides leadership, guidance and supervision to the academic departments. The associate dean of instruction works closely with the provost and provides direct oversight of faculty teaching functions. As of the writing of this document, the college has 12 full-time faculty members and 37 adjunct faculty teaching students allocated to the main campus and the extension center; Commack campus has another 4 instructors teaching only court reporting. The college relies on faculty to ensure the quality, consistency and rigor of LIBI's education. In turn, the longevity of employment for LIBI's adjunct and full-time faculty, helps ensure that there is an appreciation and understanding of institutional mission, values, and goals.

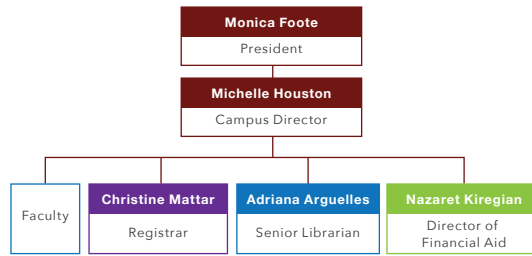




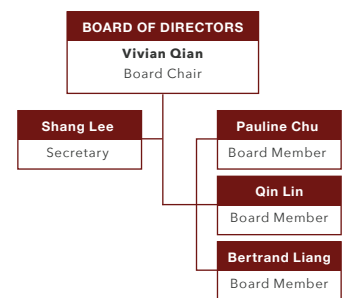
**ACADEMICS ORGANIZATIONAL CHART**



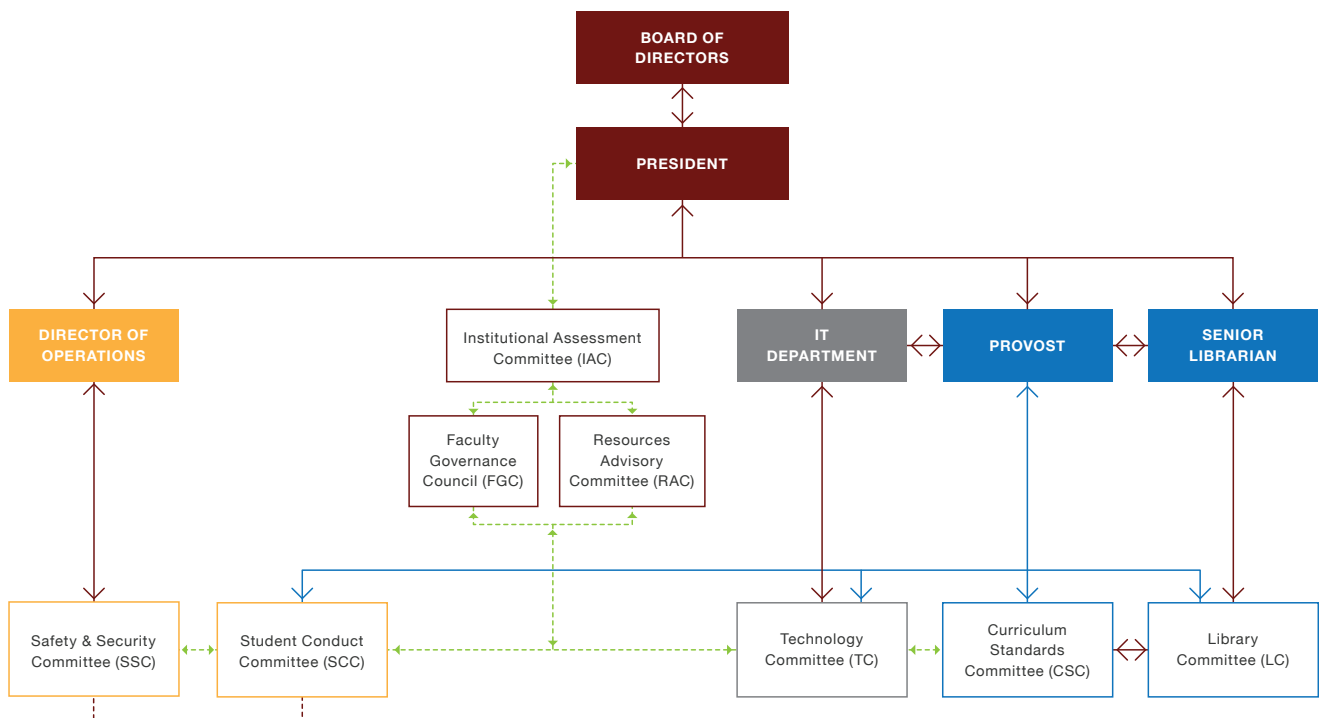
**COMMACK ORGANIZATIONAL CHART**



**BOARD OF DIRECTORS ORGANIZATIONAL CHART**



**PARTICIPATORY GOVERNANCE STRUCTURE (SHARED GOVERNANCE)**





## D. CERTIFICATION OF CONTINUED COMPLIANCE WITH ELIGIBILITY REQUIREMENTS

*[Note: See Appendix B of the [Guide to Self-Evaluation, Improvement, and Peer Review](#) for additional information and possible sources of evidence.]*

### **ELIGIBILITY REQUIREMENT 1: AUTHORITY**

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

LIBI is authorized by the New York State Board of Regents to award the Associate in Occupational Studies (A.O.S.) Degree in Accounting; Business Management; Court Reporting; Homeland Security and Security Management; Hospitality Management; and Office Technology; and the Associate in Science (A.S.) Degree in Business Administration; and Homeland Security and Security Management.

Long Island Business Institute is a proprietary college accredited by the New York State Board of Regents and Commissioner of Education to award Certificates and Associate Degrees. All programs are registered by the New York State Education Department Office of College and University. LIBI's Court Reporting Programs are approved by the National Court Reporters Association.

### **ELIGIBILITY REQUIREMENT 2: OPERATIONAL STATUS**

*The institution is operational, with students actively pursuing its degree programs.*

LIBI operates to serve approximately 700-1000 students per year, with a headcount enrollment of 721 after the add/drop period in fall 2022. The majority of students are enrolled in courses that lead to two-year degrees and certificates (Court Reporting program).

The chart below indicates the number of students that are currently enrolled in degree seeking programs at Long Island Business Institute:

PROGRAM	STUDENTS ENROLLED
Accounting	126
Business Management	134
Court Reporting	28
Homeland Security and Security Management	7
Hospitality Mangement	51
Office Technoloty / OTM	317
Office Technology / OT	58
<b>GRAND TOTAL</b>	<b>721</b>

### ELIGIBILITY REQUIREMENT 3: DEGREES

*A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.*

As LIBI is a career college serving the needs of students traditionally underrepresented in higher education, the core of our institutional mission is access to high-quality, relevant, and transferable degrees for a diverse pool of graduates who enroll with differing levels of preparation for college-level work. LIBI is particularly concerned with the success of low-income students, students of color, new immigrants, first-generation students, and adult learners. Serving the needs of diverse students and increasing their graduation rates while supporting the national agenda of lowering college costs are the three highest institutional priorities for LIBI's faculty and staff.

LIBI offers both Associate in Occupational Studies (AOS) and certificate programs in Accounting, Business, Court Reporting, Homeland Security and Security Management, Hospitality, and Office Technology (including Office Technology with Medical Option). In May 2017, LIBI was approved to offer Associate in Science (A.S) degrees in Business Administration and Homeland Security and Security Management.

LIBI's degree programs all require a minimum of 60 college credits. In addition to focusing on helping students gain knowledge and skills necessary to begin employment in the field of study, these programs are also designed to fulfill major or general educational requirements at senior colleges, with the aim to maximize transferability.

## ELIGIBILITY REQUIREMENT 4: CHIEF EXECUTIVE OFFICER

*The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.*

The President was appointed by the Board of Directors and reports to the Chairman of the Board and has the autonomy and authority to carry out her duties, implement the strategic plans of the college, and allocate resources to meet the stated mission of the institution. By-laws provide for the independent functioning of the college without the Board of Directors' interference in the day-to-day operations of the college. She serves as the Chief Executive Officer of the college and provides leadership and oversight for all aspects of the institution, including strategic planning, academics, enrollment, finance, student services, and other key areas.

The President has appropriate credentials and professional experience consistent with the mission of the organization. Monica W. Foote possesses both an Ed.M and MA in Education from Columbia University Teachers College, and, when hired, had for 7 years been Dean of two campuses of Mercy College, a Regionally accredited institution. Ms. Foote was responsible for a total of four thousand undergraduate and graduate students between the two campuses and over 170 full and adjunct faculty members. Prior to her appointment as Dean at Mercy College, Ms. Foote worked at a few two-year proprietary colleges as a Programs Director, Academic Dean, and School Director.

## ELIGIBILITY REQUIREMENT 5: FINANCIAL ACCOUNTABILITY

*The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.*

LIBI complies with all requirements stipulated in the Title IV Program Participation Agreement (PPA). The college undergoes an audit by an external, independent certified public accounting firm, after an internal review and statement preparation is done by the CFO who has worked with the college and its ownership for over three decades. This external firm has no other relationship with the college. LIBI's composite score for the last year available was 3.0 and is comfortably above the 1.5 that is considered satisfactory by the Education Department. The external audit reports did not identify any weaknesses or significant deficiencies over the last 3 years. ***Please refer to the appendix "Introduction 1.D Financial Audits".***

LIBI's Composite Score for the fiscal year ending August 31, 2021, was 3.0. The components of the score were:

Primary reserve weighted score	0.9
Equity Weighted score	1.2
Net income weighted score	0.9
<b>Composite score</b>	<b>3</b>

The last Program Review conducted by the Education Department was concluded in September 2018 with no liabilities assessed against LIBI. The last audit by New York State's Tuition Assistance Program (TAP) was concluded in 2009 and cited \$7,500 of non-compliance findings within a total of \$10.3 million of awards.

The institution's Chief Financial Officer is responsible for financial compliance of the institution. The CFO, Mr. Joshua Hartman, is a certified public accountant, and has worked closely with the board and senior management of LIBI for many years prior to his appointment when he was in private practice. Mr. Hartman's multi-decade experience in financial reporting for higher education institutions, made him an excellent choice for a CFO. Financial Aid is managed internally, supervised by professionals with extensive years' experience working within the field. Mr. Hartman works under the supervision of the president and the Board. Mr. Hartman also audits the financial aid reporting, which is prepared by Mr. Li Zhu, the Associate Director of Administration and Financial Systems, and his team. Additionally, LIBI employs an independent auditor in compliance with federal requirements. All financial statements are prepared under Generally Accepted Accounting Principles. *Please refer to appendix "Introduction 1.1D Independent Auditor Documentation".*

The institution monitors, analyzes and controls its financial operations across the fiscal year, starting with a thorough review of past years' financial metrics and budgets and working against a plan established by the board of directors, the shareholders, senior management, department heads, and the Resource Allocation Committee (RAC).

Periodic spending is directly monitored and controlled through the fiscal manager's office, supervised by the CFO and the college president.

Annual instructional, operational, marketing and capital budgets are assembled by the college president for the approval of the board. Budgets are monitored and may be updated should the needs arise. The director of admissions, the bursar and the financial aid directors communicate directly to the office of the president so that the board is informed about critical deviations from short term plans on a real-time basis.

Institutional management and the board believe in consistent and disciplined assessment of financial resources and spending, and—as such—review important liquidity metrics across the year, with an informal reassessment of budget and planning six times annually, at the beginning of each semester class start.

## E. CERTIFICATION OF CONTINUED INSTITUTIONAL COMPLIANCE WITH COMMISSION POLICIES

*[Note: See Appendix C of the [Guide to Self-Evaluation, Improvement, and Peer Review](#) for additional information and possible sources of evidence.]*

Long Island Business Institute certifies that it continues to be in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

### **PUBLIC NOTIFICATION OF AN EVALUATION TEAM VISIT AND THIRD-PARTY COMMENT**

*Regulation citation: 602.23(b).*

*[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found. The ACCJC Third Party Comment form that must be available to the public on your institution's website can be found at: <https://accjc.org/forms/third-party-comments/>.]*

LIBI has solicited third-party comments in advance of a comprehensive evaluation visit. The college has provided internal constituents and members of the public with the opportunity to make third-party comments about LIBI's ability to meet the Standards set forth by ACCJC. The accreditation tab on LIBI's website explains the process and provides links to the ACCJC third-party comment form. The explanation of the process and the link are the first items the public sees when the accreditation tab on the website is opened. The information is prominently placed and clearly stated.

The link to the form along with an explanation was shared by email with the internal constituents.

LIBI stands ready to work with the Commission should any negative or concerning third-party comments arise.

## STANDARDS AND PERFORMANCE WITH RESPECT TO STUDENT ACHIEVEMENT

*Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).*

*[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found.]*

The institution has set, through its participatory governance process, standards and goals measured each year through the Institutional Effectiveness Plan (IEP) and the work of the Institutional Assessment Committee (IAC). The college uses assessment results to gauge its progress toward the fulfillment of its mission and vision. The IAC shares assessment findings with the community and other college committees to help shape the work priorities of those groups.

LIBI's institutionally set achievement goals include retention, course completion rates, graduation rates, overall placement rates, and "in-field" placement rates which are a direct practical measure of LIBI's institutional learning outcomes, among other measures. Student learning outcomes are defined and assessed for all courses and instructional programs. Program review results inform changes and are used to set new goals. The college follows a published cycle for evaluating academic outcomes.

Specifically, the IAC compares assessment results with performance goals from the previous year and compiles an annual IEP. The document is shared with the community and is placed on SharePoint to ensure easy access by employees. The results are used by the committees and the academic departments to inform program reviews and future improvement planning. *Please refer to appendix "Introduction 1.B IEP"* Please click [1.B IEP](#) to view the IEP in SharePoint.

The Curriculum Standards Committee (CSC) is the main participatory governance body that is responsible for approving program and course outcomes, capstone courses, and for ensuring the integrity of what is published about requirements. To ensure integrity of information made available to the students, LIBI publishes specific course learning outcomes on all syllabi. Program learning outcomes are published in the institutional catalog available to the public on the institutional website.

The IAC, CSC, and the academic departments all engage in the analysis of student performance metrics for the purpose of improvement. Annual data collection through the efforts of the IAC and the CSC helps the college focus on possible reasons for performance gaps between the disaggregated student groups. Programs are assessed to determine their continued alignment with articulated institutional goals.

The college continually strives to provide true access to quality higher education by identifying and providing support services and resources to address achievement gaps between student groups. *Please refer to appendix "Introduction 1.1B Graduation and Course Completion Rates"*.

## CREDITS, PROGRAM LENGTH, AND TUITION

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2.668.9.

[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found.]

LIBI is authorized by the New York State Board of Regents to award the Associate in Occupational Studies (A.O.S.) Degree in Accounting; Business Management; Court Reporting; Homeland Security and Security Management; Hospitality Management; and Office Technology; and the Associate in Science (A.S.) Degree in Business Administration; and Homeland Security and Security Management. LIBI also offers a Certificate program in Court Reporting.

The Rules of the Board of Regents, [Section 3.47\(c\)\(link is external\)](#), provide guidance for NYS institutions with regard to requirements for earned degrees.

In New York State, undergraduate degrees are distinguished by the minimum number of liberal arts and science (LAS) content required for each degree. All associate degrees must be a minimum of 60 credits. Before approving any program of study, NYS Education Department must be satisfied that the “design of each curriculum, and degree programs as a whole, are coherent, implement the philosophy, purposes and educational objectives of the program and institution, and are consistent with professional expectations in the field”(<http://www.nysed.gov/college-university-evaluation/department-expectations-curriculum>).

Additionally, syllabi submitted along with the new program application “demonstrate that at the course level the requirements for expected time on task meet the requirements of [CR 50.1\(o\)](#), that all work for credit is college-level, of the appropriate rigor, and that credit will be granted only to students who have achieved stated learning objectives”. Another benchmark that each program must meet to gain approval from NYSED, is that the “syllabi must be demonstrably consistent with, or superior to those of comparable courses and programs at comparable institutions; syllabi must embed the content and skill expectations of professional associations in the field”.

AWARD/DEGREE	MINIMUM TOTAL CREDITS FOR AWARD	MINIMUM NUMBER OF CREDITS IN LAS
Associate in Arts (A.A.)	60	45
Associate in Science (A.S.)	60	30
Associate in Applied Science (A.A.S.)	60	20
Associate in Occupational Studies (A.O.S.)	60	0

LIBI has established practices to ensure that all programs the college offers are approved by NYSED prior to being offered. Since LIBI’s students rely heavily on Pell and TAP (Tuition Assistance Program), when writing new programs LIBI also takes into consideration federal regulations and Title IV expectations. The New Program Policy guides the community in proposing and crafting new programs for submission to NYSED. Programs approved to be offered must meet extensive requirements set by the NYSED; once approved, the programs are considered “registered and are listed on the Depart-



ment's Inventory of Registered Programs. <http://www.nysed.gov/college-university-evaluation/department-expectations-curriculum>. *Please refer to appendix "Introduction 1.E New Programs Policy".*

The New Program Policy attached delineates requirements and steps to be followed. The Policy also outlines the process that must be followed that involves the appropriate members of LIBI's shared governance system.

One semester credit equals at a minimum of fifteen (15) classroom hours of lecture, or thirty (30) hours of laboratory, or forty five (45) hours of externship based on a 15-week semester. A class hour is sixty minutes including ten minutes of break.

LIBI follows the NYSED prescribed definition of a credit hour. *A credit hour is an amount of work represented in intended learning outcomes and verified by evidence of student achievement that is an institutionally established equivalency that reasonably approximates not less than: (1) One hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work each week for approximately fifteen weeks for one semester or trimester hour of credit; or (2) At least an equivalent amount of work as required in (1) of this definition for other academic activities as established by the institution including laboratory work, internships, externship, studio work and other academic work leading to the award of credit hours.*

Prerequisites are designed so that required skills and competencies are achieved before moving on to more advanced levels. Program completion length may be affected if students do not pass prerequisite courses.

600.2 (definition of credit hour)

**\* Per New York State Codes, Rules and Regulations, Title 8 – Education Department, Chap. II – Regulations of the commissioner, Subchapter A – Higher and Professional Regulations, Part 50 – General:**

*Semester hour means a credit, point, or other unit granted for the satisfactory completion of a course which requires at least 15 hours (of 50 minutes each) of instruction and at least 30 hours of supplementary assignments, except as otherwise provided pursuant to section 52.2(c)(4) of this Subchapter. This basic measurement shall be adjusted proportionately to translate the value of other academic calendars and formats of study in relation to the credit granted for study during the two semesters that comprise an academic year.*

Source: [https://govt.westlaw.com/nycrr/Document/leca5c8abc22111dd97adcd755bda2840?viewType=Full-Text&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=\(sc.Default\)](https://govt.westlaw.com/nycrr/Document/leca5c8abc22111dd97adcd755bda2840?viewType=Full-Text&originationContext=documenttoc&transitionType=CategoryPageItem&contextData=(sc.Default))

The costs of attendance, tuition and fees, are published in the institutional catalog and the cost of attendance is available on LIBI's website. No fees are charged outside of those that are published. *Please refer to appendix "Introduction 1.1E Tuition Cost".*

## TRANSFER POLICIES

*Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).*

LIBI publishes its transfer credit policy in the institutional catalog located on the college website. It is listed in the catalog under Admission with Advanced Standing section and is the first item in that section that students see.

Admission With Advanced Standing .....	
Transfer Credit .....	
Distance Education And Correspondence Classes.....	
Life Achievement/Experience.....	
Proficiency Examination .....	
Advanced Placement Examination Programs .....	
College Credit For Military Experience .....	

LIBI stipulates in the policy that it may award transfer credits for courses taken at other postsecondary institutions recognized by the United States Department of Education. The transfer credits must be equal or greater than the credit hours awarded for the LIBI equivalent courses. LIBI does caution students that transfer credits may only be applied for before the end of the late registration period of the student's first semester of study at LIBI because classes are offered using a cohort model. In order to transfer credits, they must already have been earned before the student enrolls at LIBI. Students who are enrolled in courses at another college while applying for admission to LIBI and wish to transfer credits from that institution are responsible for submitting an official transcript to the Registrar before receiving their final first-semester schedule of classes. Proficiency exams may be used to obtain advanced standing, with the exception of Capstone Courses. For institutional assessment purposes students may not use proficiency exams or transfer credit to satisfy the requirements of Capstone Courses. Since Capstone courses will not be accepted in transfer, they are clearly marked with an asterisk (\*) on the curriculum pages. Students are notified of this policy by the registrar staff, and the information is printed in the college catalog for students to review.

Students are expected to discuss their intent to seek transfer credit with the registrar staff as soon as they are admitted to LIBI. Students must complete the transfer credit evaluation process at the point of entry to ensure appropriate course placement. Transfer credit applications may not be feasible after students complete their first semester at LIBI, so this information is stressed to the students upon entering LIBI. Once the student notifies the registrar staff of his/her intent to seek transfer credit, the student must submit an official transcript with official course description(s) from each institution the student is seeking an evaluation of credit. Transcripts must be sent to the registrar and must arrive sealed directly from the institution. The registrar will not accept transcripts that are emailed by the student – electronic transcripts must come from a secure, electronic portal. Official Electronic Transcripts will be accepted only if LIBI's registrar receives them directly from the transfer institution using a secure transcript exchange company or certified PDF document. A student copy, even if it contains a seal, will not be accepted. All official transcripts received by the registrar, or the admissions department become part of LIBI's records and will not be returned to the student. Online course description printouts will be accepted only if they can be verified by LIBI.

It is the student's sole responsibility to alert LIBI within the add/drop period of the student's first semester at LIBI that he/she may have applicable coursework to transfer.

Students must earn at least fifty percent (50%) of all required credits in their chosen program at LIBI for a graduation credential to be awarded by LIBI.

## DISTANCE EDUCATION AND CORRESPONDENCE EDUCATION

*Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.*

*[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found.]*

LIBI has been teaching exclusively online since March 2020. The college is in compliance with distance education requirements set by New York State Education Department and New York State Board of Regents and Commissioner of Education (LIBI's accreditor until May 2023). The college is seeking to include distance education in its evaluation visit by the ACCJC team.

LIBI has developed policies and procedures for validating online coursework that is consistent with the U.S. Department of Education definition of distance education. The Curriculum Standards Committee (CSC) has set policies and procedures that require regular and substantive interaction with the instructor and online activities that are part of the student's grade. The CSC has approved policies on providing direct instruction; assessing and providing feedback on a student's course work; providing information or responding to questions about the content course or competency; and facilitating a group discussion regarding the content of a course or competency.

While learning remotely LIBI has consistently applied standard practices for verifying the identity of students. The college protects student records and personal information by ensuring that all employees complete institutionally required FERPA training.

## STUDENT COMPLAINTS

*Regulation citations: 602.16(a)(1)(ix); 668.43.*

*[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found.]*

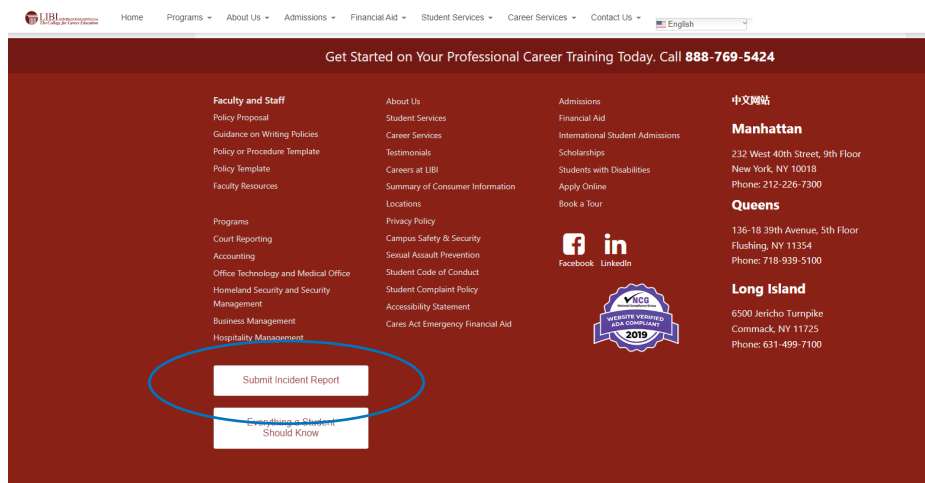
LIBI publishes and makes available to the public its policies on addressing student complaints. Information on the procedures for making complaints is widely published on the website, in the student handbook, as well as in the institutional catalog. The link to the website is located in the footer of every page under "Student Complaint Policy" (<https://libi.edu/student-services/student-complaint-policy/>). **Please refer to appendix "Introduction 1.2E Student Complaints".**

The Grievance Policy contains instructions on how to file complaints for violations concerning: ADA, FERPA, religious accommodations, student complaints related to faculty conduct, and grade complaints. Links to federal and state agencies where complaints can be filed are listed and are regularly verified to ensure they are current and working. Student conduct and appeals processes are explained on the website, in the student handbook, and in the catalog. The website, student handbook, and the catalog explain how to file sexual harassment and assault complaints.

LIBI’s website and catalog both list the names and contact information for LIBI’s accrediting body, and for the National Court Reporting Association (NCRA) which approves LIBI’s court reporting program. LIBI’s main accreditation page provides information on how to file a complaint about state student financial aid matters to the Higher Education Services Corporation (HESC). That same page also provides contact information for the Office of the New York State Attorney General should a student wish to file a complaint of consumer fraud on the part of the institution.

LIBI has also listed the ACCJC third-party comment link in preparation for the visit to allow students and the community the opportunity to submit any comments or complaints they may have.

Additionally, students may submit complaints internally to the president of the college by emailing [president@libi.edu](mailto:president@libi.edu). All members of the college community can also submit complaints, grievances, and any incidents that may violate college policies or the code of conduct by using the link “Submit Incident Report” located at the footer of every web page on LIBI’s website.



## INSTITUTIONAL DISCLOSURE AND ADVERTISING AND RECRUITMENT MATERIALS

Regulation citations: 602.16(a)(1)(vii); 668.6.

*[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found.]*

LIBI takes great care to ensure that it accurately and appropriately discloses all information required by its accreditor, the state, and federal mandates. LIBI provides detailed information to students and the public about its campus locations, facilities, curricula, faculty, and support services.

The college ensures that the information it publishes is current by releasing updated catalogs and by producing addendums should changes occur before the new publish date. Addendums are placed on the website along with the catalog and later incorporated into the new version. Each administrative area of the college is responsible for submitting changes that pertain to their department to the catalog committee that convenes each June to work on a new catalog to be printed in October. The exception to this practice were the Covid lockdowns when a two-year catalog was produced, and addendums were added as necessary.

Program Coordinator for Institutional Technologies is the designated individual whose responsibility it is to ensure the information is kept current and updated as necessary. The graphic designer ensures that LIBI's image is consistent throughout all publications. The board chair approves the messaging of recruitment materials to ensure faithful compliance messaging and regulations.

The following is available to the public and all LIBI's stakeholders:

#### 34 CFR § 602.16

- (i) Success with respect to student achievement in relation to the institution's mission – Student achievement data is available for the public to access on LIBI's website. Graduation and placement rates are published in the catalog. The catalog is available to all prospective students and the public on the website. *Please refer to appendix "Introduction 1.3E Student Achievement".*
- (ii) Curricula – LIBI publishes the curriculum required for completion of each program. The full listings are available in the catalog and students receive a curriculum sheet when they apply to the college. *Please refer to appendix "Introduction 1.4E Programs".*
- (iii) Faculty – the college publishes all faculty names along with their credentials teaching in each program offered. This is available to the applicants and students in the catalog published on the institutional website. *Please refer to appendix "Standard I 1.1 Faculty Listing".*
- (iv) Facilities, equipment, and supplies – The institutional catalog truthfully and clearly describes the three campus locations, facilities, and equipment at each location. *Please refer to appendix "Introduction 1.5E Facilities".*
- (v) Fiscal and administrative capacity as appropriate to the specified scale of operations – LIBI undergoes an annual independent financial audit in compliance with NY state and federal regulations. LIBI has appropriate administrative capacity to meet its obligations under the Program Participation Agreement. *Please refer to appendix "Standard III D-14".*
- (vi) Student support services – LIBI's support services are described in the institutional catalog and in the student handbook. An extensive section on academic advising and its role in student success is explained to the students in the student handbook. *Please refer to appendix "Introduction 1.6E Student Support Services".*
- (vii) Recruiting and admissions practices, academic calendars, catalogs, publications, grading, and advertising – LIBI publishes academic calendars in the institutional catalog. The grading policies are published in the catalog as well as the student handbook, and the faculty handbook to minimize chances of deviation by individual faculty members. Admissions policies are published in the catalog and the registrar ensures that students understand policies on transfer of credit, drop/add, and withdrawal. The pathway program has a dedicated tab in the "Everything a Student Should Know" showing students the applicability

of the courses they are taking to the needs of the marketplace. *Please refer to appendix "Introduction 1.7E".*

- (viii) Measures of program length and the objectives of the degrees or credentials offered – LIBI clearly publishes in the institutional catalog the program length of each program offered, the objectives of each program, and the credentials offered. *Please refer to appendix "Introduction 1.8E Program Information".*
- (ix) Record of student complaints received by, or available to, the agency – LIBI maintains a record of all complaints received and their resolutions. These records are available for inspection by regulatory bodies that have a need to know. *Please refer to appendix "Introduction 1.2E Student Complaints".*
- (x) Record of compliance with the institution's program responsibilities under Title IV of the Act, based on the most recent student loan default rate data provided by the Secretary, the results of financial or compliance audits, program reviews, and any other information that the Secretary may provide to the agency – LIBI maintains all documentation related to title IV compliance, including student loan default rate data provided by the Secretary, all final results of compliance and financial audits, program reviews, and other information that the Secretary may provide. LIBI shares this information with its accrediting body with full transparency and without any undue delay. *Please refer to appendix "Introduction 1.9E Compliance".*

As per ACCJC catalog requirements, the following indicates where each of these items can be found in LIBI's catalog:

#### **1. General Information**

- Official Name, Address(es), Telephone Number(s), and Website Address of the Institution: Page 1 of catalog
- Educational Mission: Page 8 of the catalog
- Representation of accredited status with ACCJC, and with programmatic accreditors if any\* (LIBI's current accreditor, the New York State Board of Regents and Commissioner of Education): Page 1 of the catalog
- Course, Program, and Degree Offerings: pages 105 to 137 of the catalog
- Student Learning Outcomes for Programs and Degrees: pages 106 to 116 of the catalog
- Academic Calendar and Program Length" Pages 65, 106 to 116, and 138 to 141 of the catalog
- Academic Freedom Statement: Pages 181 to 182 of the catalog
- Available Student Financial Aid: Pages 42 to 55 of the catalog
- Available Learning Resources: pages 86 to 89, and 98 of the catalog
- Names and Degrees of Administrators and Faculty: pages 143 to 149 of the catalog
- Names of Governing Board Members: Page 142 of the catalog

#### **2. Requirements**

- Admissions: Pages 26 to 38 of the catalog
- Student Tuition, Fees, and Other Financial Obligations: pages 39 to 42 of the catalog



- Degrees, Certificates, Graduation and Transfer: pages 83 to 85, 88, and 143 to 149 of the catalog
- 3. Major Policies and Procedures Affecting Students**
- Academic Regulations, including Academic Honesty: Pages 15 to 25, 80 to 83, and 103 to 104 of the catalog
  - Nondiscrimination: Pages 2 to 3, 94, 100, 165, and 169 of the catalog
  - Acceptance and Transfer of Credits: Pages 33 to 37 and 88 to 88 of the catalog
  - Transcripts: Pages 34, 85, and 164 of the catalog
  - Grievance and Complaint Procedures: pages 89 to 97 of the catalog
  - Sexual Harassment: Pages 100 to 102 of the catalog
  - Refund of Fees: Pages 40 to 42 of the catalog
- 4. Locations or Publications Where Other Policies may be Found**

## TITLE IV COMPLIANCE

*Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.*

*[Insert very brief narrative and links to evidence. If applicable, provide references to other sections of the ISER where more detailed narrative and additional evidence can be found.]*

LIBI administers the Title IV, HEA programs in accordance with all statutory provisions of, or applicable to, Title IV of the HEA. The college does so with qualified and experienced individuals and with adequate checks and balances in its system of internal controls.

The Department of Education has not raised any concerns as to LIBI’s financial responsibility requirements in annual audit determination letters. LIBI has shared the September 28, 2018, documentation from the last Program Review where no return of awards was required.

§ 668.15 Factors of financial responsibility – LIBI has submitted to the Commission its audit reports for the last three fiscal years. These reports did not contain any adverse opinions by the accountant or statements by the accountant expressing substantial doubt about the institution’s ability to continue as a going concern.

As a New York State Board of Regents and Commissioner of Education accredited institution, LIBI has been notified that its Program Participation Agreement (PPA) must be renewed each year until the college secures another accreditor. LIBI was notified in November 2022 that its current PPA will expire on December 31, 2023. LIBI will follow the instructions provided by the Department to ensure recertification processes are restarted in the fall.

As per § 668.5, LIBI does not have any written arrangements to provide educational programs with any other entities.

The Cohort Default Rates (CDR) for each of the three most recent fiscal years during which rates have been issued, are well below federally acceptable levels.



# G. INSTITUTIONAL ANALYSIS

[Note: See Section 3.5 of the [Guide to Self-Evaluation, Improvement, and Peer Review](#) for additional information about the structure of the institutional analysis. Suggested length for Section G is 140 pages.]

## **STANDARD I:**

### **MISSION, ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS, AND INTEGRITY**

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

#### **A. MISSION**

[Note: Suggested Length for Standard I.A is 6 pages.]

- 1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)**

#### **EVIDENCE OF MEETING THE STANDARD**

The mission of the Long Island Business Institute is to provide a culturally diverse student body with current and relevant career and technical training that leads to new employment opportunities. LIBI provides a well-rounded educational experience for the development of a broader range of skill sets required to succeed in today's complex and challenging business environment. LIBI strives to create a positive and empowering learning environment that supports the immediate efforts of our students and lays the foundation for life-long learning.

The vision for LIBI is to be the pathway that connects our graduates to their professional goals. Reaching out to a diverse student population, LIBI will strive to provide support services that help students successfully meet their academic and professional growth goals. The college will integrate general education courses into a career-focused education. Students will receive training that is experientially based and focused on the real world as well as industry-related training that will meet the needs of

employers. Graduates will be ready and motivated to become assets to employers and contributing members of the community.

LIBI offers both Associate in Occupational Studies (AOS) and certificate programs in Accounting, Business, Homeland Security and Security Management, Hospitality, and Office Technology (including Office Technology with Medical Option). All of these are listed in the catalog with descriptions and program goals written in a clear and concise way that is intended for students to understand what they are selecting.

LIBI began in 1968 as a business school in Commack, Long Island, and was certified as an occupational College in 1995 by the New York State Board of Regents. The Regents authorized LIBI to award the Associate in Occupational Studies (A.O.S.) degree in Court Reporting under the guidance of the Office of Higher Education of the New York State Education Department (NYSED). Since then, degree programs in Accounting, Business Management, Homeland Security and Security Management, Hospitality Management, and Office Technology with Medical Office Option have been registered with NYSED, along with certificate programs in Court Reporting, Hospitality Management, and English as a Second Language. LIBI is also authorized to offer Associate of Science (A.S.) degrees in Business and Homeland Security.

Long Island Business Institute is a proprietary college currently accredited by the New York State Board of Regents and the Commissioner of Education.

As LIBI is a career college serving the needs of students traditionally underrepresented in higher education, the core of LIBI's institutional mission is access to high-quality, relevant, and transferable degrees for a diverse pool of graduates who enroll with differing levels of preparation for college-level work. LIBI is particularly concerned with the success of low-income students, students of color, new immigrants, first-generation college students, and adult learners. Serving the needs of students in the communities in which LIBI's campuses are located, increasing access to high quality education while continuing to support the national agenda of controlling student loan debt through affordable education are the three highest institutional priorities for LIBI's faculty and staff.

LIBI's mission clearly identifies the broad educational purpose of the college whereas the institutional catalog describes the objectives of each program.

LIBI's vision clearly states that one of the college's goals is to be the pathway that connects LIBI's graduates to their professional goals. In order to achieve that, the instruction has to be of high quality and the curriculum has to address and produce skills that are in-demand by the job marketplace. LIBI's catalog lets students see who will be teaching them by listing the names and credentials of faculty by department. As the catalog tells applicants and students, "instructors at LIBI are highly trained and experienced. Most have master's degrees in their fields or have achieved advanced certification. Many have worked, or are currently working, in business and industry enabling the professors to provide students with an authentic professional/industry perspective." *Please see 1.1 Faculty Listing in Appendix Standard I.*

LIBI's articulated vision published in the institutional catalog expands on the college's commitment to the students and further details the college's educational mission, specifically, "students will receive training that is experientially based and focused on the real world as well as industry-related training that will meet the needs of employers". LIBI upholds this by regularly engaging in gainful employ-

ment studies that focus on ensuring that the curriculum aligns with the needs of the economy of New York State and New York City. The college does not just rely on the feedback of employers who hire LIBI's graduates; the institution also regularly undergoes a deep, neutral, evaluation of which jobs LIBI's graduates qualify for using various job search sites. The college accomplishes this first by looking at the Classification of Instructional Programs (CIP codes) and O\*Net data and then compiling the specific skills those ads are listing for the positions LIBI's graduates should qualify for based on their degrees. Once the lists of skills are compiled, they are mapped to LIBI's curriculum to determine which classes these in-demand skills are taught in. Clear and easy to read maps are then produced for students to show them exactly why they are learning these skills and in which courses. *Please see 1.2 Career Pathway Maps in Appendix Standard I.*

LIBI's mission statement ends with two important goals. "LIBI strives to create a positive and empowering learning environment that supports the immediate efforts of our students and lays the foundation for life-long learning". LIBI serves a diverse group of learners who face many life challenges and who have been widely underserved, or failed by, the education systems they were in. The college discusses its strongly held institutional beliefs on what it means to have access to higher education in many of its institutional documents; however, "creating a positive and empowering learning environment that supports the immediate efforts of our students", is at the center of what the college considers to be access. LIBI's students do not all come to the college uniformly academically prepared; they all have unique life circumstances that challenge them and compete for priority with their educational journeys. Using the data collection and analysis processes LIBI has in place, the college can determine what support mechanisms are needed to provide an empowering learning environment that will address students' immediate efforts to pursue an education they desperately need. The final goal of LIBI's mission is to help the students understand and embrace the concept of life-long learning – to appreciate the value of not being left behind by society because they continue to develop after their formal education is finished.

LIBI encourages graduates to continue learning through the *formal articulation agreements* the college signs with senior colleges that enable LIBI students to smoothly transfer their credits to a wide range of colleges and universities. *Please see 1.3 Articulation Agreements in Appendix Standard I.* Through the Adult Education Units (AEUs) of which students must take at minimum ten hours in order to obtain their diplomas, LIBI attempts to expose students to what it means to seek out topics for professional development, to help them understand what "future-proofing" their education means. AEU topics range from supplementing students' soft skills (such as e-mail etiquette) to attending a presentation given by representatives of the Small Business Administration (SBA) on how to start your own business. The college hopes that through this exposure students will see that they must take responsibility for their own development post-LIBI, and to help them understand that stagnating in what they have been taught without seeking to voluntarily "upskill" will leave them behind in the economic race. *Please see 1.4 AEU Calendars in Appendix Standard I.*

LIBI takes great care to ensure that all information about the college, its mission, the programs offered and their outcomes, student services available, and LIBI's accreditation status are accurately and clearly portrayed to employees, to applicants, current students and the public. LIBI achieves this in multiple ways. LIBI updates the institutional website routinely to ensure that all updates or new information is available to all who seek it. The Program Coordinator for Institutional Technologies is responsible for ensuring that all changes are promptly updated on the website. All consumer information, as well as the Annual Safety Report, and student Pathways information, is easily accessible on LIBI's website under "**Everything a Student Should Know**" located at the footer of every page on the website.

Student Handbooks are printed and available in electronic formats easily accessible through LIBI's Learning Management System (LMS), Canvas. Employee Handbooks, and Faculty Handbooks are also available on LIBI's website through SharePoint and can be easily accessed through the **Faculty and Staff** link located on the footer of every webpage. The college has an individual designated to produce marketing materials. Marketing materials are submitted to the chair of the Board before they are released to the public to ensure that messages fit the approved guidelines and that the piece has not violated any regulations or laws the college must abide by. It should be mentioned that LIBI prides itself on having students come to us because of the referrals of friends and family who have attended. *Please see 1.5 LIBI Website in appendix Standard I.*

## **ANALYSIS AND EVALUATION**

LIBI's mission statement states its educational purposes and intended student population. LIBI's commitment to student learning and achievement is conveyed in the mission statement. The college uses assessment data to determine whether, and how well, it is accomplishing its stated mission

### **2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.**

## **EVIDENCE OF MEETING THE STANDARD**

At the center of LIBI's mission and all that the college does is the success of students and graduates. LIBI has always relied on student achievement data to inform actions for upcoming years. These actions inform how financial and human resources are allocated. LIBI exerts significant efforts to measure institutional effectiveness each year through various data collection methods. The college measures retention, course completion, graduation, job placement, cohort default rates, faculty performance through student-teacher evaluations, and senior administrator performance through anonymous community surveys to determine how effectively the college is meeting its stated mission. The results we obtain are thoughtfully analyzed and compared to the larger landscape in which LIBI operates. It is important to internally measure and set benchmarks, but since the college does not exist in a silo, it is also important to compare the performance of the institution with others with similar missions. If internal or external measures point to any serious performance gaps, especially ones that are incongruent with the level of effort exerted, appropriate constituent groups are asked to further examine what is happening and to propose possible solutions.

LIBI's twelve-year tuition freeze is an example of how the college uses data and its mission to direct priorities of the institution to ensure students' educational needs are met.

Almost 90% of LIBI's first-time, full-time freshmen are Pell eligible and women constitute 75% of the college's Pell recipients. The average age of LIBI's first-time, full-time freshman is 35. In 2020 only 1.5% of students had no risk factors for dropping out. In 2017-2018 academic year, 63% of LIBI's students had 4 or more risk factors for not completing their credential. Additionally, 20% had at least

5 or more risk factors for dropping out. In the 2018-2019 academic year, 67% of first-time, full-time students had more than 4 risk-factors for dropping out, while 19% had 5 or more such risk factors. In comparison, in the 2015-2016 Academic Year, 99% of LIBI's student body had at least one risk factor for dropping out, but only 11% carried more than 5. The student population LIBI serves has increasingly become more vulnerable with **1 in 5 students carrying at least 5 risk factors** for not completing the credential for which they have enrolled.

For the last 54 years, LIBI has served the communities in which its campuses are located and responded to sociological, economic and demographic shifts in all of them. LIBI's student enrollment reflects the mission of the college to provide educational opportunities to a culturally diverse student body. Adult learners, low income, first-generation college students, and migrant populations receive high quality education leading to jobs in their field of study, or to further education at 4-year colleges. This is accomplished in an academically supportive and empowering environment conducive to the success of low-income and academically vulnerable students.

At the core of LIBI's mission is providing access to opportunities and education to

1. students who have been historically underserved, and
2. students whose families cannot afford to pay for college but who need a college education the most to succeed in today's economy.

Keeping this in mind, LIBI committed to a ten-year tuition freeze in 2010, but due to the impact of Covid on students, the Board of Directors committed to an additional two years of no tuition increases. LIBI had a twelve-year tuition freeze while, according to NCES, the "average tuition and fees were 18 percent higher in academic year 2020–21 than in academic year 2010–11 at public 2-year institutions (\$3,900 vs. \$3,300) and 9 percent higher in 2020–21 than in 2010–11 at private nonprofit 2-year institutions (\$18,000 vs. \$16,500)".<sup>[51]</sup>

Student loans are another example of how data collection and the needs of our students inform institutional priorities. Only three percent of LIBI's first-time, full-time students, and just over five percent of the overall student population, took out loans in 2020-2021. To keep the need for student loans minimal, LIBI supplements state and federal aid for which our students qualify with institutional grants. The college's students show great financial hardship, and LIBI tries to help meet their needs. Controlling for first-time, full-time status, students received an average of \$741 in institutional grants and scholarships in 2018-2019. In 2017, students (not controlling for first-time full-time status) received on average \$497.90 in institutional aid. In 2018, the average amount of institutional aid totaled \$431.04 and \$441.63 in 2019. In 2020-2021, 36% of first-time, full-time students received institutional grants and aid with an average award of \$1,265.

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51 <https://nces.ed.gov/fastfacts/display.asp?id=76>

Student Financial Aid		
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%	

The Integrated Planning document attached summarizes how the college uses data to ensure that LIBI is accomplishing its mission, and how the mission directs institutional priorities. *Please see 1.6 Integrated Planning in Appendix Standard I.*

## **ANALYSIS AND EVALUATION**

LIBI endeavors to provide a well-rounded educational experience for the development of a broader range of skill sets required to succeed in today’s complex and challenging business environment. The college uses data to determine how well it is accomplishing its mission. The mission directs institutional priorities in meeting the educational needs of the students. The college measures retention, course completion, graduation, job placement, cohort default rates, faculty performance through student-teacher evaluations, and senior administrator performance through anonymous community surveys to determine how effectively the college is meeting its stated mission. The college also collects employer surveys to determine how well graduates’ skills meet the needs of employers. Results are published and used to inform improvements and to help allocate financial and human resources.

**3. The institution’s programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.**

## **EVIDENCE OF MEETING THE STANDARD**

LIBI’s mission and institutional priorities are supported by budget allocations that reflect the Institution’s commitment to student success and institutional evolution beyond the expectations typically placed on “career colleges”.



Every year LIBI constructs a comprehensive *Institutional Effectiveness Plan* (IEP) and devotes extensive time and human resources to compiling, analyzing, and sharing institutional data with the community for the purposes of improving student learning outcomes, support mechanisms, and to enhance departmental accountability for student success. LIBI's institutional mission specifically focuses on creating a positive and empowering learning environment for students and institutional focus and actions demonstrate LIBI's commitment to "living" its mission. Specifically, through the IEP and the academic assessment processes LIBI establishes student achievement, retention, completion, and placement benchmarks to measure the college's success in achieving its mission. Data is disaggregated to measure institutional successes and to identify areas of improvement based on specific student demographics. While very few students take out loans to attend LIBI, the college pays attention to student loan default rates (CDR) since the very small denominator of borrowers can easily cause issues for the college (please see the last two IEP years for reference). Continuous improvement informed by data collection and analysis is the objective of every functional area of the college.

The mission recognizes that LIBI serves a diverse student population. LIBI's data collection reflects and focuses on the diverse backgrounds of the students. The college further disaggregates and tracks progress based on the many risk-factors for dropping out that LIBI students have. Goals are set annually based on the findings of data collection efforts of the *Institutional Assessment Committee* (IAC) and the academic assessment that takes place through the work of the faculty. Findings are reviewed by the constituent groups and discussed in appropriate committees. Action items are identified for each upcoming year based on the assessment of the previous year. Any action items that require extensive funding, or ones that were not anticipated in regular annual planning and only became apparent as a result of new data, are subject to the approval of the president, or the Board of Directors. Any items that emerge as a result of data collection that require policy changes undergo the policy change process and may require Board approval.

The provost and the academic committees assume responsibility for action items and goals in the academic areas, funding is allocated based on priorities (through the actions of the Resource Advisory Committee, as discussed in the previous answer). The president works with managers to assist with implementation and tracking of changes necessitated by the institutional assessment processes. Progress is monitored by managers and functional leaders throughout the year. Additional assessment may be done as necessary before the end of the collection period. Once student achievement data is collected and surveys are launched to measure progress for initiatives put in place, the results are summarized again in the following year's IEP. Items that require a self-standing summary are compiled and released to the community. Any areas that are identified as still not satisfactory, or if new items that need attention are discovered, are discussed through the shared governance process that involves the Board of Directors, the president, the Faculty Governance Council, and the institutional committees. The decisions made through these discussions inform program reviews and future planning.

Once the next IEP is published, faculty and staff from across the institution meet with their department heads to determine improvement objectives relating to appropriate initiatives and specific to their divisions. These objectives are the main focus of institutional planning and ensure that all plans of action set forth by the departments are guided by priorities identified in the IEP. The follow-up, collection of results, and the analysis of achievement are done annually in conjunction with any other activities appropriate to ensuring the college is "closing the loop" and coming up with executable improvement actions.



## ANALYSIS AND EVALUATION

LIBI's mission is linked to the objectives and goals of each department.

At the heart of all that the college does are the efforts to improve student learning and achievement outcomes. Program reviews are done to ensure that LIBI's academic programs and support services remain appropriate and applicable to the diverse student communities the college serves.

Through program reviews the college is able to gauge whether the stated goals for student learning and achievement are positively impacted by the actions and innovations of each department. Services are evaluated to determine whether the needs of all student groups LIBI serves are being considered and addressed in accordance with institutional goals and mission. The analysis involves specifically looking at departments through the lens provided by the data to determine what is working and what is not getting the department closer to aligning with the college mission. Working within the shared governance processes, resource allocation is informed by assessment, and initiatives that link directly to improving student learning outcome and achievement goals in alignment with the institutional mission receive priority.

### **4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)**

LIBI takes great care to ensure that all members of the college community understand and “live” the college mission while engaging in their daily activities at the college. A full review of the mission statement was one of the goals of the 2020-2021 IEP. The college was going to engage in conversations, among other things, about the extent to which the college should incorporate the cultural and linguistic vitality and economic challenges of the diverse LIBI student body into the current mission statement. Another item of planned discourse was the proposed inclusion of LIBI's commitment to equity and access. This was planned as a year-long activity, but the direction of the review took a more structured form when the Board asked for a mission review in preparation for the ISER.

Every year the college undergoes a mini systematic continuous assessment to ensure all stakeholders understand the college mission. The college collects results of questionnaires and surveys from faculty and students about adherence to the mission and their understanding of it. The college also periodically holds mission commitment events where members of the community re-sign the mission statement.

Since the adoption of the 2012 mission statement, President Foote has periodically engaged informally and formally with the community to determine whether the faculty and staff feel that institutional efforts, initiatives, outcomes, and resources continue to support the college mission. The President does this through a number of different reflective and interactive ways. To encourage a more candid exchange, the college utilizes SurveyMonkey and [Officevibe.com](https://www.officevibe.com) as the primary anonymous mechanisms to collect feedback from faculty and staff. Without interruption, since January 2015, President Foote has utilized Officevibe.com to obtain completely anonymous assessment from employees at the three locations about how the college is performing, what should change or be added, along with specific questions about how well the institution is meeting its mission.

As mentioned, in preparation for the ISER, LIBI's Board of Directors asked that the community engage in a formal assessment of the mission statement. In response to the recommendation, LIBI underwent a comprehensive anonymous evaluation, the results of which are available in a document shared with the Board of Directors, the faculty, and staff. The results of this review were validated by the Faculty Governance Council (FGC). Their *Executive Summary* is available on LIBI's website and was shared with the Board. The FGC met to discuss the findings of the mission survey and voted to not pursue any suggestions to update the mission based on the results and the small number of respondents who were dissatisfied with the current mission. *Please see 1.7 Mission Statement Community Review 2022 in Appendix Standard I.*

## **EVIDENCE OF MEETING THE STANDARD ANALYSIS AND EVALUATION**

LIBI has in place formal mechanisms to review the mission statement to ensure its currency. The mission statement is widely published and accessible to all stakeholders. As a matter of institutional practice, all members of the LIBI community, including students, place the mission statement in the footer of their emails so that it is always top of mind when individuals interact with each other. The mission statement is also widely published – on the website, in the institutional catalog, in all major publications including the student handbook, faculty handbook, and the employee handbook. A large banner of the mission statement is hanging at the main campus.

### **CONCLUSIONS ON STANDARD I - A: MISSION**

LIBI's mission is clearly articulated, and along with the vision statement it makes institutional priorities clear to stakeholders. The mission is widely available and is reviewed regularly to ensure that the college continues to keep it central to its operations. The board of directors approves all actions related to amending the mission.

LIBI looks at institutional data in a very granule way, disaggregating performance data to ensure that performance gaps are addressed fairly, equitably, and that the institution supports the needs of each distinct group of students. Central to LIBI's mission is acknowledging differences and providing true access to students who are accepted for admission. True access must enable, through proper institutional support, students with different needs and challenges to have the same chances to benefit from the education LIBI provides. LIBI spends extensive time defining and measuring what that should look like for the diverse student body it serves. The college uses student learning outcomes data, program level data, and graduation data to critically assess performance gaps among the student communities the college serves. Data is published, shared, and goals are set to ensure that all college activities align with the institutional mission. There is strong evidence of annual college activities linking directly to assessment results that link directly to the mission.

## IMPROVEMENT PLAN(S)

Although LIBI extensively disaggregates data to better address specific needs of the diverse student groups it serves, most recent attainment data for LIBI's African American or Black student population continues to show this group underperforming relative to the other student groups. Although the college clearly understands the factors involved in the performance gaps for these students, new goals will be set and measured across various departments to help move the college closer to fulfilling its pledge of access, equity, and fairness for all students.

## EVIDENCE LIST

- 1.1 Faculty Listing
- 1.2 Career Pathway Maps
- 1.3 Articulation Agreements
- 1.4 AEU Calendars
- 1.5 LIBI Website
- 1.6 Integrated Planning
- 1.7 Mission Statement Community Review 2022

## **B. ASSURING ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS**

*[Note: Suggested Length for Standard I.B is 17 pages.]*

### *Academic Quality*

**1. The institution demonstrates a sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

## EVIDENCE OF MEETING THE STANDARD

Institutional assessment informs strategic planning at LIBI. The college has made concerted efforts to establish strong links between institutional assessment, student learning outcomes, and resource planning. Since gaining accreditation from The New York State Board of Regents and the Commissioner of Education, LIBI's assessment efforts have become substantially more focused and deliberate, ensuring that academic activities and services are directly helping the college meet its mission. LIBI's executive management had always collected data and incorporated key performance indicators to assess

itself and to plan its institutional future, but the collection concentrated more heavily on the indicators under regulatory scrutiny of the for-profit college sector rather than on systematic assessment aimed at improving academic quality and ensuring that the college mission, not regulatory scrutiny, directs institutional priorities. Today, although regulatory obligations remain important to the college, LIBI is razor focused on ensuring that assessment and improvement link directly to the institutional mission.

LIBI's programs are designed using specific learning outcomes to prepare students to enter the job market in their field of study. *Please refer to 1.2 Career Pathway Maps in appendix Standard I.* The college also ensures that courses offered are academically rigorous so that students can transfer their credits to senior colleges. LIBI's curriculum has undergone sixteen external reviews by non-profit public and private colleges and universities as part of the transfer articulation agreements the college has established. Some of LIBI's curriculum was updated in response to those reviews. LIBI defines and assesses student learning outcomes for all programs offered and for student support services. The academic departments work together to develop clearly stated and measurable goals for each program that include department-level, program-level and course-level assessments.

Data is gathered and shared with the community through participative governance processes. LIBI demonstrates *that sustained, substantive and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement* takes place within the shared governance process and institution wide. This is evident in the **sample minutes attached in Standard II.** *Please refer to Faculty Minutes in appendix Standard II.*

The president, provost, and academic advising staff meet once per week to go over any advising related feedback executive staff should have, to resolve any issues that may have come up that would require the provost's intervention or approvals, and to discuss retention and any updates on new initiatives that were created in response to needs of the students based on available assessment. Similar weekly meetings occur once per week with the registrar and student services. Because these meetings include standing agenda items and occur weekly (the Teams generated reports show the regularity and length of these meetings) they ensure that the students never become stuck in silos and informal initiatives can be undertaken as necessary and appropriate to intervene – one student at a time.

Once assessment data is analyzed and compiled, the faculty and staff have access to it through the employee SharePoint. Results are discussed in faculty meetings, in smaller area meetings, and in weekly service staff meetings.

LIBI demonstrates a strong commitment to improving the quality of the curriculum and the programs it offers through the changes that have resulted over the last five years. Curriculum is updated based on program reviews and extensive job market studies. Using data on student learning and achievement the college is able to improve classroom experiences. As mentioned in previous sections, LIBI extensively disaggregates data to help the college better serve the needs of a student body that is diverse in age, English proficiency, race, socio-economic circumstances, parenting status, and many other factors that contribute to creating performance gaps. Through the work of various committees, the college discusses these performance gaps and initiates interventions. Funding is allocated to ensure the initiative has necessary resources.

## ANALYSIS AND EVALUATION

Through the work of the Institutional Assessment Committee (IAC) and the academic assessment teams, LIBI is able to present the other committees and the community with a reliable measurement of how well the college is meeting its stated goals. The annual Institutional Effectiveness Plan (IEP) is the centralized document utilized by the college to ensure continuous assessment of the institution. The IEP analyzes the findings of annual student and faculty surveys and specifically looks at performance gaps between LIBI's student groups, and thus, by extension, also concerns itself with issues of equity at the college. Specialized surveys are also part of the IAC's charge. Members of IAC work with other committees of LIBI's shared governance structure to launch surveys with specific interest to these committees. Sustained and ongoing conversations take place within the committee structure and community wide. *Please refer to 1.8 Decision Making & Planning in Appendix Standard I.*

### **2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)**

#### EVIDENCE OF MEETING THE STANDARD

LIBI engages in a systematic self-review that culminates in compiling and publishing an Institutional Effectiveness Plan (IEP) annually. This process allows the college to look at the institutional results and priorities from a variety of angles to measure progress in terms of the goals set the previous year, and to revisit progress toward larger strategic plans.

The typical LIBI student faces economic, social and educational challenges that could serve as barriers to higher education, so the preparation of the IEP takes these factors into account and makes relevant measures the core of the IEP. LIBI tracks term-to-term retention to determine whether support services, such as tutoring and intervention efforts, including "early alerts," effectively improve student persistence. Ability-to-Benefit (ATB) student achievement defined as term-to-term persistence, on-time graduation, and job placement is also analyzed.

The IEP analysis includes retention and completion, as well as contextual information regarding the challenges the students and the institution face. Working with these three main categories of achievement measurement, LIBI's student services departments track the impact of new initiatives and document their observations in the IEP and their own departmental assessment efforts. The academic departments conduct their own cyclical outcomes assessment from classroom instruction, curricular perspective, and student learning.

The students provide feedback about classroom instruction, curriculum, and student services. This feedback is utilized to improve classroom instruction and curriculum sequencing and support services such as tutoring.

In the interest of constantly improving adherence to the college mission, LIBI collects data on various aspects of student success, achievement, and experience to assist in determining staffing and training needs.

## ANALYSIS AND EVALUATION

LIBI establishes and assesses student learning outcomes for all of its academic programs. The college follows an assessment cycle and publishes its results to ensure appropriate constituents have access to the data. Academic support service areas have established departmental goals and are assessed by disaggregating data to determine their effectiveness with different student groups.

### **3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)**

Long Island Business Institute has established standards for student achievement. The retention of our overall student population is set at 60% minimum with an overachieving reach goal of 70% measured by academic year. At the end of the semester retention reports are created and discussed in the weekly advisement meetings with the academic advising team, the president, and the provost. These reports are also shared with the faculty because retention is the responsibility of all employees. Since retention reports are available at the end of each semester informal interventions can take place at these meetings. When retention falls below 62% the academic advising department implements an improvement plan for the following semester. Improvement plans are customized based on the presumed reasons for the retention drop.

LIBI's retention rates are published in the institutional catalog and in the Institutional Effectiveness Plan (IEP). Assessment results are also posted on SharePoint available to all employees. Data is shared with the Board to ensure that the college is keeping all stakeholders aware of student performance.

## EVIDENCE OF MEETING THE STANDARD

LIBI has established appropriate and measurable standards for student achievement to ensure the fulfillment of its mission. Student achievement is widely shared and discussed by the community, the explicit aim of which is improvement of outcomes. The academic departments engage in assessment of student learning on the course, program, and department level while the Institutional Assessment Committee (IAC) compiles annual assessment of institutional effectiveness in student services and support. LIBI disaggregates data to ensure that the college is able to institutionally address performance gaps between student groups. This is part of LIBI's commitment to access and equity in higher education.

## ANALYSIS AND EVALUATION

LIBI's institutional set-standards for student achievement are appropriate to its mission. The college discusses and works with the results through appropriate committees in its shared governance processes. Committees discuss the results and work to address areas of underperformance, paying particular attention to performance gaps between the student groups. LIBI shares assessment results with the entire college community through SharePoint.



#### **4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.**

##### **EVIDENCE OF MEETING THE STANDARD**

In addition to collecting student performance data, LIBI uses all available contextual data to help the college better understand the challenges and needs of the communities the institution serves (see the IEPs for evidence). LIBI believes in a holistic approach to data collection – the concept of “know your students” is what drives institutional assessment. Without “knowing our students”, including the life circumstances they overcome to be in school, the assessment pictures will always be incomplete. Because the communities in which LIBI’s campuses are located are diverse and heavily subject to external socio-economic factors, the college spends time ensuring that the Board and its employees understand how the students LIBI serves are impacted by the economy, by social unrest, and immigration laws, to name a few. All these factors influence LIBI’s retention, performance and attainment data. For an institution that serves vulnerable populations, understanding the current socio-economic context in which the students exist, helps frame conversations about equity gaps and support systems that the college must either establish or augment. These external factors greatly impact the quality of LIBI’s results.

Retention and placement are impacted by external economic factors; for instance, the formidable economic growth during the 2010-2020 period led to strong demand for all levels of labor, diverting our low-income student body into highly paid but low skilled jobs on the one hand, but also giving new opportunities to our graduates.

The lockdown that ensued in early 2020 caused a dramatic change to this dynamic, effectively overnight.

According to the Bureau of Labor Statistics, New York City’s unemployment rate (monthly, seasonally adjusted) stood at 10.1% in January 2010, and this declined to 3.4% in February 2020. Full year unemployment fell from 9.5% for 2010 to 3.9% in 2019. The neighborhoods immediately surrounding LIBI’s main campus had business growth of at least 50 percent during the recovery, nearly four times faster than the citywide rate. All of this is discussed at length and shared with the faculty and staff through the LIBI’s IEPs.

Using ISAR data rather than self-reporting to determine low-income classifications, the college was able to determine that 88% of LIBI’s students came from low-income families in 2017-2018, while in 2018-2019, 92% were classified as low-income. One of the most frequently given reasons for having to “stop-out” given by students is that they must help support their families. In 2018-2019, 76% of LIBI’s students were sole income earners, up by 11% from the previous year. This contextual information is extremely important when examining institutional retention numbers. LIBI students worry about their survival and will withdraw before completing their credentials to provide for their families. Meeting short-term life needs outweighs the long-term benefits of a college education for this student demographic. LIBI’s students seem to fit the national research statistic on low-income student success. According to available research “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>52</sup>. Data from the Georgetown Center on Education and the Workforce seems to confirm LIBI’s assertion, concluding that “low-income working learners are less likely to earn a credential overall, even if they come from the upper end of the academic performance distribution”<sup>53</sup>.

Understanding these strong external forces allows the college to organize institutional processes to support the learning and achievement of the students the college serves.

Assessment data is collected extensively by the academic departments and centralized in the office of the provost. This data is used to measure instructional effectiveness and student success in terms of meeting program- and course-level student learning outcomes.

The IEP along with the academic assessments demonstrate how LIBI’s academic and administrative departments approach better understanding student learning, achievement, and other performance data. LIBI’s assessment is holistic, and this helps the various departments better understand what they must do to serve the students more effectively – once departments understand the true contextual challenges facing the students, the student achievement data makes more sense and more thoughtful solutions and improvements in the college system can be deployed to help improve student outcomes and experiences at the college. The college strongly feels that without understanding the life contexts students operate in, the institutional solutions will always be a “band-aid” approach; therefore, the college takes a very holistic approach to assessment.

A clear example of how the college uses data to organize institutional operations in response to results of the data it collects, is in the area of staffing. Faculty positions are added based on program reviews and student attainment results. The need for student support positions is determined by evaluating the performance of those departments from various perspectives, such as placement and retention rates, student surveys, completion results of mandated activities such as third-week welcomes in advising and ATB advising in career services. New student enrollment data drives the planning for the support mechanisms required for first-semester students.

Additionally, the college uses assessment results to determine whether additional faculty or staff lines need to be added to improve outcomes. Program reviews allow the provost to determine if hiring for specific areas should be given priority. Third Week-Welcome interview completions are used to determine whether the advising department is at an appropriate level of staffing. These interviews are time sensitive as they allow advisors to identify students who will need additional follow-up and assistance in order to acclimate. They also must be completed no later than week four since intervention must be timely. Delays in getting the third-week welcome interviews done signal a need to review staffing. Similarly, job placement rates, graduate satisfaction surveys, and ATB advising rates are used to determine if adding staff is necessary in career services to improve student outcomes.

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52 CARNEVALE, A.P & Smith, N. (2018). Balancing Work and Learning: Implications for Low-Income Students. Georgetown University Center on Education and the Workforce. Extracted on January 12, 2023, from: <https://cewgeorgetown.wpenginepowered.com/wp-content/uploads/Low-Income-Working-Learners-FR.pdf>

53 Carnevale, A. P., & Smith, N. (2020). Balancing work and learning: Implications for low-income students. CEW Georgetown. Retrieved on September 24, 2022, from: <https://cew.georgetown.edu/cew-reports/learnandearn/>

## ANALYSIS AND EVALUATION

LIBI demonstrates that it effectively uses institutional data to directly support and to improve the quality and responsiveness of its programs and services. LIBI relies on its ongoing cycle of evaluation, planning, and improvement to identify key initiatives and set priorities. The Institutional Assessment Committee acts as a resource to all areas of the college to help develop their assessment plans and to gather data. It is through the work of this committee, and the program reviews, that recommendations are made to administrative departments across the college, to the Curriculum Standards Committee, and other committees within the shared governance network, as well as the president and the board.

Key assessment indicators gathered through program reviews and institutional assessment form the foundation for ongoing collegewide discussions and improvement plans as well as budget/resource allocation processes. Disaggregated academic assessments, student satisfaction surveys, employer surveys, faculty surveys and other pertinent information all form a wide range of data that LIBI analyzes to help the college formulate a full picture of how institutional processes must be organized to optimize student achievement outcomes. The Institutional Assessment Committee is tasked with monitoring key institution wide goals through its master assessment planning process. These key institution wide goals include disaggregated retention, disaggregated course completions, graduation, and placement. Results of these standing items, along with other important indicators that are concerned with equitable treatment of all student groups, inform institutional decisions about how to make improvements in these areas.

### *Institutional Effectiveness*

**5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.**

## EVIDENCE OF MEETING THE STANDARD

LIBI produces and shares program assessment reports that demonstrate analysis of obtained outcomes data. Student learning outcomes and achievement data is disaggregated by multiple variables to determine the level of success the college has across the student groups. Disaggregating data helps LIBI measure how well the college is meeting its mission of serving a diverse group of students. Program Reviews are conducted to ensure currency and that the programs are contributing to meeting institutional goals. *Please refer to 1.9 Academic Program Review in appendix Standard I.*

The Degree Outcomes Sheets available on LIBI's website show how the academic departments conduct program reviews focused on employability of graduates. These Degree Outcomes Sheets show how the college directly links job market demands to its program offerings, and thereby its institutional mission. *Please refer to 1.2 Career Pathway Maps in appendix Standard I.*

In line with LIBI's mission to prepare students for employment, the college obtains feedback from employers who hire LIBI's graduates. Employer surveys are, therefore, another measure of program effectiveness and student achievement. Employer feedback is shared with the faculty and utilized to

inform discussions around curricular updates and student assessment. As a result of the 2020-2021 IEP findings the college re-evaluated how soft skills were taught across the curriculum and redesigned many elements to better align with the needs of the job market. *Please refer to 1.14 Soft Skills in appendix Standard I.*

LIBI also relies on alumni surveys to help construct broader student achievement metrics.

LIBI utilizes the following measurement tools to assess student learning, course, and program learning outcomes:

- Capstone experiences
- Portfolio evaluations
- Department exams
- Collaborative group assignments
- Student surveys
- Research projects
- Placement data
- Employer surveys
- Freshman student and graduate surveys

Each existing program has a capstone course that assesses the student's overall learning. Multiple courses in each program require students to complete portfolios, pass departmental final exams, give class presentations, and/or undergo mock interviews. The college analyzes the data at the end of each semester, looking closely at items such as course assignments, student surveys, employer surveys, and alumni surveys. Faculty uses CANVAS, a learning management system (LMS), as the stand-alone grading software. The software helps faculty more easily produce reports and more efficiently analyze student data in their classes. **The Curriculum Standards Committee is working on standardizing grading rubrics across the academic departments to further ensure uniformity of student achievement measurement.**

One of LIBI's institutional priorities for the last 10 years has been a continual review and update of the curriculum in every program offered to ensure that graduates have greater transfer flexibility and increased transfer credit recognition. The college is proud of the articulation agreements it has secured with 16 non-profit senior colleges and the success with which LIBI graduates are able to thrive upon transferring. The college is in the process of working with more private non-profit and public institutions to provide our students even more options. Undergoing a transfer articulation evaluation with senior colleges is an important aspect of program reviews for LIBI as this process challenges the faculty and LIBI's academic departments to review and think about course goals and objectives and student learning outcomes in a broader way. Skills learned at LIBI must be transferable and applicable to a wider set of opportunities for the graduates. The larger number of courses that transfer seamlessly, the closer the program is to accomplishing the institutional mission of providing a well-rounded educational experience for the development of a broader range of skill sets required to succeed in today's complex and challenging business environment.

LIBI's commitment to ongoing improvement of its programs is evidenced by the consistent implementation and evaluation of new initiatives. When proposed changes or initiatives fail to yield data

that confirms the desired improvements in student learning outcomes and achievement, a consistent re-deployment of modified initiatives provide evidence that the college is engaging in continuous assessment to ensure it is meeting its mission.

## ANALYSIS AND EVALUATION

Ongoing assessment and evaluation allow the college to plan and to make decisions that support the achievement of goals in fulfillment of the mission. Academic programs undergo program reviews to help identify how resources need to be allocated to help maximize student outcomes. LIBI disaggregates all relevant data to help the college better understand performance gaps and how to better allocate resources to help close those gaps. Data that is not disaggregated can mask issues of inequity, especially when overall data is strong; therefore, LIBI relies on disaggregated data to address needs across both the academic and student services departments.

As noted, LIBI's goals are set using disaggregated data and the college sets performance standards across all college areas as part of an interconnected effort to ensure institutional effectiveness. Part of this interconnected effort are program reviews that, among other goals, help LIBI gauge whether the college is serving all its student groups equitably.

**6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.**

## EVIDENCE OF MEETING THE STANDARD

LIBI's IEP and Academic Program Review template demonstrate that LIBI disaggregates data and focuses its efforts on addressing areas of weakness based on results. Achievement gaps among the student groups are the basis for short-term (following IEP year) as well as long-term planning across the academic as well as the student support departments. The college disaggregates data by student risk factors to determine how to best serve sub-populations of students who are at an increased risk of dropping out. Student groups are also disaggregated by age, gender, race, level of language remediation, and previous education. *Please refer to 1.2B IEP Part III in appendix Introduction and 1.9 Academic Program Review in appendix Standard I.*

Results of assessment efforts compiled by the Institutional Effectiveness Committee (IAC) as well as Academic Program Reviews and academic assessment are published and shared with the community. When a plan of improvement is put together at the committee level, the Resource Allocation Committee (RAC) meets to determine what resources need to be apportioned to the intervention initiatives that have been agreed upon.

Evidence of LIBI's use of disaggregated data is in the academic support mechanisms in place to address performance gaps in sub-populations of students. A robust academic support intervention system exists to help students progress toward their academic goals, it includes:

- assigning an academic advisor to each student when they receive their first semester schedule.
- third-week welcomes, one-on-one meetings with new students conducted by academic advising to help identify immediate and ongoing risk factors that may prevent students from successfully progressing with their studies.
- early alert system that allows faculty to refer students who are struggling in their courses to their academic advisor so that through counseling a solution to assist the student can be found.
- First graded assignments are used as the initial barometer to determine if students may be at risk of eventual failure. Extensive data exists that links failure in the first graded assignment with poor performance in the course.
- Mid-term reviews are conducted with students to determine how they are doing in their courses and to do a “temperature check” on things like time management, over demanding work schedules, and students’ life responsibilities that may overextend into their ability to successfully finish the courses they are registered for.
- pathway students have contact with career services staff to ensure that they receive counseling appropriate to their class standing (first semester, second, etc.).

*Please refer to 1.10 Student Support Services in appendix Standard I.*

In response to disaggregated data collection the college started hiring academic advisors who speak the native languages of the student subpopulations. Through analysis of student feedback and student performance, the college realized that in order to ensure that students receive the full benefit of the intervention efforts, it needed to provide opportunities for students to be counseled in the language they were most comfortable speaking. Through student feedback, it also became evident that students preferred to speak to someone who understood them not just linguistically, but also culturally. This was a very important step in helping the college better understand the nuances of advising students who were on average in their mid-thirties, parents, many working in addition to going to school, and many carrying familial responsibilities that they were not always comfortable sharing with individuals who they felt may not be able to relate to what they were saying. From data gathered, it became obvious that cultural sensitivity was not enough; students preferred to speak to individuals who had a personal connection to what they were experiencing. Sometimes the preference was simply that students were able to fully participate in advising sessions because they were less stressed about their grammar or pronunciation, other times it was evident that they were willing to share much more personal information that was helpful to getting to a solution because they were comfortable that the person on the other side was able to “understand” their situation and “not judge” what they were saying. LIBI is tracking the academic results of students across the language levels and native languages specifically with the intention of ensuring that the initial data continues to hold true.

The college provides extensive tutoring services in response to the first-graded assignment data, early alerts, and the mid-term reviews. Prior to the pandemic when all activities were controlled by direct interaction between the advising department and the tutoring center, students who had faculty refer-

rals received scheduling priority. There was a significant direct correlation between referrals, going to tutoring, and passing the course when these activities were in a controlled setting; however, during the pandemic tutoring requests were automated and students had the opportunity to request tutoring and receive priority based on when the forms were received. The advising staff would ask students who were struggling to fill out the form requests and the learning center director would assign tutoring based on when the requests were received. The college realized after collecting the IEP data that the automated system was not an exact replica of the brick-and-mortar model after the data collected stopped showing improvement in student academic performance. This is an example of how the college evaluates the efficacy of strategies to mitigate performance gaps between the various student groups.

## **ANALYSIS AND EVALUATION**

The college demonstrates that it is using disaggregated data institutionally to help better meet the needs of, and to improve attainment outcomes of, the various student groups it serves. The data collected in the Institutional Effectiveness Plans, in academic assessment, and program reviews validates that LIBI uses disaggregated data to help it make institutional level decisions and to allocate funding to initiatives aimed at improving performance of student subpopulations.

**7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.**

## **EVIDENCE OF MEETING THE STANDARD**

LIBI regularly reviews its policies and procedures to ensure their currency and relevance within a system that must evolve frequently due to external and internal needs. Evidence of concerted institutional efforts to ensure that policies are updated and staff and faculty are all able to participate in these updates are demonstrated by the documents available on LIBI’s website under the “Faculty and Staff” tab located in the footer of every webpage on the site. Policy on proposals, guidance on writing policies, procedures, and policy templates are all available for employees to use as their departments see needs for updates.

### **Faculty and Staff**

- Policy Proposal
- Guidance on Writing Policies
- Policy or Procedure Template
- Policy Template
- Faculty Resources

Below is the electronic form that members of all departments across the college would need to fill out to begin the process of updating, retiring, or writing a new policy. As evidenced by the form and the questions policy writers across the college must answer, there is an explicit institutional requirement that all stakeholders at the college who will be affected must be involved in amending, retiring, or writing any new policies. Decision making bodies (those who share in governance of the college through committee work) must be involved in approvals as policies make their way through the system. All policy proposals are submitted through LIBI's website and are forwarded to the director of operations, the provost, and the campus director. The director of operations takes the lead on the follow-up on all staff and operational proposals ensuring that the shared governance procedures are followed. The provost and campus director are charged with ensuring that appropriate arms of academic governance are involved in new academic policies, updates and retirement. *Please refer to 1.11 Policies in appendix Standard I.*

**1. Department proposing this policy: \***

**2. Name of the manager or supervisor of the department submitting this policy: \***

**3. Has this proposal already been submitted in writing? \***

- Yes
- No

**4. This Proposal is to implement a: \***

- New Policy
- Revision or update to an existing policy
- Retirement or repeal of an existing policy

**5. Briefly describe the rationale, reason, or need for this proposal: \***

**6. Briefly describe what this policy or policy update will accomplish: \***



7. Please state the scope of this policy: Which operational areas will be affected? \*

Enter your answer

8. Are there any risks of NOT implementing this policy? Please describe. \*

Enter your answer

9. Who is affected by this proposed policy? Please select all that apply: \*

- Students
- Applicants for admission
- Staff
- Faculty
- Job applicants
- Campus visitors
- Vendors
- Other

10. Are there any legal, financial, accreditation, operational, technological, or other requirements prompting this proposal? \*

- Yes
- No
- Other

11. What resources (human, financial, operational, technological, or other) are needed to implement and maintain compliance with this policy? \*

12. How does this proposal help LIBI meet its goals of diversity, equity, and inclusion? Please state if this policy will have any unintended consequences to these goals. \*

Enter your answer

13. Are there any fiscal implications related to this proposal? \*

- Yes
- No
- Not certain

14. List the stakeholders (departments, areas, individuals) most impacted by this policy who should be consulted during the policy drafting process: \*

Enter your answer

15. Are there any departments, individuals, or decision-making bodies that have already contributed to this policy or have pledged their support for this policy? Please specify: \*

16. Please describe any social, political, or operational implications that this policy may have that could generate discord or push-back from stakeholders. Specify, if there is anything within this policy that may be misinterpreted by the LIBI community or the communities beyond our college walls. \*

Enter your answer

17. What communication or training will be necessary to ensure success once this policy is implemented? \*

Enter your answer

18. What is the desired timeline of implementation for this policy? Are there regulatory factors that are informing this timeline? \*

Enter your answer

19. If you have a draft of the policy already prepared, please attach it here. \*

The college regularly reviews its policies through the committee work, functional area meetings, by evaluating the need for updates that result from data assessment, or because there are regulatory changes that necessitate updates. Policies are also updated as a result of actions by the board of directors.

The Institutional Assessment Committee suggests revisions to and new policies to appropriate committees within the governance structure if it sees the need for improving institutional effectiveness. Policies are in place for Academic Program Reviews and non-substantive curricular changes. These policies were reviewed for currency through committee work during the pandemic, and thereby demonstrating that policy review takes place regularly, both in person and remotely. *Please refer to 1.9 Academic Program Review and 1.12 Curriculum Changes in appendix Standard I.*

Part of implementing new policies or amending them is the evaluation of resource allocation to ensure effectiveness of these new or amended policies. The Decision Making and Planning Manual revised in

2021 demonstrates how decisions are made and the process involved in making decisions and implementing new policies. *Please refer to 1.8 Decision Making & Planning in appendix Standard I.*

## **ANALYSIS AND EVALUATION**

LIBI regularly engages in organized processes to evaluate its policies and procedures. At the heart of these evaluations is the assurance that they support the quality of education and the achievement of the institutional mission. The college also updates its policies and processes based on regulatory mandates from New York State, accrediting bodies, and the federal government. All functional areas of the college are engaged in the assessment of processes and policies under their jurisdiction and update them in consultation with appropriate bodies in the shared governance structure.

**8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.**

## **EVIDENCE OF MEETING THE STANDARD**

LIBI publishes the Institutional Effectiveness Plan (IEP) each year and makes it available to the entire community. The IEP is available on SharePoint and can be accessed, along with all other assessment results, by inputting individual LIBI email addresses for validation.

Additionally, LIBI creates summary booklets of important assessment data, such as course completions, that allow the community easier access to critical data. *Please refer to 1.1B Graduation and Course Completion Rates in appendix Introduction.*

The committees discuss and work with assessment data that pertains to their articulated functions.

Working with the president and the other members of the governance structures, the board of directors articulates a master plan for further assessment based on results obtained.

## **ANALYSIS AND EVALUATION**

LIBI communicates assessment results in an organized and widely accessible way. Assessment data and analysis is available to all employees and can be easily accessed using active LIBI emails. The community works with assessment data through the shared governance structures to improve outcomes or to address performance gaps. The Faculty Governance Council (FGC) receives data reports that must be further discussed with the faculty at large or that will require policy changes to address. The Curriculum Standards Committee (CSC) receives assessment results that require the academic departments to discuss student outcomes from the standpoint of curriculum and potential changes. The board of directors is given summaries and highlights of data, especially emphasizing the areas the college feels more work and resources will be necessary to achieve better student outcomes or increase constituent satisfaction.

**9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)**

### **EVIDENCE OF MEETING THE STANDARD**

LIBI utilizes its institutional assessment results to inform planning and resource allocation processes. This is done to ensure that the college is accomplishing its mission and improving institutional effectiveness and academic quality. Improvements to the academic programs are driven by results of program reviews, planned cyclical academic assessment, and the assessment done by the Institutional Assessment Committee (IAC). In addition to the data gathered by the IAC, the student service areas set their own departmental assessment goals to help plan short-range improvements. *Please refer to folder 2.6 Assessment in appendix Standard II.*

LIBI's mission and vision drive integrated planning. This is evidenced in the resource allocation process. *Please refer to 1.13 Participatory Governance and Integrated Planning Manual in appendix Standard I.*

To ensure sustained progress toward improving institutional effectiveness and academic quality, LIBI has a published timeline for rotational academic assessment. *Please refer to 1.15 Assessment Frequency in appendix Standard I.* Program reviews help identify program's strengths and weaknesses, emphasize planning, and allocate resources. *Please refer to 1.9 Academic Program Review in appendix Standard I.* Programs undergoing review must demonstrate how their goals align with accomplishing institutional goals and help achieve the institutional mission.

LIBI also publishes an annual IEP to help it achieve shorter-range goals with the aim of providing a "progress report" toward long-range goals. The IEP is a barometer of how well the college can expect to achieve longer-range goals. It is also a vehicle through which the college can see trends developing that can negatively interfere with the achievement of its mission if not intercepted or watched. Each year the IAC identifies elements that have the potential to impact long-term results across educational programs and services and engages in data collection and analysis. This provides assessment results for LIBI's short-term performance and, where applicable, also contextualizes where these results fall within national benchmarks and research to provide a better understanding for the various committees of how LIBI's short-term results can be interpreted.

### **ANALYSIS AND EVALUATION**

Assessment, both academic and support services, is at the heart of the structured approach the college takes to forming its institutional goals. Academic program reviews, student learning assessments, and departmental assessments that include user satisfaction surveys form the basis of improvement planning and financial and human resource allocation. Institutional goals are in alignment with the educational masterplan and all departments are expected to demonstrate how their major activities support goals outlined. The college uses a detailed academic program review template which is used

to determine what improvements must take place, this in turn, informs the decisions on how to allocate financial and human resources.

## **CONCLUSIONS ON STANDARD I - B: ACADEMIC QUALITY AND INSTITUTIONAL EFFECTIVENESS**

LIBI demonstrates that the college engages in ongoing institutional dialogue about the quality of its academic programs, the strength of student learning outcomes across all academic departments, and the effectiveness of its student support areas. The college utilizes student learning and support needs identified by program reviews and other assessment activities to make financial allocations into areas such as personnel and technology. The underlying principle for allocating resources is that initiatives must tie back to improving student success outcomes, and thereby institutional effectiveness.

### **IMPROVEMENT PLAN(S)**

*[Insert response if applicable.]*

### **EVIDENCE LIST**

- 1.2 Career Pathways Map
- Faculty Minutes in appendix Standard II
- 1.8 Decision Making and Planning
- 1.9 Academic Program Review
- 1.14 Soft Skills
- 1.2B IEP Part III in appendix Introduction
- 1.10 Student Support Services
- 1.11 Policies
- 1.12 Curriculum Changes
- 1.1B Graduation and Course Completion Rates in appendix Introduction
- 2.6 Assessment in appendix Standard II
- 1.13 Participatory Governance and Integrated Planning Manual
- 1.15 Assessment Frequency

## C. INSTITUTIONAL INTEGRITY

[Note: Suggested Length for Standard I.C is 10 pages.]

**1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)**

### EVIDENCE OF MEETING THE STANDARD

LIBI ensures integrity of information about its mission, learning outcomes, educational programs, support services, and its accreditation status, by engaging in regular reviews of what is published. Updates are done as necessary on the website, whereas an updated catalog is published by October 15th of each year (with the exception of the pandemic where the catalog had a two-year issue). When changes must occur that cannot wait until the printing of a new college catalog, addendums are prepared and placed under the catalog still in effect. The information enumerated above is available through the catalog and the website. All accountability data mandated by the federal government is available in LIBI's catalog which is on the institutional website.

The mission and vision are published in the catalog and on the college website under the About Us tab.

#### **LIBI's Mission**

The mission of the Long Island Business Institute is to provide a culturally diverse student body with current and relevant career and technical training that leads to new employment opportunities. LIBI provides a well-rounded educational experience for the development of a broader range of skill sets required to succeed in today's complex and challenging business environment. LIBI strives to create a positive and empowering learning environment that supports the immediate efforts of our students and lays the foundation for life-long learning.

#### **OUR VISION**

The vision for LIBI is to be the pathway that connects our graduates to their professional goals.

Reaching out to a diverse student population, LIBI will strive to provide support services that help students successfully meet their academic and professional growth goals.

The college will integrate general education courses into a career-focused education.

Students will receive training that is experientially based and focused on the real world, as well as industry-related training that will meet the needs of employers.

Graduates will be ready and motivated to become assets to employers and contributing members of the community.

The administration, faculty and staff are committed to meeting the following challenges:

- Educate students from diverse backgrounds.
- Strive to maintain a respectful, responsive, supportive and inclusive working environment for our faculty and staff.
- Strive to maintain a professional, helpful and supportive environment for our students.
- Meet the needs of our students in a friendly, timely, and caring manner.
- Foster participation of the students and employees in culturally enriching activities.
- Continue to seek the guidance of the individuals who employ our students to update our curriculum in ways that better meet the demands of the marketplace.
- Develop and implement programs that allow students to become proficient in a specific area.
- Hold employees accountable for competently performing their job functions.
- Create an environment that fosters the spirit of cooperation, innovation, and respect for each other.
- Provide the resources necessary to meet the needs of faculty and staff.
- Strive to instill in our graduates the desire for life-long learning.

- Accreditation information is on the institutional website under the About Us tab under Accreditation and Approvals. The college lists contact information of its current accreditor as well as information regarding third party comments to be submitted to ACCJC prior to the team visit.
- Learning outcomes for each program are listed in the catalog.
- The catalog, located on the institutional website, provides a comprehensive overview of LIBI’s programs and degree and certificate requirements.
- Information about programs can be accessed under the Programs tab on the website. It is also available by pressing the **Everything a Student Should Know** button located at the footer of every web page on LIBI’s site. By going into the Consumer Information portion of the page, students can find information about everything that is mandated by regulatory bodies, including the catalog and all addendums.

## Everything Students Should Know

ABILITY-TO-BENEFIT (ATB) | ENOUGH IS ENOUGH | ALCOHOL & OTHER DRUGS | SUMMARY OF CONSUMER INFO | CLERY ACT, SAFETY & SECURITY

SUMMARY OF CONSUMER INFO | CLERY ACT, SAFETY & SECURITY | TITLE IX & VAWA | LIBI CARES | FINANCIAL LITERACY

CLERY ACT, SAFETY & SECURITY

This section of the website contains important information that must be available to all prospective and enrolled students. This information complies with the Higher Education Opportunity Act as Amended by providing a summary of consumer information. Also, this section complies with other federal, state, and local regulations and laws, such as – Article 129-A & B – Enough is Enough, TITLE IX, TITLE VII, EEOC, JEANNE CLERY ACT, Financial Literacy, etc.

Much of this information is also available in the Student Handbook which is electronic and available to all students on CANVAS.

The college engaged in a visual update of the website before the pandemic. The program coordinator for institutional technologies who reports to the president and the provost oversees updating information on the institutional website. Each department head is responsible for alerting the coordinator of changes related to their department that need to be updated on the website. If changes involve approvals through the shared governance process, that must occur before changes are updated on the website.



## ANALYSIS AND EVALUATION

LIBI provides clear and accurate information to the public and all stakeholders about its mission, accreditation status, its programs, learning outcomes and all regulatory information required by the triad. This information is available to all stakeholders in an electronic version of the institutional catalog, as well as on the website itself. Each year the college does a full review of required updates prior to the printing of the institutional catalog on October 15th.

**2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements.” (ER 20)**

## EVIDENCE OF MEETING THE STANDARD

LIBI’s policies concerning students and student relationship with the college are clear and consistent with applicable governmental requirements. The College Catalog enumerates policies on admissions requirements and includes all program specific requirements that differ from the overall college policy. The Catalog also includes requirements for maintain full-time status, and residency requirements (credits that must be completed at LIBI for credential conferral), policies on awarding transfer credit, graduation requirements, grading policies, standards of satisfactory academic progress, college fees, tuition refunds, withdrawals, standards of student conduct, disciplinary sanctions, and policies on redress of grievances. Long Island Business Institute provides prospective students with the link to our website where they can find our most up to date catalog during their enrollment into LIBI.

## ANALYSIS AND EVALUATION

LIBI demonstrates that the college provides precise, accurate, and current information to prospective students and the public. The college publishes an updated catalog annually on or before October 15th. The college ensures that the most recent version of the institutional catalog is available on LIBI’s website. The college also makes available on the institutional website archived catalogs so that accurate historical information is easily accessible to those who seek it.

### LIBI CATALOG ARCHIVE



**3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)**

**EVIDENCE OF MEETING THE STANDARD**

LIBI publishes the data it collects and shares it with appropriate constituents. The college collects performance data in each program. This data is shared with faculty in each department and the Curriculum Standards Committee (CSC). The Institutional Assessment Committee (IAC) collects data on course completions, graduation, retention, placement, and many other areas that the college deems as important performance measures. The IAC publishes an extensive annual report called the Institutional Effectiveness Plan (IEP). The IEP is shared with the entire college committee on SharePoint. Faculty and the governance committees use the data in the IEP to help inform institutional changes and resource allocation.

Students and prospective students have access to most updated performance data, including graduation rates, placement rates by program, and retention rates in the catalog available on the website. Current students also have access to the catalog on CANVAS. All constituents and the public have access to extensive information about LIBI through the “Everything a Student Should Know” tab on the institutional website. There students have access to all compliance information required by the federal and state governments and LIBI’s current accrediting body. The information in the “Everything a Student Should Know” section is updated as changes occur or in accordance with mandated deadlines.

**ANALYSIS AND EVALUATION**

The college complies with this requirement by publishing student performance data, such as graduation rates, retention rates, and job placement rates by program in the college catalog located on the institutional website. Historical information of performance data can be accessed in the archived catalogs also on LIBI’s website.

The college also shares performance data with the constituent groups by posting the Institutional Effectiveness Plan (IEP) on SharePoint accessible to all employees. Committees within the shared governance structure receive pertinent data from the Institutional Assessment Committee (IAC). Curriculum Standards Committee receives student performance data as that is integral to this committee’s institutional charge.

LIBI meets this standard as student performance data is made widely available and accessible by all constituent groups.

**4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.**

**EVIDENCE OF MEETING THE STANDARD**

LIBI publishes program descriptions in the college catalog. Each degree and certificate program is described in terms of program objectives and expected learning outcomes, prerequisites, and requirements for completion. LIBI also publishes skills students will learn in various courses based on job market demands. The catalog is available in a PDF format on LIBI's website. Active students also have access to the catalog through CANVAS. *Please see 1.4E Programs in appendix Introduction and 1.2 Career Pathway Maps in appendix Standard I.*

**ANALYSIS AND EVALUATION**

The college catalog contains a full listing of all academic programs offered at LIBI, along with detailed descriptions, the course requirements for graduation, the pre and corequisite courses, as well as program goals. The catalog is posted on LIBI's website. When updates need to be made to the catalog prior to its annual printing, the college produces and posts addendums which are placed right below the link to that catalog.

Any requirements that are unique to a particular academic program are included in the catalog. The pathway under "Everything a Student Should Know" links employment skills with course content.

**5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.**

**EVIDENCE OF MEETING THE STANDARD**

LIBI's president is responsible for ensuring that the college mission is reviewed regularly through set shared governance structures. The president does this with the assistance of the Faculty Governance Council (FGC). The council validates results of mission surveys and reviews the results prior to ensuring that they are released to the community for full review and discussion. *Please see 1.7 Mission Statement Community Review in appendix Standard I.*

The FGC is the lead body that ensures that the faculty are involved in determining the currency and integrity of the college mission. Full mission review results along with aggregated survey results are posted on SharePoint for all employees to access. The board of directors receives survey results and all other materials that are prepared for the community by the FGC and the president. The mission was re-written ten years ago. Consensus for the changes came through open community forums and feedback on surveys. The board approved the proposed changes. Since that time, formal and informal evaluations of the mission have taken place. The last formal review was fully completed in the fall of 2022. The college catalog, the student handbook, employee and faculty handbooks all include the college mission and vision statements. Changes in policies that have been approved through the shared

governance structures are updated through catalog addendums until a new catalog is published and then those changes are included.

Ensuring that updates for all academic policies, curriculum, graduation requirements, special academic requirements that must be met for admission, are included in college publications is the responsibility of the office of the provost. All such updates must be approved through appropriate shared governance processes prior to publication. Policy changes must go through all of the institutional processes enumerated on the college website under the “Faculty and Staff” tab. *Please see 1.11 Policies in appendix Standard I.*

The director of student services is responsible for ensuring that any updates to services provided by the advising department, career services office, or the accessibility coordinator are accurately depicted and the published policies are current. The services provided by advising, career services and by the accessibility coordinator are published in the catalog and the student handbook. Both are available through CANVAS. The student handbook is revised and electronically published every two years. *Please refer to 1.16 Support Services in appendix Standard I.*

Policies on student conduct are updated through shared governance processes and are the responsibility of the Conduct Committee. The Conduct Officer, a member of the faculty who chairs the committee, is responsible for ensuring that updates for these policies are revised in all LIBI publications. The Conduct Committee works closely with the Safety Committee to ensure that conduct policies encompass the policies set by the Safety Committee. The Safety Committee is responsible for publishing the Annual Safety Report and the Alcohol and Other Drugs Report. Both are distributed to the entire college community and are available on the college website. The two committees work closely to ensure that conduct policies are accurately updated and posted to the institutional website without delay.

Once changes are approved through LIBI’s institutional processes, the website is updated.

## ANALYSIS AND EVALUATION

LIBI regularly reviews its policies, procedures and printed materials to ensure the public and all constituents have access to only up-to-date information that is accurate and truthfully represents what the college mission is, what it offers, and how it serves the community. Functional department heads are responsible for making sure that policies and procedures once approved through the governance structures are updated on the website and in all publications. All published policies and procedures are reviewed by the Catalog Committee that is formed each summer prior to the publication of the catalog in October of each year. This dual layer of verification ensures that LIBI is publishing current and truthful information.

**6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.**

**EVIDENCE OF MEETING THE STANDARD**

LIBI's tuition and fees are clearly enumerated in the College Catalog. *Please refer to 1.1E Tuition Cost in appendix Introduction.*

Any changes that occur before a new catalog is published are placed on the website as addendums, directly below the current catalog.

The college publishes updated textbooks being used in each course along with ISBN information so that students can find competitive pricing as early in the semester as possible. The Associate Dean of Instruction is responsible for maintaining the list current and for making sure the latest copy is posted on the institutional website. *Please refer to 1.17 Textbook Information in appendix Standard I.*

The cost of attendance calculator is available on the college website as well as tuition and fees under the financial aid tab.

One major change that was made since the last full review of the financial aid department, was the addition of more employees who speak fluent Mandarin and Spanish so that students who had questions about tuition charges, fees, and FAFSA would feel more at ease discussing these items in a language they felt most comfortable using. Many LIBI students are low income and money is of paramount importance to them and their families, the college understands that any discussions and published information must be as clear and accessible to all as possible. Many students are also not familiar with the financial aid system in the United States; therefore, the college takes additional time to ensure that students understand everything that they are signing and have a clear understanding of charges associated with attending.

**ANALYSIS AND EVALUATION**

LIBI clearly communicates the cost of attendance, tuition, and fees to the public. The catalog enumerates all costs and fees as well as tuition. In the event that changes occur prior to a new catalog being printed, the college produces an addendum which is placed below the catalog in effect. The Financial Aid tab on LIBI's website allows all stakeholders to see the cost-of-attendance and contains a link to a clearly presented sheet with tuition and all fees. The textbook information is clearly listed along with the ISBN information.

**7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)**

#### **EVIDENCE OF MEETING THE STANDARD**

LIBI publishes the board approved academic freedom statements (faculty and student). The statements are published in the student and the faculty handbooks. *Please refer to 1.18 Academic Freedom Statement in appendix Standard I.*

LIBI is committed to the ideals of academic freedom and acknowledges it to be a cornerstone of the American educational system. LIBI strives to secure the intellectual independence of its faculty and its students.

In daily practice, academic freedom protects the intellectual independence of the faculty and students in the pursuit of knowledge and the expression of ideas from interference by administrative authorities within the college. This means that no political, ideological, or religious orthodoxy will be imposed on instructors through the hiring or termination process, or through any other administrative means by the college.

#### **ANALYSIS AND EVALUATION**

LIBI publishes and fully espouses the principles of academic freedom for both faculty and students. The published academic freedom policies along with LIBI’s vision to “create an environment that fosters the spirit of cooperation, innovation, and respect for each other”, coupled with LIBI’s code of ethics published in the employee handbook, all form a firm foundation to the commitment to the free pursuit and dissemination of knowledge.

**8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.**

#### **EVIDENCE OF MEETING THE STANDARD**

LIBI’S board of directors approved an ethical behavior policy published in the employee handbook. Please refer to 1.19 Code of Ethics in appendix Standard I. Additionally, the Faculty Governance Council (FGC) has written and published, in the faculty handbook, the parameters of behavior expected of faculty teaching at LIBI. *Please refer to 1.20 Faculty Responsibility in appendix Standard I.*

LIBI’s academic integrity policy is published in the student handbook and enumerates actions LIBI considers to be in breach of expected ethical student behavior, including cheating, plagiarism, assisting others without authorization, submitting an assignment or paper written by another student and representing it as one’s own, among other academic integrity transgressions. *Please refer to 1.21 Academic Dishonesty in appendix Standard I.*

The student code of conduct is also available on LIBI’s website under the “Everything a Student Should Know” tab located in the footer of every webpage on LIBI’s site.



Conduct Standard VII covers all of the actions LIBI will consider to be in violation of the college’s academic integrity policy.

**Every LIBI student is expected to:**

**CONDUCT STANDARD VII:**

**Abide by the policies and rules outlined in the Academic Integrity section of the Student Code of Conduct.**

The policy lists the disciplinary actions that will be taken in the event that a student is accused and found responsible for academic dishonesty.

All forms of academic dishonesty are unacceptable at LIBI and will not be tolerated. Students who violate LIBI’s academic integrity policies will be subject to disciplinary sanctions.

A student accused of violating LIBI’s academic integrity policies will be informed of his/her alleged violation(s) by his/her professor either verbally or in writing. The student will participate in a meeting arranged by the faculty member to discuss the evidence against the student. This meeting will provide the student an opportunity to respond to the charges.

If a student is found to be in violation of LIBI’s academic integrity policies, a decision will be made by the faculty member as to an appropriate academic penalty. If the infraction is the first one for the student, the faculty member may reduce the student’s final grade or award a grade of “zero” for the assessment in question. The academic directors serve as the initial point of contact for faculty when they report incidents of suspected academic dishonesty. When the accused student has been found to have committed an academic violation that affects the student’s final grade causing course failure, the Provost will be notified. The Provost will verify whether this was the student’s first infraction. If the academic dishonesty is not the student’s first infraction, the Provost will place the student on academic integrity probation. If an additional infraction occurs while the student is on academic integrity probation, the student will face a conduct hearing that will determine whether the student should be suspended (for a minimum of one semester) or expelled, depending on the seriousness of the infractions committed in their entirety.



The faculty handbook lists the academic integrity policy and explains to the faculty how academic dishonesty should be handled when it occurs. *Please refer to 1.21 Academic Dishonesty in appendix Standard I.*

The FGC did a review of the policy on academic integrity in 2022. A final version will be released when the proposal has been approved through the governance structures.

## **ANALYSIS AND EVALUATION**

The college publishes and abides by the published board policies on institutional code of ethics that apply to all employees. LIBI publishes the student code of conduct in the student handbook and online on LIBI's website. Actions that LIBI will consider as infractions are clearly written and explained. The consequences for these infractions are published and explained clearly in writing.

### **9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.**

## **EVIDENCE OF MEETING THE STANDARD**

Although LIBI's goal is not to curtail academic freedom of the faculty, the college has an explicit expectation that faculty will honor their responsibilities as approved by the Faculty Governance Council (FGC) and published in the faculty handbook. LIBI demonstrates that institutional conversations about presenting materials fairly and objectively in the classrooms take place and the faculty are a dominant voice in navigating the fine line between injecting personal convictions and professionally accepted views in a discipline.

The Faculty Governance Council (FGC) approved a series of responsibilities that faculty have to one another, to the college, and to students, and to the profession. These responsibilities outline the parameters of academic freedom, including that "the faculty and instructional staff are entitled to full freedom to discuss the subject matter and to exercise professional judgment in the presentation of material relevant to their subjects and methods of teaching." Under the responsibility to students section, the following is was written and approved in 2011 by the FGC:

"Academic Freedom is not a justification for injecting and imposing personal views that have no pedagogical relationship to the subject matter. It is the responsibility of the faculty member to teach each course according to the course description as published in LIBI's catalog and as outlined in the course syllabus.

When faculty members present their views on a topic while in the classroom, they should clearly identify them as such. Wherever values, judgments, or speculative opinions comprise part of the subject matter, they should not be presented as facts to the students."

*Please refer to 1.22 Responsibility to Students in appendix Standard I.*

Faculty evaluations indicate that fair and objective presentation of material is a factor in determining faculty performance. *Please refer to 1.27 Employee Evaluation Faculty in appendix Standard I.*

## **ANALYSIS AND EVALUATION**

LIBI has the explicit expectation that faculty differentiate between personal conviction and professionally accepted views in a discipline. The expectations are published in the faculty handbook. The policies were written by the FGC demonstrating that faculty voices were fully represented. The faculty evaluation includes a specific criterion with respect to presenting information fairly and objectively without any undue bias. The inclusion of this in a formal evaluation helps reinforce that faculty are expected to distinguish between their own convictions and opinions and fair representation of academic material.

**10. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty and student handbooks.**

## **EVIDENCE OF MEETING THE STANDARD**

LIBI has an established code of ethics for employees, faculty, and students. These are printed in the employee handbook, the faculty handbook and in the student handbook, all of which are available in electronic format and accessible through SharePoint for faculty and staff and through Canvas for students. *Please refer to 1.23 Code of Conduct in appendix Standard I.*

Student code of conduct clearly delineates behavior that is expected of a LIBI student and clearly outlines actions that will be taken by the college should students be found to have breached these expectations. **Please click here to view the Code of Conduct policy from our website.** <https://libi.edu/wp-content/uploads/2020/08/Student-Code-of-Conduct-Policy-2018-INT.pdf>

Aside from the behavior that is enumerated in the codes of conduct, LIBI's vision statement expands on several core tenets the college expects members of its community to uphold. These principles can be grouped into an overarching expectation that as members of an inclusive work environment, everyone is expected to treat each other with respect, professionalism, and work cooperatively. The tenets that the community is committed to upholding, among others, are:

- Strive to maintain a respectful, responsive, supportive, and inclusive working environment for our faculty and staff.
- Strive to maintain a professional, helpful, and supportive environment for our students.
- Meet the needs of our students in a friendly, timely, and caring manner.
- Foster participation of the students and employees in culturally enriching activities.
- Hold employees accountable for competently performing their job functions.
- Create an environment that fosters the spirit of cooperation, innovation, and respect for each other.

*Please refer to 1.24 Mission and Vision Statement in appendix Standard I.*

Members of the board of directors adhere to ethical standards approved in January 2011. New board members receive an orientation before starting their terms. A no-conflict policy is signed annually.

### **ANALYSIS AND EVALUATION**

Outside of expected professional and respectful behavior toward colleagues and students, and LIBI's mission to educate a diverse student body that will be able to successfully join the local job market, the college does not espouse any specific doctrines or worldviews.

**11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.**

### **EVIDENCE OF MEETING THE STANDARD**

LIBI does not operate in any foreign locations.

### **ANALYSIS AND EVALUATION**

LIBI does not offer courses or programs in any foreign locations.

**12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)**

### **EVIDENCE OF MEETING THE STANDARD**

LIBI is committed to upholding all regulatory requirements set by the state and federal regulations, as well as its accrediting body. LIBI is in full compliance with its current accreditor and will ensure that the college is fully compliant with all of ACCJC's requirements.

LIBI has posted on its website the notification of public comment prior to ACCJC team visit. It is prominently available to the public along with all the instructions and links.

The "Everything a Student Should Know" link on LIBI's website demonstrates that the college is committed to transparent and responsible sharing of information and mandated disclosures. ***Please click***

*the below link to view “Everything a Student Should Know” on LIBI’s website [Students Should Know](#) - Long Island Business Institute ([libi.edu](#))*

LIBI is an institution in good standing with its current accreditor and is deeply committed to working closely and in the same cooperative and responsive manner with ACCJC.

## **ANALYSIS AND EVALUATION**

LIBI agrees to comply with all accreditation Eligibility Requirements, Accreditation standards, Commission policies, guidelines, and requirements for public disclosures and institutional reporting. All disclosures required by ACCJC will be posted on the institutional website promptly and within the time frame set by the Commission. The college is committed to building a transparent and responsive relationship with ACCJC.

**13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)**

## **EVIDENCE OF MEETING THE STANDARD**

LIBI is committed to representing itself truthfully, openly, and in an accessible manner to the public. LIBI promptly updated information about its accreditation status on its institutional website openly publishing the end date of its accreditation with the New York State Board of Regents and Commissioner of Education on May 9, 2023. Notification received by LIBI regarding its accreditation status was placed on the website and available to the public. In compliance with ACCJC’s third-party comment requirement, LIBI has made the links and explanation available to the public under the “About Us” Accreditation and Approvals link. It is the first thing that the public sees when they click on “About Us”. *Please refer to 1.26 Board of Regents Notification in appendix Standard I.*

LIBI has always been, and will continue to be, steadfast in communicating updates to its accrediting body, students, and the public. The college has an extensive number of disclosures and information important for prospective students, current students and the public to know, in an easy to navigate format under the “Everything a Student Should Know” tab on the footer of every webpage on the website.

LIBI has always strongly held the belief that the only way to accomplish its mission is to be truthful, open, and forthcoming with information the students, regulatory bodies, and the public need to have access to. Truthful and accessible representation of LIBI and what the college does is the fundamental right of every consumer and stakeholder. LIBI has no intention of changing this philosophy as it has served the college well for 54 years.

## ANALYSIS AND EVALUATION

LIBI demonstrates integrity and transparency in its communication with stakeholders, including students, external regulatory bodies, and the public describing its accreditation status clearly and accurately on the institutional website and in publications. The public has been notified of LIBI’s accreditation status and of its expected ACCJC team visit and third-party comment opportunities.

**14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.**

## EVIDENCE OF MEETING THE STANDARD

LIBI, through its participative governance processes, has established a longstanding, widely published, commitment to high quality education.

December 2021, the board released Goals for the College 2022-2024, in which the first goal was student success. Stating “Every aspect of the college should concern itself with student success. LIBI must focus its energies on ensuring that innovations in teaching and responsive help and support are consistently available across the student groups. Using assessment evidence LIBI, will innovate and fearlessly try new approaches to support the learning of all students who enroll at the college.” The board statement went on to specify that “student progression and completion will be an important priority for the 2022-2024 academic year”. *Please refer to 1.25 Board of Director Goals in appendix Standard I.*

The board presentation included the following statement:

**ACCOUNTABILITY AND OVERSIGHT**

Ensure fiscal responsibility with the motto that there is always enough money to do what is right. The budget is not a “one time process” but subject to changes based on new and immediate needs.

Allocate institutional funds based on the needs shown in assessment results. Increase transparency. Hold senior leaders and the leaders of committees accountable for increasing transparency and for improving outcomes.

**Doing what is right** is the foundation of what the college is built on.

Within **doing what is right**, are practices that aim to never do anything intentionally that may financially harm LIBI’s vulnerable student population. One such example is that in 54 years of existence, the college has never employed a debt collection agency to collect tuition balances from students who leave owing the college money, the way nearly all the for-profit sector colleges and many non-profit institutions do. Because LIBI’s mission is to serve those who have been historically underserved by higher education, brutal collections practices have been, and continue to be, antithetical to what the college stands for. LIBI endeavors to improve lives and not to bring low-income students to financial straits. This demonstrates LIBI’s legitimate commitment to its students over revenue and profits.

The Board of Directors Orientation packet includes the following:

## STRATEGIC PLAN PROCESS

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LIBI's strategic goals focus on the core mission of offering quality transferrable education to historically underserved by higher education populations. The college strives to do this while minimizing the debt that students must incur to access higher education. One of the top priorities is to serve immigrant populations living in the neighborhoods where LIBI's campuses are located. LIBI allocates significant resources to help students who have qualified for admission into the college, survive and thrive in an academic environment. These goals require continual allocation of resources into personnel (free tutoring, academic advising, career services). Serving vulnerable student populations requires a different mix of resources than one would find at traditional colleges. Updating facilities and ensuring that information literacy needs are met are also part of ongoing investment to ensure the college mission is met. To achieve this, LIBI relies on a dynamic process of planning, assessment, and renewal. Strategic plans rely on input from departments across the college and various constituent groups, driven primarily by the needs of the evolving student populations.

Under the Student Support section of that same board member orientation, the following statement reaffirms the values LIBI espouses:

LIBI's goals are simple: Do what is right for the students. Put students at the center. Surround them with a caring community of support and create access to critical resources they need to succeed. Empower students so that they can take charge of the future they want for themselves, their communities, and each other.

*Please refer to 1.28 Board of Directors in appendix Standard I.*

Faculty responsibilities as enumerated in the faculty handbook and staff responsibilities as enumerated in the employee handbook are further evidence that the college places students and the quality of the education LIBI delivers above profit margins.

### ANALYSIS AND EVALUATION

LIBI has been committed to delivering the highest quality level of education to historically vulnerable and underserved student populations for fifty-four years. LIBI's mission and vision, board policies, employee and faculty handbooks, along with strong operational and organizational evidence all demonstrate that the college has the students at the center of all that it does. LIBI serves a vulnerable student population and is determined to continue to ensure that these students have true access to higher education. Defining what true *access to higher education* means in practice was one of the topics tackled by the 2021-2022 Institutional Effectiveness Plan. This is yet another example of how the commitment to *doing what is right for the students* is deeply rooted in the very foundations of what LIBI does and stands for.

## CONCLUSIONS ON STANDARD I - C: INSTITUTIONAL INTEGRITY

LIBI takes utmost care to ensure that it conveys and publishes information about its mission, its operations, student achievement, and its programs, that is accurate and truthful. The college understands the importance of early and responsive communication with stakeholders and regulatory bodies. The college puts the students at the center of its operations and uses assessment results to set improvement goals, institutional priorities, and to plan resource allocation. The college has established policies and practices that support and ensure that board policies are followed, and that published codes of ethics are applied to all members of the LIBI community (as published in applicable handbooks). All sectors of the college, from members of the board to the students, are expected to adhere to the highest standards of professional behavior. HR policies in place and the student conduct mechanisms ensure that there is oversight and appropriate actions as published are taken when a breach of policies occurs.

### IMPROVEMENT PLAN(S)

LIBI understands that new regulations frequently usher in the need for new policy updates and careful oversight that ensures all information is updated uniformly across all publications. LIBI acknowledges that getting used to working remotely for a college that was very much used to a brick-and-mortar environment has taken some time to develop reliable methods of ensuring that uniform updates swiftly occur across the college. The college is deeply aware and appreciates that institutional integrity rests on reliable and consistent representation of policies and rules. The pandemic departure from printing an annual catalog created the need to produce more addendums which should be used only in cases of emergencies and not as a supplement to an important document. LIBI has resumed annual publication of the catalog and has recreated the system of checks-and-balances that existed when the catalog committee met in person. Because LIBI's ultimate goal is to always publish clear and truthful information that is easily accessible, the catalog committee has created an electronic folder where departments are expected to submit all information that has been changed or altered within the departments' operations that would affect students. The director of operations is alerted on all new submissions and can begin the process of tracking changes across all publications.

### EVIDENCE LIST

- 1.2 Career Pathways Map
- 1.7 Mission Statement & Community Review
- 1.11 Policies
- 1.1E Tuition Cost (Introduction appendix)
- 1.17 Textbook Information
- 1.18 Academic Freedom Statement
- 1.19 Code of Ethics



- 1.20 Faculty Responsibility
- 1.21 Academic Dishonesty
- 1.22 Responsibility to Students
- 1.23 Code of Conduct
- 1.24 Mission and Vision Statement
- 1.25 Board of Director Goals
- 1.26 Board of Regents Notification
- 1.27 Employee Evaluation Faculty
- 1.28 Board of Directors

## STANDARD II:

### STUDENT LEARNING PROGRAMS AND SUPPORT SERVICES

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

#### A. INSTRUCTIONAL PROGRAMS

*[Note: Suggested Length for Standard II.A is 17 pages.]*

**1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)**

## **EVIDENCE OF MEETING THE STANDARD**

Long Island Business Institute is a career college that serves underrepresented students in higher education. The primary mission of LIBI's educational offerings is the preparation for employment in fields that are in demand by the job marketplace and for transition to senior colleges. Coursework in each program is simultaneously congruent with rigorous academic standards (with students expected to achieve college-level competencies) and is informed by, and designed to provide, the skills needed in specific career fields. LIBI is committed to meeting the needs of our students who are low-income, students of color, new immigrants, first-generation college students, and adult learners.

LIBI offers programs in Accounting, Business Management, Court Reporting, Court Reporting Certificate, Homeland Security, Hospitality, Office Technology, and Office Technology with Medical. All programs are 2-year Associate Occupational Studies. These programs are relevant and needed in the communities of the students we serve. They provide students with the necessary skills to achieve their goals.

The academic process, guided by the college mission, strives to ensure LIBI's curriculum decisions are based on academic rigor and coherence and are market and employer-driven. Faculty research of job market trends, job advertisements, employer surveys, and the Department of Labor Statistics ensure that the curriculum is current, rigorous, and comprehensive.

With oversight from the Provost, the Curriculum Standards Committee and the Faculty Governance Council regularly review and update the curriculum to ensure that LIBI's curricular offerings and the assessment of student learning outcomes are consistent with the needs of employers and meet the academic rigors of peer review for the purposes of obtaining articulation agreements with regionally-accredited senior colleges. The Curriculum Standards Committee, with primary oversight of the Provost, is charged with ensuring that the courses offered in each program provide appropriate and adequate curricular "building blocks" in preparation for upper-level courses, ensuring that course sequencing maximizes academic impact.

LIBI is building an assessment culture where assessment results demonstrate areas of need within departments, and informed budgeting and planning address those needs. LIBI's campus-wide assessment has at its core the purpose of obtaining information about the effectiveness of our institutional practices, services, and processes. LIBI's mission guides the principles of assessment. Assessment is systematic and continuous, a constant improvement cycle to strengthen our students and institution. Its primary purpose is to improve student learning. All degree programs within Long Island Business Institute undertake assessment every three years. Although we have department reviews every three years, we review data consistently.

Academic departments review their program assessment data. Each cycle, faculty are asked:

- Are any results troubling or surprising? If so, what do you think is the cause?
- What changes would help students achieve program learning outcomes?
- What information or modifications would help the program meet its goals?
- Are the content skills relevant in the industry?

From these questions and findings, planning is derived to improve student learning and resource allocation. Assessment results are shared at department, faculty, and curriculum standards meetings.

All courses have syllabi that include course and program learning outcomes. Each program has a capstone course with a project that is an outcomes-based assessment. It assesses the student's overall learning in the program. Introductory-level courses include embedded assessments to measure learning in foundational courses taken by all students.

Multiple courses in each program require students to complete portfolios, pass departmental final exams, give class presentations, and undergo mock interviews. The college analyzes the data at the end of each semester, looking closely at items such as course assignments, student surveys, employer surveys, and alums surveys.

LIBI utilizes the following measurement tools to assess student learning, course, and program learning outcomes:

- Capstone experiences,
- portfolio evaluations,
- department exams,
- embedded assessments,
- collaborative group assignments,
- student surveys,
- research projects,
- placement data,
- employer surveys,
- first-year student and graduate surveys.

LIBI's General education curriculum is assessed every three years and focuses on developing critical competencies beyond the technical knowledge gained in significant content classes.

LIBI's General Education requirements reflect the college's commitment to the institutional mission of successfully preparing students for relevant career and technical training that leads to new employment opportunities upon graduation or to continue their education with a strong foundation in writing, oral communication, critical thinking, and information literacy.

### **Integrity of credit**

LIBI awards college credit only for college-level work. LIBI's credits have officially articulated equivalencies at 16 regionally accredited non-profit colleges and universities. This is demonstrated by the formal written articulation agreements LIBI has signed with those institutions. The Appendix includes the most updated articulation list. Each articulation agreement takes approximately one year to establish because the corresponding academic departments in the receiving senior college carefully work through LIBI's curriculum to determine whether the rigor of the content and the assessment of learning objective attainment utilized equate comparably. Given LIBI's successful acceptance at well-regarded non-profit colleges both in and outside New York, LIBI's faculty can confidently assert that the learning objectives of all LIBI courses are of the level and rigor that warrants college credit and acceptance for college transfer by other institutions.

To further ensure that college credit is awarded for college-level work, applicants who have not graduated from high school must demonstrate that they can benefit from academic instruction at LIBI. Students without high school diplomas are expected to pass the Accuplacer test to determine course placement. The Accuplacer measures competency in mathematics, reading, and writing. Following completion of the placement tests, student scores are assessed to determine appropriate course placement. Prospective students who are non-native speakers of English take the CELSA test to determine placement in the appropriate remedial level. Students who must take remedial courses in English extend their time to degree program completion by as many as three semesters, depending on the placement level, because remedial courses do not count toward degree requirements.

The college aims to provide the necessary services and academic support in and outside the classroom to retain students and enrich the student experience while at LIBI. LIBI strives to provide individualized and responsive academic advising, tutoring, and career counseling services. All LIBI locations have appropriate and individually tailored support services that align with the college mission. Both the Main Campus and the Extension Center have active and supportive academic advising departments that work closely with the Provost to ensure individual, and group tutoring sessions in the Academic Success Center are available and staffed by faculty who are subject area experts. Identical services are provided at these two locations. The Commack Branch Campus functions on a different model due to the nature of the Court Reporting program. Since the Branch Campus offers only one program and all instructors teaching at that location are court reporters, the faculty provides academic advising and mentorship to students. Because Court Reporting is a unique program requiring extensive practice and technique development, academic assistance and support are best provided by practitioners, not professional academic advising staff trained in counseling. LIBI's student support model provides the necessary assistance most effectively and appropriately to enable student success across the different academic programs. *Please refer to 2.1 Catalog in appendix Standard II.*

Since March 2020, all academic advising has been conducted electronically and over the phone.

The advising department has been temporarily reorganized to ensure bilingual advisors are assigned to students by language group. Since roughly 75% of the Main Campus comprises students who identify as Asian, the decision was made to assign a Mandarin-speaking advisor to the students enrolled in English remediation courses. A Spanish-speaking advisor was designated to Spanish-speaking students enrolled in English remediation courses.

Advisors were assigned to students without regard for language preference. Language designation for advisors is a departure from the normal processes and policies of the advising department (students in remediation are encouraged to speak English as much as possible and are generally not purposefully paired with an advisor based on language preference). This departure from policy had to occur because it became clear that students facing unprecedented challenges due to the pandemic were much more likely to reach out to someone they could communicate with in a language they were comfortable speaking. Part of engagement with students "where they are" necessitated that advisors accept that there are cultural reasons why students may be embarrassed to discuss personal problems, like job loss or food insecurity, with people they see as "outsiders" who may not understand. Introducing the ability for students to speak in their native language to an advisor yielded better than expected results. Using language strategically as a tool to help gain the information needed to help students or to make the advising process easier or more meaningful proved to be an important change.

Consistent with LIBI's mission of serving and empowering a diverse population of students, the advising department responded to the needs of the students and provided the necessary support to get students to where they needed to be -in virtual classrooms, in front of caring teachers training them for the post-pandemic economy.

Once in-person operations resume, all departments will take into consideration the changes that were made to respond to the pandemic and assess whether some of the "band-aid" solutions incorporated into LIBI's emergency response, may be worth adapting. *Please see 2.2 Curriculum Maps in appendix Standard II.*

## ANALYSIS AND EVALUATION

The college meets the standard, Long Island Business Institute lives its mission, focusing on providing relevant skills to a diverse student body. All instructional programs, regardless of location or mean of delivery, including distance education and correspondence education are consistent with the institution's mission. The College is committed to continuous improvement and building a culture of assessment to improve student learning.

**2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.**

## EVIDENCE OF MEETING THE STANDARD

LIBI's academic department believes in inclusivity in its approach to faculty participation. All LIBI faculty are regularly invited to attend bi-monthly faculty and department meetings. All faculty are given opportunities to participate fully in college committees and contribute to the development of the LIBI curriculum. Adjunct Faculty currently working in the field have unique and relevant programmatic information which enhances the curriculum and provides real-world situations for students. Students must be able to contextualize and apply skills learned in the classroom to current workplace situations. *Please refer to 2.3 Faculty Meetings in appendix Standard II.*

Methods of instruction are consistently conducive to effective learning. Various teaching methodologies to increase student learning are used. These methods often overlap and interrelate. Depending on the course content, different methodologies are applied to help reduce the barriers to learning. LIBI has also stressed Universal Design for teaching and learning with our faculty. Universal Design focuses on flexible approaches to teaching that can be adjusted to fit the individual needs of learners.

Given the socio-economic backgrounds of many of our students and their language-acquisition challenges, Universal Design is a tool that can increase the accessibility of our classrooms to all learners.

The faculty receives training in Universal Design methods on how to share and present content in multiple ways, thereby including more students in the learning process. Due to our students' ESL backgrounds, we stress that the faculty share important course content through multiple modalities (i.e., visual, oral, hands-on practice, and electronic technology where possible). We also encourage the faculty to use multiple forms of engagement such as presentations, reading, small and large-group work and formats, as well as one-on-one work. We have found that consistent use of multiple representations ensures the accessibility of information to learners with ESL backgrounds and academically underprepared students and facilitates access and comprehension for many others, especially those who have experienced extended interruptions in their formal education.

LIBI has established a reliable means of communicating course, programmatic, and degree goals to all new faculty through a semester-long New Faculty Orientation and Mentorship program to ensure consistency of program delivery across the academic departments. The semester-long program places a strong emphasis on ensuring that all faculty have a thorough understanding of LIBI's academic programs, the goals of each major, and the assessment of the learning process the college engages in. The orientation and mentorship process intends explicitly to strengthen and sustain the quality and integrity of LIBI's academic programs and instruction to ensure that no college credit is awarded for work that does not meet "college-level" criteria. Since the pandemic, the Dean of Instruction has fulfilled the LIBI mentoring role. As a former mentor, the Dean observes the same teaching standard as required by all LIBI faculty. That includes methods of instruction, classroom management, and student engagement. New faculty training now includes working with Canvas and Microsoft Teams. Faculty must adapt to using technology effectively to ensure that students connect to the coursework and meet standards. *Please refer to 2.4 Mentoring Files in appendix Standard II.*

LIBI supports, provides, and encourages professional development. A well-developed faculty will foster an environment of lifelong learning and produce better-educated students. They attend at least 15 hours a year in addition to their professional required training. The extensive emphasis placed on professional development required of all faculty members demonstrates LIBI's deep commitment to supporting faculty excellence in the classroom. To encourage broader participation and to address past fragmentation in professional development activities, the Provost provides a common monthly calendar noting learning activities and professional development opportunities available at the college.

Faculty development efforts include centralized efforts and independent opportunities. As noted, the Provost publishes a monthly calendar of professional development activities sponsored by the college. The opportunities are offered to all faculty members, irrespective of HR classification. These professional development opportunities include workshops, presentations, speakers, and webinars, all sponsored and paid for by the college and offered at no cost to the participants.

Employability and transferability are LIBI's primary mission. To remain current and relevant, LIBI's curriculum must be fluid and critically reviewed on an ongoing basis. Reviews occur in several ways: traditional program reviews conducted by faculty and the academic administration, external reviews conducted by senior colleges when considering formal articulation agreements with LIBI, and reviews prompted by advisory boards, those who employ our students, or by the results of alumni surveys.

Curricular updates and changes are ongoing. Although the faculty has primary responsibility for the curriculum, this responsibility is shared with academic administrators who must implement it. The input informs curricular actions by faculty and administrators of various stakeholders the curriculum intends to serve. There are multiple levels of curricular change; some updates affect individual



departments, while others impact the college as a whole. Although many changes are in response to the external environment, the interdependencies among different parts of LIBI's curriculum make it necessary for any proposed changes to be reviewed and managed at and across various academic departments. Each academic department's responsibility is to manage the curriculum within its academic discipline. Faculty within each department are responsible for ensuring that all courses offered in the major are necessary and warranted, well designed and that the course descriptions correctly depict what is taught. Generally, unless there is a rare and exceptional reason, curricular proposals affecting the major are initiated solely by the relevant department. In order to prevent duplication and to ensure that proposals comply with relevant policies and requirements, in cases where curricular proposals involve a particular department's academic discipline, the department's cooperation is required for the updates to be added and moved forward to the approval process.

With this in mind, LIBI's curriculum is proposed, written, approved, and updated through a thorough process that carefully considers the need and fit for the change and its compatibility with the overall program objectives. Curriculum changes occur when, in the opinion of the faculty (as well as employers, alums, and other stakeholders), such changes are warranted due to a mismatch between the articulated desired students' learning outcomes and the actual outcomes. Our articulation partners also play a strong role in curriculum guidance. As mentioned, changes and new program proposals originate at the individual academic department level, generally at the "Area Meetings" held at least bi-monthly by the Provost or the Dean of Instruction. Once the department faculty agrees to the changes and updates, faculty members are selected to author and sponsor the change for presentation to the Curriculum Standards Committee. The sponsoring faculty member(s) must demonstrate how the curricular proposal further aligns the change with the mission of the college. The Committee meets bi-monthly, and the committee chairmanship rotates every two years. At the presentation before the Curriculum Standards Committee, the various stakeholders (career services department staff, general education faculty, faculty who teach across the academic departments, advising, library staff, etc.) are invited to provide input concerning the proposed curriculum. Also considered is Feedback from alum satisfaction surveys about the usefulness of the curriculum once in the workplace. These processes allow a full deliberation of how the proposed changes can, intentionally and unintentionally, affect students and faculty within and outside the given department. *Please refer to 2.5 Workflow Chart and 2.6 CSC Summaries in appendix Standard II.*

All syllabi are standard and include course description, course, program learning outcomes, text, supplemental materials, prerequisites, method of grading, and class policies. Students all receive and have access to the course syllabus and outline.

LIBI reviews instructional programs annually, and all instructional programs document assessment results. The results are analyzed to evaluate programs, fine-tune learning outcomes, revise teaching methodologies, implement or amend curriculum, improve student learning, target professional development and adjust assessment techniques.

Additionally, Assessment results facilitate improvements in department budgeting, service techniques, methods of operation, and enrollment planning processes.

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



LIBI assesses various aspects of our goals cyclically to ensure that each entity contributes to the institution's continuous improvement.

Once the IEP is published, faculty and staff from across the institution meet with their department heads to determine improvement objectives for appropriate initiatives specific to their divisions. These objectives in the IEP guide institutional planning and ensure that all plans of action are set forth by the departments. The follow-up, results collection, and achievement analysis are done annually in conjunction with other activities appropriate to ensure we are "closing the loop" and coming up with executable improvement actions. LIBI's budget allocations to priorities that reflect the institution's commitment to student success support the mission.

### **ANALYSIS AND EVALUATION**

The College meets the standard. Faculty ensure that methods of instruction meet generally accepted academic and professional standards and expectations. Faculty exercise collective ownership over the design and improvement of the learning experience. They conduct annual reviews using data to improve courses and programs, currency, teaching methodologies, and student success.

**3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.**

### **EVIDENCE OF MEETING THE STANDARD**

The primary mission of LIBI's educational offerings is the preparation of those traditionally underserved by higher education for employment in fields that are in demand by the job marketplace and for transition to senior colleges. Coursework in each program is simultaneously congruent with rigorous academic standards (with students expected to achieve college-level competencies) and is informed by, and designed to provide, the skills needed in specific career fields. The assessment of student learning outcomes is consistent with the needs of employers and meets the academic rigors of peer review to obtain articulation agreements with regionally accredited senior colleges.

Assessment is a continuous cycle of improvement. It provides a clear understanding of the intended learning outcomes, how learning is measured, a description of the results and if the results substantiate current practices or lead to course or program modifications. Long Island Business Institute regularly assesses learning outcomes in a systematic process. All degree programs within Long Island Business Institute undertake assessments every three years. This assessment structure is in the form of a program review. An assessment calendar shared with department faculty indicates the assessment schedule, including academic department, time, program or course goal, and persons responsible. The identified goal is measured, analyzed, and shared with the department faculty, assessment committee, curriculum standards committee, and stakeholders. The department faculty and assessment committee

provide feedback and use the results to modify the courses or programs. Departments make adjustment decisions to include in the master planning. *Please refer to 2.5 Workflow Chart and 2.7 Assessment in appendix Standard II.*

At the beginning of each semester, students receive a course outline and standardized syllabus indicating the course's goals, content, objectives, and requirements. The syllabus is a standardized document, and individual faculty members cannot alter it without approval from the Curriculum Standards Committee. Faculty use the syllabi to create their course outlines or teaching plans and distribute them to the students along with course outlines. The outlines provide pre-requisite information, assignment due dates, class rules, and policies on absences, lateness, make-up work, scheduled exams, key graded assignments, and academic integrity. They are available to students at the beginning of the course and throughout the Add/Drop period. The specific items must include the following:

- the instructor's name, office location, office hours, and contact information (a valid libi.edu e-mail address and the school's main telephone number)
- start and end dates for the course
- required textbooks and any other course materials
- objectives and goals of the course
- course content and schedule of topics
- list of readings or other course materials along with a schedule of dates to be completed by
- expectations for attendance, assignments, and examinations
- dates and times of any examinations scheduled outside of class time
- grading procedures and how final grades will be calculated
- resources for obtaining additional help (tutors and the Academic Success Center)
- a statement describing what forms of electronic communications will be employed for student contact and the expectations for typical response times

*Please refer to 2.8 Syllabi and Course Outlines in appendix Standard II.*

## **ANALYSIS AND EVALUATION**

The College meets this standard. LIBI identifies and regularly assesses course and program learning outcomes through the institutional process. The course syllabi and outlines include student learning outcomes and are approved. In every LIBI course, students receive and have access to a course syllabus and outline.

**4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.**

#### **EVIDENCE OF MEETING THE STANDARD**

LIBI offers remedial ESL courses and developmental English. LIBI serves a large Asian immigrant population at the Main Campus in Flushing. On average, over the last three years, 83% of students enrolled at this campus require some form of ESL remediation, or supplemental tutoring, to enable them to make satisfactory progress toward program completion. Serving a significantly smaller population of students who require ESL remediation, the NYC Extension Center provides extensive supplemental assistance in Math and academic writing.

The institution adequately assesses the skill levels of all entering degree students. It addresses any needs for the development of college-level skills, including writing, literacy, computing, time management, and analytical thinking, consistent with the institution's educational mission. All students take a placement test (CELSA or Accuplacer) to determine if placement in remedial courses is necessary. *Please refer to 2.9 Admissions requirements in appendix Standard II.*

First-semester students who do not require English as Second Language courses take a three-credit First-Year Seminar (FYS100) course that combines three essential elements necessary to succeed in college. The course introduces students to on-site library holdings and electronic databases. It aims to aid students in their English courses and prepares them to use the information to solve problems efficiently. The second element of the course addresses time management and effective study skills, along with budget management skills and other "college readiness" topics. The third element of the course, critical thinking, introduces students to and engages them in reflective and systematic problem-solving. Students work on understanding the logical connections between ideas, an important skill in the knowledge economy.

Foreign language speakers who enroll in the AOS degree and non-ESL Certificate programs, based on their placement scores on the CELSA Exam, may be required to complete ESL/remedial course requirements in addition to their academic programs.

Students placed into the lowest level of ESL remediation will add three additional semesters to their length of study, including Developmental English. Developmental English, ENG001, is the only remedial course in the Court Reporting Program. These course prerequisites are outlined in the course description section of the catalog.

LIBI strives to provide individualized and responsive academic advising, tutoring, and career counseling services. Under the structure of LIBI's academic advising system, faculty can issue early warning notices to students based on the student's progress, or lack thereof, as evidenced by poor performance in formative assignments. Frequently, these formative assignments are the "early alert" that brings students into the Academic Success Center for tutoring.

## ANALYSIS AND EVALUATION

The college meets the standard. The pre-collegiate level curriculum is distinguished from the college level curriculum and directly supports students in acquiring the knowledge and skills necessary to advance to and succeed in college level curriculum.

**5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)**

## EVIDENCE OF MEETING THE STANDARD

In publications, LIBI represents its academic programs, program objectives and outcomes, and services available to students and the public, as precisely as possible following standards prescribed by regulatory bodies to which it reports. LIBI regularly reviews institutional publications to assure integrity in all representations about college mission, programs, services, and locations. *Please refer to 2.10 Programs of Study in appendix Standard II.*

In response to demands for accountability and improvement in higher education, LIBI identifies specific learning outcomes for graduates and assesses students' attainment of these outcomes. LIBI takes deliberate steps to align program-level outcomes with the overall institutional outcomes to avoid "misalignment" between what departments do and what the college wants them to do. Further, faculty assess how the outcomes of a single course align with larger outcomes for an entire program. The college looks to various stakeholders to obtain feedback on the perceived attainment of course objectives and needed general skills and knowledge. LIBI's articulation agreements with senior colleges confirm that LIBI's course curriculum is of appropriate rigor, breadth, and depth to constitute college-level learning. The feedback LIBI receives from students, employers, and alums are another important aspect of course-level outcomes assessment that closes the course objective attainment loop.

The Curriculum Standards Committee, with primary oversight of the Provost, is charged with ensuring that the courses offered in each program provide appropriate and adequate curricular "building blocks" in preparation for upper-level courses, ensuring that course sequencing maximizes academic impact.

As a career college, LIBI pays close attention to the sequence in which we offer courses. The year-round, fast-paced format of LIBI's programs necessitates a carefully chosen curriculum that logically scaffolds competencies and maximizes mastery of the material. Periodic reviews of the curriculum and ongoing assessment of student learning allow faculty to determine if they offer courses at the correct juncture in the program or if they need to create prerequisites or corequisites to ensure greater success in upper-level courses. The Curriculum Standards Committee engages in ongoing dialogues with faculty teaching upper-level courses to determine if they should establish additional prerequisites for core courses to create sequencing that builds student proficiency more effectively. Courses are offered with sufficient frequency to allow full-time students to complete the program within the minimum time frames outlined in these standards.

LIBI has established policies concerning the pace at which the program is pursued. Following accreditation regulations, LIBI has established a maximum time frame for graduation, set at 150% of the credits needed for the credential. Students must complete 60 credits of required and elective courses with a minimum cumulative GPA of 2.0 for graduation.

### **ANALYSIS AND EVALUATION**

The college meets the standard. LIBI follows practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that the minimum degree requirements are 60 semester credits.

**6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)**

### **EVIDENCE OF MEETING THE STANDARD**

LIBI schedules courses in a manner that allows students to complete degree programs within a period of time consistent with higher education expectations.

LIBI's schedule development process is based first and foremost on the curricular needs and the needs of the students. Established and available past enrollment patterns, data provided by the Registrar at the beginning of each scheduling period ("future seat report"), any priority to graduate groups, and budget projections (including new adjunct positions and overload projections) form the foundation of each semester's schedule. *Please refer to 2.11 Future Seat in appendix Standard II.*

The Provost and the Dean of Instruction, along with the advising and registrar team, are responsible for managing the course scheduling process for all departments. The team attempts to balance the availability of faculty and facility resources. They must consider student time preferences, their need for particular courses to meet major requirements, preventing any delays in graduation, meeting general education requirements for GED conferral (when applicable), and ensuring they offer all first-year courses to those who should have them.

### **ANALYSIS AND EVALUATION**

The college meets the standard. LIBI schedules courses with the needs of the students at the forefront of the process. LIBI's scheduling process allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education.

**7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.**

**EVIDENCE OF MEETING THE STANDARD**

LIBI recognizes that there are a variety of modes in which instruction can be delivered. Before the pandemic, LIBI's mode of delivery was face-to-face instruction. Since the pandemic, LIBI has been teaching online synchronously. LIBI's faculty has done a tremendous job transitioning to online synchronous delivery. LIBI employs methodologies and modes of delivery that best serve our diverse student body. Faculty use multiple methods such as direct instruction, lecturing, discussion activities, collaboration, and project-based learning within a single lesson or throughout many lessons.

LIBI has also stressed Universal Design for teaching and learning with our faculty. Research shows that students stay where they feel valued and included. Universal Design focuses on flexible approaches to teaching that adjust to fit the individual needs of learners. Given our students' socio-economic backgrounds and language-acquisition challenges, Universal Design is a tool that can increase the accessibility of our classrooms to all learners. The faculty receives training in Universal Design methods on how to share and present content in multiple ways, thereby including more students in the learning process. Due to our students' ESL backgrounds, we stress that the faculty share important course content through multiple modalities (i.e., visual, oral, hands-on practice, and electronic technology where possible). We also encourage the faculty to use numerous forms of engagement, such as presentations, reading, small and large-group work and formats, and one-on-one work. We have found that consistent use of multiple representations ensures the accessibility of information to learners with ESL backgrounds and academically underprepared students and facilitates access and comprehension for many others, especially those who have experienced extended interruptions in their formal education.

LIBI's efforts to educate and support the students are varied, multi-dimensional, and holistic. Our retention efforts are interconnected to produce one comprehensive and robust effort. Because the students we serve are extremely vulnerable and at high risk for dropping out or stopping out, our student service's primary mission is to help students identify and connect with all the resources they need to succeed from the moment they enroll at LIBI. Early warning and midterm grade checks help advisors have meaningful and impactful conversations about getting help. Faculty understand the need for using Universal Design in their instruction and know they must provide feedback to advisors as soon as they see an issue evolving with any of the students they are teaching. Our retention efforts are extensive and thoughtful, but because we serve a student population that comes to us with an average of 4 risk factors for dropping out, our retention results are not always indicative of the tremendous effort that goes into keeping our students in school.

The semester-long Faculty Orientation and Mentorship program ensures consistency of program delivery across the academic departments. Part II of the orientation focuses on topics such as teaching methodology, LIBI's curriculum, syllabi, and course outlines. LIBI realizes that our faculty is our most valuable resource, so the administration makes every effort to ensure that the faculty has all the necessary instructional resources to help them optimize their classroom performance. The Provost and the Dean of Instruction informally review each faculty member in the classroom on an ongoing basis. Formal observations are conducted at Long Island Business Institute annually and are always pre-an-



nounced. Following the observation, the observer types notes on the form and then schedules a meeting with the instructor to review and discuss the results. Any issues observed will be monitored and used to determine the professional development activity needs for the faculty member. For instance, if the faculty member was having difficulty managing a class discussion or wasn't using teaching techniques espoused by LIBI, the academic department head will work with the instructor to identify resources or additional training in the areas of weakness. If deemed necessary, The Provost or Dean will conduct a follow-up informal or formal observation in the same course or another section if the instructor is teaching multiple sections.

Senior instructors also participate in the – Open Classroom initiative, which allows new faculty members to observe class sessions taught by seasoned instructors. Senior faculty members indicate which classes they wish to "open" to their colleagues, and the list is available for distribution. LIBI strongly believes that modeling good teaching techniques is the best way to foster an environment of trust and collaboration and to ensure that instructors with difficulties or classroom management difficulties have supportive individuals available to help guide them through. *Please refer to 2.12 Open Classroom in appendix Standard II.*

## ANALYSIS AND EVALUATION

LIBI meets the standard. The institution effectively uses delivery modes, teaching methodologies and learning support services that best serve our diverse and changing student body. LIBI endeavors to create successful learning experiences to support its students.

**8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.**

## EVIDENCE OF MEETING THE STANDARD

Since the pandemic and the transfer to fully online learning, LIBI has not relied on departmental examinations but instead reinforced standardized rubrics and embedded assessments. Faculty use standardized rubrics to grade written exams, course projects, presentations, and research papers; use of embedded assessments establishes student skills in the course.

Course-level assessments use rubrics and embedded assessments that align with the course learning outcomes. Because of that alignment, they can provide detailed information about individuals and groups of students. Gathering this data will have a significant impact on course instruction.

To determine if LIBI students have met the program learning outcomes, all departments use program rubrics to assess capstone projects. All LIBI degree programs have a capstone course and project; students take this course in the last semester. Students are required to submit a capstone project. Capstone project rubrics are aligned with the program goals and will indicate the skill level. The capstone projects all represent real work, multifaceted problems requiring resolution. Students will employ the skills they have acquired to produce the project. It will assess prior learning in those major program courses. *Please refer to 2.13 Rubrics in appendix Standard II.*



LIBI has developed a norming process for rubrics to avoid test bias. Departments that participate in the norming process all follow the same steps, which are to 1) clearly define the requirements for the exam, research paper, project, or presentation, 2) establish the criteria and identify the standard, and 3) lastly, evaluate the criteria. Most recently, the general education faculty participated in this process to update the research paper rubric in ENG106, SCI100, and PSY104. *Please refer to 2.14 Minutes from the Rubric Norming Meeting in appendix Standard II.*

Both rubrics and embedded assessments enhance reliability and reduce test bias. These assessments were created in alignment with the CLOs and assessed prior learning.

## ANALYSIS AND EVALUATION

LIBI meets the standard. LIBI validates the effectiveness of department-wide course and/or program examinations, where used, including assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.

**9. The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)**

## EVIDENCE OF MEETING THE STANDARD

The New York State Education Department (NYSED) approves all credit-bearing degree and certificate programs LIBI offers. Calculating credit hours for these programs follows NYSED guidelines, consistent with the U.S. Department of Education's definition of a credit hour.

LIBI's students are awarded credit for each completed course based on their achievement of the learning outcomes identified for that course. Specific course-learning outcomes are informed by programmatic goals. Course objectives/outcomes are specified on the syllabi given to the students at the beginning to provide a clear framework for learning each semester in every course.

To ensure that students demonstrate attainment of the course objectives uniformly, the Curriculum Standards Committee approves the use of departmental final exams, rubrics, and embedded assessments in key courses deemed to be "gatekeeping" classes in each program. Since the pandemic, LIBI has been focusing on using rubrics and embedded assessments. The list of departmental finals is provided in the Appendix, along with the courses currently under review for assessment or rubric adaptation. LIBI's courses use standardized rubrics for key assignments demonstrating subject-area mastery or key learning objectives. Each department has program capstone project rubrics. *Please refer to 2.20 Departmental finals in appendix Standard II.*

## ANALYSIS AND EVALUATION

The college meets the standard. LIBI awards course credits, degrees, and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms of equivalencies in higher education.

**10. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission. (ER 10)**

## EVIDENCE OF MEETING THE STANDARD

LIBI awards transfer credits for courses taken at other post-secondary institutions recognized by the United States Department of Education, regardless of who the individual accreditors are. LIBI considers the comparability of credit to be transferred and the appropriate applicability of the credit concerning the student's selected program of study at LIBI. The Provost or a designated subject area expert determines the direct alignment of specific courses from the student's previous institution to LIBI's curriculum. Because LIBI offers courses in a cohort model, LIBI's policy requires that all students apply for transfer credits before the end of the late registration period of the student's first semester of study at LIBI. Transfer credits must be earned before the student enrolls at LIBI. Students who are enrolled in courses at another college while applying for admission to LIBI and wish to transfer credits from that institution to LIBI must submit an official transcript to the Registrar before receiving their final first-semester schedule of classes. If an official transcript is received after the official add/drop period is over, transfer credit will only be considered for courses that the student is not already registered for at LIBI. Specific courses are designated as Capstone Courses vital to the successful completion of a program and, thus, will not be awarded transfer credits. Proficiency exams will not be accepted to satisfy the requirements of Capstone Courses. Capstone Courses are marked with an asterisk (\*) on the curriculum pages. Other courses may be deemed ineligible for transfer. A Senior College Administrator will determine the eligibility of transfer courses outside of the Capstone designation. Students are expected to discuss with the Registrar their intent to seek transfer credit during enrollment. Students must complete the transfer-credit evaluation process at the point of entry to ensure appropriate course placement. *Please refer to 2.15 Transfer Credit Policy in appendix Standard II.*

## ANALYSIS AND EVALUATION

The college meets the standard. LIBI makes clear transfer of credit policies available to their students to facilitate students' mobility without penalty. In accepting transfer credits to fulfill degree requirements, LIBI certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses.

**11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.**

### **EVIDENCE OF MEETING THE STANDARD**

In terms of engaging with diverse perspectives, students are introduced to methods for expressing their perspectives and identifying what external and internal sources influence them in ENG106(College English I). They demonstrate this goal in ENG208(Contemporary Short Story). FYS100(First Year Seminar) introduces students to strategies for examining the interdependent relationship between their perspective and the perspective of others, later reinforced in ENG106(College English I) and demonstrated in ENG208(Contemporary Short Story) and BUS198. Furthermore, in ENG106(College English I), students are introduced to engaging with diverse perspectives through their written communication competency by responding to the writing of peers and others coherently and from multiple angles to avoid bias and ultimately reach different audiences. This skill is then reinforced in ENG208(-Contemporary Short Story) and demonstrated in BUS198 (Business Communication). Students are expected to negotiate differing opinions to reach a consensus, including the combination of ideas contributed in the group, introduced in ENG106(College English I), reinforced in SCI100 (Environmental Science), and demonstrated in PSY104 (Introduction to Psychology).

Students meet the program goals aligned with developing communication competency. In FYS100 and SCI100, students are introduced to strategies for speaking with satisfactory elocution and enunciation in conjunction with nonverbal communication strategies. This goal is demonstrated in SPE100 and BUS198. PSY104 is where students are introduced to how to reinforce previously discussed concepts with supplementary visual or non-visual materials (e.g., data graphics, academic sources, and media). In BUS198, this goal is demonstrated. Students are expected to communicate collaboratively by leading, actively listening, and contributing during group discourses and processes, which are introduced in FYS100, reinforced in SPE100, and demonstrated in ENG208 and BUS198.

Information competency and analytic inquiry skills are designed components in General education courses. To guide students toward becoming life-long learners, the process of information retrieval and using that information is vital in forming realistic and varied opinions. With this in mind, students are introduced to the evaluation and methods of citation of primary and secondary research sources based on their credibility and relevance to the purpose of writing in ENG106 and FYS100, reinforced in PSY104 and demonstrated in ENG208. Students pursue further inquiry of information by synthesizing their informed opinion with scholarly sources and arguments in academic writing; this goal is introduced in FYS100, reinforced in ENG106, SCI100, and SPE100, and demonstrated in ENG208. By introducing or reinforcing information competency and analytic inquiry skills in two courses concurrently, students are exposed to the concepts in two separate academic environments. Students can achieve creativity and saliency through designed novelty in students' contextual application of skills.

Ethical reasoning is introduced, reinforced, and demonstrated in two program goals. Students are introduced to the analysis and synthesis of the causes and effects of societal issues on a macro and micro scale in FYS100 and SCI100, which is then reinforced in ENG106 and demonstrated in PSY104. Students ethically engage with other perspectives by identifying social constraints in various settings and

adapting their perspective accordingly through an introduction in FYS100, reinforcement in SPE100, and opportunities to demonstrate the skill in PSY104.

To implement a structured approach to analytic inquiry skills, the general education department will integrate the Question Formulation Technique (QFT) currently being designed for the required research project in FYS100 and the assessment indicators in other General Education courses. The cognitive technique, developed by The Right Question Institution, facilitates students in producing, improving, strategizing, and reflecting on their questions. The program aims to identify and allocate priorities and tasks in realistic professional and social situations and evaluate sources for credibility and relevance. As outlined in the four aspects of the FYS100 research project, the QFT will be integrated into the processes of topic selection, thesis creation, evaluation, and selection of four sources.

Students' quantitative competency is developed through research projects in two General Education courses. In PSY104, students generate survey questions and collect and analyze data from these questions to propose empirical conclusions. The data analysis process is facilitated through formulas in Microsoft Excel. In SCI100, students objectively discuss potential long-term and short-term impacts and potential solutions to environmental issues that can be measured quantitatively. *Please refer to 2.16 General Education Curriculum Map in appendix Standard II.*

## ANALYSIS AND EVALUATION

The college meets the standard. LIBI includes in all of its programs, student learning outcomes, appropriate to the program level, communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

**12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)**

## EVIDENCE OF MEETING THE STANDARD

LIBI's curriculum intentionally helps prepare students for transitioning from college to career. LIBI's curriculum focuses on developing critical competencies beyond the technical knowledge gained in significant content classes. LIBI's General Education requirements further reflect the college's commitment to the institutional mission of successfully preparing students to enter the workforce upon graduation or to continue their education with a strong foundation in writing, oral communication, critical thinking, and information literacy competencies.

LIBI is not required to offer a broad range of general education courses as an AOS granting institution. General education at LIBI provides students with opportunities to develop a broad range of professional and academic skills and perspectives required to succeed in today's complex and changing business environment. The design of the general education curriculum at LIBI is the basis for career development and the motivation for becoming a lifelong learner and a global citizen. General education aims to empower students to recognize and apply the values of intellectual inquiry, academic literacy, ethical behavior, personal responsibility, and physical well-being. The holistic learning environment fostered by the general education curriculum affords students structured opportunities to engage with individuals and learn material from different cultures, ethnicities, faith traditions, and philosophical perspectives. The general education philosophy closely relates to the mission statement and core competencies. The four primary focus areas of general education at LIBI are cultural sensitivity, oral and written communication, and collaboration.

- **Cultural Sensitivity:** Awareness of differences and similarities without assigning value is the core of this focus area. We aim to have students express their perspectives and identify what influences them, examine their views and others, analyze and synthesize causes and effects of societal issues, and be able to identify social constraints in a variety of settings.
- **Oral Communication:** We aim for students to speak with elocution and enunciation in conjunction with non-verbal communication strategies. Lead, actively listen, and contribute during group discussions, cohesively structure presentation material, and reinforce discussed concepts with supplementary visual or non-visual materials.
- **Written Communication:** Students will evaluate and cite primary and secondary research resources and synthesize informed opinions with scholarly sources. Utilize professional and diverse writing conventions and subject-specific vocabulary, and respond to peers and others coherently and from multiple angles to avoid bias and reach different audiences.
- **Collaboration:** Students will negotiate differing opinions to reach a consensus that includes ideas, contributes to the group, identifies and allocates priorities and tasks in realistic professional situations, and expands and improves collaborative efforts through self and peer evaluation.

LIBI's AOS programs have few formally mandated requirements to adhere to in terms of general education competencies, including information literacy. The college, therefore, emphasizes teaching information literacy in the context of the academic curriculum. Aside from incorporating assignments across the disciplines that require library use, LIBI also addresses improving students' information literacy skills through library offerings and programs.

LIBI has offered an Information Literacy class (ILR101) since October 2013 that was mandated for all students, except for the Court Reporting program, as a graduation requirement. Students who did not require any English language remediation took the class in their first semester as part of a three-course sequence incorporating Critical Thinking, Freshmen Seminar, and Information Literacy. The college made a sequence scheduling adjustment based on outcomes data collected for students who started with remedial English courses. Students had to finish their remedial courses before scheduling ILR 101. In November 2019, the General Education faculty combined the three one-credit courses into one three-credit course as recommended by the department. This was done for many reasons, including more convenient scheduling. Because the original format had three distinct courses, faculty and student schedules would sometimes leave a group of students having to come to campus for only one

hour of class. The content of the three courses was interrelated and easily lent itself to being combined into one course; thus, the combined courses became the First-Year Seminar (FYS100) course, which has been offered since the B Term of Fall 2019. Just as the three separate courses, the combined course aims to lay a strong foundation for college-level learning by providing students with skills needed to understand how they learn and how to budget their time (which was initially taught in Freshmen Seminar). Provide opportunities to practice thinking critically through text analysis and information integration (originally taught in Critical Thinking) and to gain invaluable experience investigating various topics by successfully locating and evaluating necessary information and using it effectively (originally taught in Information Literacy). Faculty felt very strongly that the college preserved the curriculum taught in ILR101 as they felt that information literacy is not just an essential competency for all college graduates; it is a fundamental human right in the digital world. By helping students better understand how they learn, how to analyze unfamiliar situations, to understand what it means to engage in inquiry, and how to seek effective solutions, this course lays the foundation for lifelong learning, a tenet of LIBI's institutional mission.

To better meet the demands of those who employ LIBI's graduates and be responsive to the promise the college makes to its sixteen articulation partners to ensure that students who transfer can locate, evaluate, and communicate information effectively. The general education courses focus on reinforcing those skills.

General education faculty recommendations for curriculum modifications follow the curricular change model. LIBI's general education courses follow these guidelines: courses must be a part of the course inventory and approved by the CSC. The course is required to complete the degree. General education courses should provide exposure to issues, ideas, and methods across broad areas of inquiry. The course is regularly offered and must align with and be assessed for General education outcomes. *Please refer to 2.19 General Education Curriculum in appendix Standard II.*

## **ANALYSIS AND EVALUATION**

The College meets the standard. LIBI degree programs require a component of general education classes that prepare students to enter the workforce and become life-long learners and global citizens. The general education program is based on a philosophy that aims to empower students to recognize and apply the values of intellectual inquiry, academic literacy, ethical behavior, personal responsibility, and physical well-being. LIBI relies on faculty expertise to determine the appropriateness of each course for inclusion in the general education curriculum based on student learning outcomes and competencies appropriate to degree level.



**13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.**

### **EVIDENCE OF MEETING THE STANDARD**

The learning processes in the General Education coursework lays the foundation for life-long learning by facilitating the threads between emerging concepts and prior knowledge. Students and faculty use cognitive tools to synchronously integrate critical thinking skills to solve problems relevant to their professional and academic lives.

Sustained practice in literary analysis leads to a broader understanding of one's perspective and how it influences and is influenced by others. Texts are framed in real-world scenarios so their contexts can be thought of critically. In College English I, students use convergent thinking regarding the societal and personal implications of substance abuse, domestic violence, and sexual harassment through synthesizing literature and their own inductive reasoning. Similarly, in FYS100, students aim to think critically about how issues related to Title IX, reflected through various forms of media, can be rectified from divergent angles and inclusive of all stakeholders.

Framing curriculum for practical purposes creates meaningful and salient applications of critical thinking. The natural world holds a flexible role in various fields of academics and professions. Guiding students towards becoming realists and idealists as they combine their immediate surroundings with contexts out of view, functional ideas and the process of reaching them become more apparent. In Environmental Science, students synthesize their informed opinions with scholarly sources and arguments focusing on environmental issues' long- and short-term impacts. Through a variety of lenses, such as business or homeland security, students reflect on how those issues can be navigated and propose practical actions that should be taken to address them.

Establishing metacognitive skills leads not only to autonomy but also to intrinsic motivation. Critical thinkers consider the diverse theories of learning and how they can apply inward to further one's achievements in life. In Introduction to Psychology, students expect to learn how to learn and use that knowledge to gather data to apply deductive reasoning to support a data-driven written product. Methods for writing pragmatically and quantitatively can translate to other areas of life, like the humanities or the corporate world.

Anticipating contrary arguments to one's own opinion is a necessary skill to hone academically and professionally. Critical consideration of a topic in terms of how the interdependent relationship between one's perspective and the perspective of others can either hinder or support each other can be delivered in writing and speech. While the former is integrated into every General Education course, the latter is formally and informally expected of students. In Speech Communications, students aim to persuade their audience to accept an argument through careful articulation to engage diverse perspectives. Critical thinking exists at each stage of the writing and delivery of the speech to avoid bias and ultimately increase credibility on the matter. Students' application of critical thinking in building their communicative competency is reflected in the negotiation of differing opinions to reach a consensus that includes the combination of all ideas contributed in professional and academic team settings.



Business globalization is an evolving occurrence in which students play a direct role during and after their academic studies. Solving problems in multicultural professional environments requires intricate thought processes that complement both prior knowledge and learned experience. To reach solutions through collaborative discourses, the evaluation of the ideas of others is carried out, and rhetorical business principles are applied. In Business Communications, students design and execute a presentation that explores international/intercultural awareness issues. Critical thinking skills developed in this project, which are achieved through analytical reasoning in autonomous and peer investments, are transferable to other courses within students' fields of study and beyond.

## **ANALYSIS AND EVALUATION**

The college meets the standard. All LIBI degree programs include focused study in at least one inquiry area or an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and includes mastery, at the appropriate degree level, of key theories and practices within the field of study.

**14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.**

## **EVIDENCE OF MEETING THE STANDARD**

Long Island Business Institute's mission is to provide a culturally diverse student body with current and relevant career and technical training that leads to new employment opportunities. LIBI provides a well-rounded educational experience for the development of a broader range of skill sets required to succeed in today's complex and challenging business environment. LIBI undergoes a gainful employment analysis yearly to ensure that our graduate's skill sets are meeting the needs of the employers.

Career services hosts two Advisory Board meetings yearly which contain employers from each program at LIBI, the Curriculum Standards Committee, Career Services, Associate Dean of Instruction, and the Provost. Employers discuss specific trends in their industries to see if it aligns with the program learning outcomes. Career Services also discusses the employer satisfaction survey data with the Advisory Board with a focus on what LIBI's graduate's are lacking in the field they are graduating in. *Please refer to 2.17 Advisory Board Meeting Minutes in appendix Standard II.*

Since the pandemic put our Advisory Board meetings on hold for the last 2 years, faculty from each program were asked to do a gainful employment analysis of their programs. Faculty researched current positions in their programs and used O\*NET as a resource to see if the qualifications and skills that are required to obtain employment match LIBI's learning outcomes. *Please refer to 1.2 Career Pathway Maps for the results of the gainful employment analysis in appendix Standard I.*

## ANALYSIS AND EVALUATION

LIBI demonstrates that a broad range of activities occur to ensure that students are receiving an education that is current and in-demand by employers. The college relies on employer surveys for specific feedback on the skills of graduates they have hired. Advisory boards provide the college with a broader perspective of what skills are important to local employers, and gainful employment studies help guide curricular changes that respond to the technical and professional competencies that meet the needs of New York City's employers. *Please refer to 1.2 Career Pathway Maps in appendix Standard I.*

**15. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.**

## EVIDENCE OF MEETING THE STANDARD

If a program discontinuance, deactivation, or substantial program changes occur, LIBI will be transparent about the process. Giving sufficient advanced notice, ensuring student's the support needed to complete degrees timely, informing students that their major/program will no longer be available, and explaining other options in detail.

The discontinuance of a program involves the academic department, faculty, and students. In setting a discontinuance date, the interests of students already enrolled in the program should take the highest priority. LIBI intends to allow enrolled students to complete their program unless unusual circumstances make it impossible.

Deactivation of a LIBI program occurs when a pause is required to make adjustments in the curriculum or because of shifting job markets or regulatory reasons. In setting a discontinuance date, the provost will be sensitive to the interests of the students already enrolled in the program and will honor, unless it is inappropriate to do so, the intention of the college to give actively enrolled students the opportunity to complete their program at LIBI.

Substantive changes to academic programs include significant modifications or expansion of the nature and scope of the program. If this were to occur, the curriculum standards committee would review a list of actively enrolled students affected by the changes and certify that any changes would be considered appropriate. They would devise sound decisions to avoid delays in graduation.

LIBI's policy for changing, deactivating, and discontinuing academic programs outlines the process and steps required to substantially change, deactivate, or discontinue any of LIBI's academic programs.

## ANALYSIS AND EVALUATION

The College meets the standard. When programs are eliminated or substantially changed, LIBI makes appropriate decisions so that students' pursuit of their degrees is not halted or disrupted.

**16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.**

### **EVIDENCE OF MEETING THE STANDARD**

LIBI regularly evaluates and strives to improve the quality and currency of all instructional programs. LIBI's participation in advisory boards, faculty review of current job skills requirements, and LIBI's articulation partners are all examples of LIBI's efforts to be current in its teachings and improve academic programs.

Each department engages in periodic reviews of its curriculum, specifically examining all aspects of the department's academic program. Each department does so within the context of the institutional mission. Full-time and adjunct faculty within the departments engage in dialogue to determine the extent to which their curriculum is consistent with the goals of the college and the needs of the students we serve. Further evaluation aims to determine how well the program responds to the demands of stakeholders such as employers, senior colleges, regulatory bodies, and other relevant interest holders.

*Please see 2.21 Program Review in appendix Standard II.*

LIBI undertakes program assessments every three years and reviews program courses every semester. Periodic program reviews serve as an efficient vehicle to discuss the curricular quality and effectiveness of LIBI's programs in relation to peer institutions. Due to suggestions from senior institutions, many program changes have been made to obtain articulation agreements between our institution and senior colleges. The departments also review responses from senior institutions that do not wish to articulate with LIBI and consider the validity of the curricular reasons for their decision to decline. Periodic program reviews enable the divisions to revisit their departmental goals and revise them appropriately. Since external stakeholders increasingly see program quality through the economic lens, each department must ensure that its goals remain fluid, flexible, open, and relevant.

Employability and transferability are LIBI's goals.

LIBI believes in continuous improvement and understands the time it takes to determine if changes are worthwhile and will improve instructional programs. LIBI's mission and educational value drive institutional improvement.

The college also produces and publishes an Institutional Effectiveness Plan (IEP). Institutional Effectiveness at LIBI is a continuous process stemming directly from our college mission, vision, the most current strategic plan, and our values as an institution. We focus our planning and assessment efforts on the goals and objectives identified by each department at the college.

Each department and the Director of Institutional Effectiveness assesses various aspects of our goals to ensure each entity contributes to the institution's continuous improvement. The institutional effectiveness process is also reviewed and revised as necessary to meet the evolving needs of the college. Once the IEP is published, faculty and staff from across the institution meet with their department heads to determine improvement objectives relating to appropriate initiatives specific to their divisions. These

objectives are the main focus of institutional planning. Priorities identified in the IEP guide all departmental plans. The follow-up, results collection, and achievement analysis are done annually in conjunction with other appropriate activities to ensure we are "closing the loop" and coming up with executable improvement actions.

## **ANALYSIS AND EVALUATION**

The College meets the Standard. LIBI regularly evaluates and improves the quality and currency of all instructional programs. LIBI engages in assessment to help the college continually improve and evolve. Assessment feedback and improvement are part of a continuous running loop in everyday life for all departments at LIBI. The institution systematically strives to strengthen courses and programs to enhance student learning outcomes and achievements.

### **CONCLUSIONS ON STANDARD II - A: INSTRUCTIONAL PROGRAMS**

LIBI's academic programs are in line with the institutional mission and fulfill the goals of the college to prepare students to enter the job marketplace in their field of study, and to enable graduates to transfer to senior colleges to continue their education. Through its articulation agreements LIBI ensures that its curriculum is rigorous, and students are academically prepared in alignment with the expectation of four-year institutions. LIBI makes the articulation agreements available to students and publishes policies related to the transfer of credits so that no confusion arises and there is full transparency as to which courses align with the curriculum of LIBI's articulation partners. *Please refer to 1.3 Articulation Agreements in appendix Standard I.*

Faculty members have the authority and responsibility to change curriculum based on available assessment results, internal program reviews, constructive feedback from LIBI's articulation partners, gainful employment studies, and to address the needs of the local economy. Through the work of the individual departments and the Curriculum Standards Committee (CSC) curriculum changes are thoughtfully considered and implemented to ensure currency of LIBI's academic offerings.

Pre-requisite courses are designated with the aim to build strong foundational knowledge and to maximize academic success in upper-level courses. Departmental faculty have the authority and the responsibility to update pre-requisites in response to assessment findings or for sound pedagogical reasons. Adding prerequisites follows a procedure set out in non-substantive curriculum change policy. *Please refer to 1.12 Curriculum Changes in appendix Standard I.*

Program and student learning outcomes are measured on a cyclical schedule and are linked to institutional learning outcome goals. Assessment data is utilized to determine if changes to the curriculum or instruction methods are necessary. Course syllabi indicate the learning outcomes expected at the completion of the course curriculum.

LIBI has articulated learning goals for each program and for the general education curriculum. An emphasis is placed across the curriculum on developing soft skills which are in heavy demand by employers. Solving problems in multicultural professional environments requires intricate thought processes that complement both prior knowledge and learned experience. LIBI's curriculum emphasizes reaching solutions through collaborative discourses, the evaluation of the ideas of others, and the application of rhetorical business principles. Students design and execute presentations that explore international/intercultural awareness issues. An emphasis on critical thinking skills is placed throughout the curriculum. Learning goals and outcomes align with LIBI's mission and demonstrate a commitment to both a strong academic curriculum and to career education.

LIBI's board has recognized the importance of having well-trained faculty and staff, by articulating professional development as one of the priorities for the 2022-2024 institutional plan. Investment in the continued professional evolution of employees directly benefits the students, helps the college improve articulated learning outcomes, and contributes to more innovative approaches to preparing students for employment in their fields or to continue their education.

*Please refer to 2.18 Board of Director Goals in appendix Standard II.*

Degrees are conferred based on students' ability to satisfactorily demonstrate attainment of learning outcomes.

### **IMPROVEMENT PLAN(S)**

*[Insert response if applicable.]*

### **EVIDENCE LIST**

- 2.1 Catalog
- 2.2 Curriculum Maps
- 2.3 Faculty Meetings
- 2.4 Mentoring Files
- 2.5 Workflow Chart
- 2.6 CSC Summaries
- 2.7 Assessment
- 2.8 Syllabi and Course Outlines
- 2.9 Admission Requirements
- 2.10 Programs Catalog
- 2.11 Future Seat
- 2.12 Open Classroom

- 2.13 Rubrics
- 2.14 Minutes of the Rubric Norming Meeting
- 2.15 Transfer Credit Policy
- 2.16 General Education Curriculum Map
- 2.17 Advisory Board Meeting Minutes
- 2.18 Board of Director Goals
- 2.19 General Education Curriculum
- 2.20 Departmental Finals
- 2.21 Program Review
- Faculty Observations 2022
- 1.12 Curriculum Changes (appendix Standard I)
- 1.3 Articulation Agreements (appendix Standard I)
- 1.2 Career Pathway Maps (appendix Standard I)

## B. LIBRARY AND LEARNING SUPPORT SERVICES

*[Note: Suggested Length for Standard II.B is 6 pages.]*

**1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)**

### EVIDENCE OF MEETING THE STANDARD

The library committee works in collaboration with the senior librarian and academic administration in the periodic assessment of library services and programs. The synergies and shared responsibilities among these key stakeholders within the governance structure are established and outlined in the Institutional Integrated Planning Manual and Decision-Making and Planning Guidelines. To assess the effectiveness of library resources the library committee conducts periodic satisfaction surveys, reviews platforms usage reports, conducts assessment of student learning activities, evaluates extra-

curricular activities related to information literacy, and evaluates its vast and diversified sources of information (library databases, digital resources, academic technology, periodicals, bookshelves, and other resources).

The LIBI library has established a Collection Development Program in the academic areas of the college to support the instructional process. This plan is revised on a yearly basis, and a budget is structured for the acquisition of information resources. The budget for library acquisitions is 1% of the annual revenue. The library is physically and digitally expanding its library holdings. In addition, LIBI has acquired new materials solely for faculty usage. Librarians catalog the acquisitions and update faculty periodically.

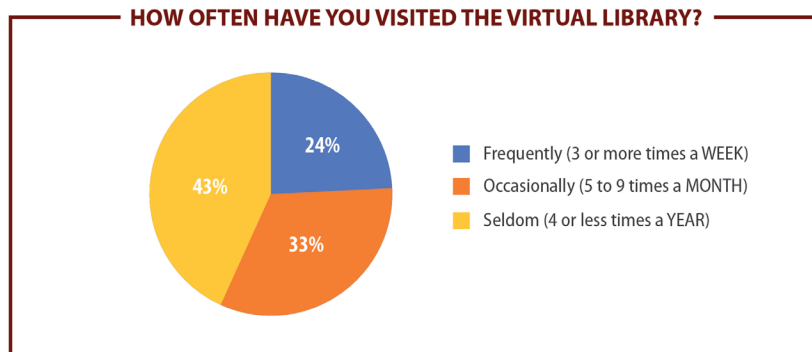
Evidence of this process is the library survey. LIBI regularly conducts surveys designed to understand more fully the needs of the community and to measure the quality of library services. It is the hope of the library personnel that the results of these surveys show where services or acquisitions need improvement so that the college can properly plan for required changes and budget allocations *Please see B1A Library Survey 2021-2022 in appendix Standard II.*

**The surveys focus on:**

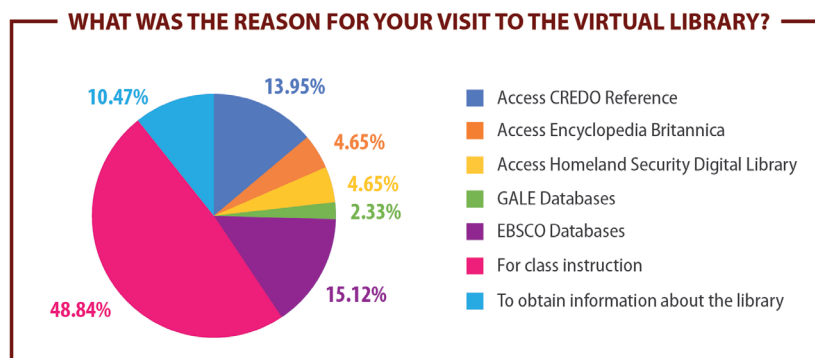
- Library Usage
- Patron Satisfaction
- Instructional Services

**Library Usage**

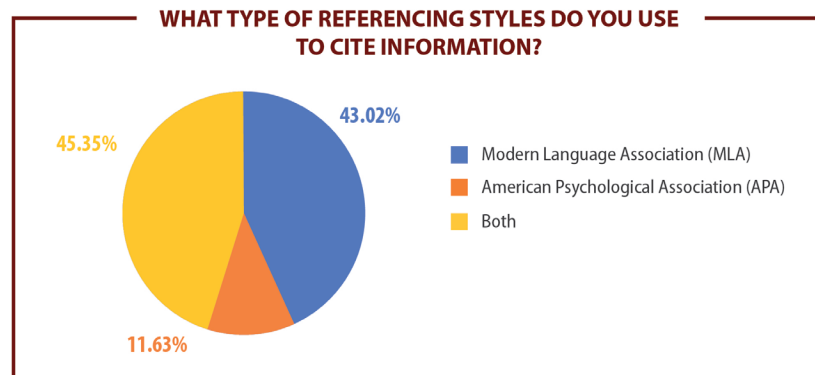
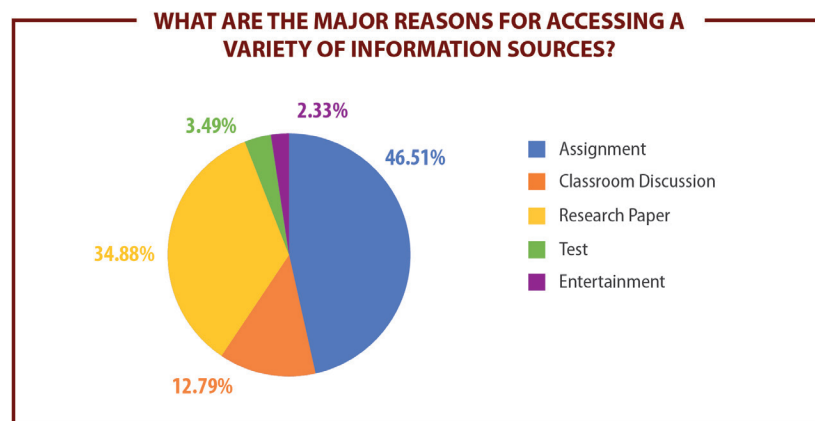
Students made up **98.84%** of the respondents in the 2021-2022 Academic Year survey. The survey indicated **24.42%** of the patrons use the library more than three times a week, and **32.56%** use the library 5-9 times per month, while **43.02%** said they use the library a few times per year. Requesting class instructions for reference sources is one of the most frequently given reasons for utilizing the virtual library (**48.84%**). Using EBSCO Databases accounted for **15.12%** of the reasons for visiting the virtual library. To access CREDO references accounted for **13.95%**, while **10.47%** came in to obtain Information about the virtual library.







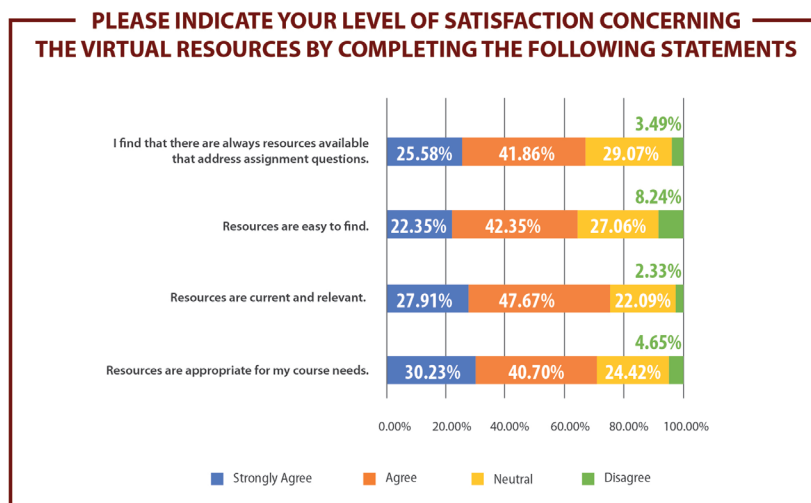
The main reason for accessing the virtual library was class assignments and research papers, representing 81.39% of the participants' answers combined. 46.51% of the participants indicated that the reason for accessing the variety of information sources was to complete assignments. 34.88% of the participants indicated they accessed information resources because of research papers. Observing this data closely, the library has identified a need to intensify its information literacy campaigns. 43.02% of the participants indicated that they use the MLA reference style, while 11.63% indicated they use APA. The institution utilizes the MLA reference style across all courses, and it is taught in the First Year Seminar course. Further analysis was required to cross references with results from assessments of student learning. *Please see B1B LIBRARY - Information Literacy Plan in appendix Standard II.*



## Patron Satisfaction

When indicating their level of satisfaction concerning virtual library resources, 70.93% of the participants indicated they either agree or strongly agree that resources are appropriate for their course needs. 75.58% of the participants indicated that resources are current and relevant. This data has identified certain gaps in the service design of the virtual library, and further analysis is required to assess virtual programs and services offered by the library. A strategic improvement plan was identified, to address immediate concerns regarding accessibility of information and awareness of services. The following project was identified:

- Build a Library SharePoint to centralize resources.
- Create self-service digital tools to train and assist students accessing the vast online databases available via CREDO Reference, Encyclopedia Britannica, Homeland Security Digital Library, EBSCO, and GALE Databases.
- Conduct a library campaign to promote resources available.
- Send satisfaction surveys to all patrons accessing the Library SharePoint.
- Create a MS Teams for the Library, enabling direct channels of communications between students and the librarian.



Since March 2020, the college has engaged in remote learning as a result of the COVID-19 pandemic. The administration made adjustments to ensure faculty and students had access to electronic resources and knew how to use and retrieve information from the databases. Under non-COVID circumstances, at the Queens Campus, the library is open forty-five hours a week (Monday - Thursday, 9 am - 7 pm, and Friday, 9 am – 2 pm). The library at the Manhattan Extension Center (9:30 am – 6:30 pm) and Commack are open 40 hours a week (10 am – 6 pm).

The Senior Librarian participates in the orientation of new students and is a co-creator of the program. Students are provided with brochures with information about accessing the virtual library, library code of conduct, borrowing privileges guidelines, and a welcome message. *Please see B1C - LIBI Virtual Library, B1D LIBRARY - Borrowing Privileges for Students, and B1E Library Code of Conduct Policy in appendix Standard II).*

## **Collection Development – Assessment**

The provision of an appropriate collection of library materials is central to Long Island Business Institute's ability to fulfill its educational mission. Building excellent library resources has never been an easy task, and it has been made more difficult by developments in the recent past. There has been exponential growth in publishing activity; fields of knowledge have become increasingly fragmented and specialized; and extreme annual increases in the cost of materials have limited the acquisition process. As part of the institutional strategic planning to align services for a hybrid learning model, the institution has been redirecting the library budget towards digital holdings and resources.

The library committee is conducting an assessment to identify needs based on curriculum development requirements and results from the assessments of student learning. The library committee is collaborating with the curriculum standards committee to identify areas of development and opportunities for expansion for the library digital collection. The results of this assessment will inform the library strategic planning for the cycle 2022 – 2025 in accordance with the education master plan and Integrated Planning system.

## **Summary Of Library Holdings**

The LIBI libraries have all their holdings centralized in LibrarySoft, a software designed to enhance librarian, student, and faculty efficiency. Our Reserve, Reference, General, Faculty, ESL, and Career Collections are accessible to our patrons, as well as our Periodicals and Audio-visual collections.

Each campus has a primary collection of hardcopy books that students can access and borrow according to the lending policies. There is an online catalog, and all students have access to these collections, which students can borrow at any campus. The total number of hardcopy/physical volumes is 15,820 volumes. The following are the library holdings by campus:

- QUEENS CAMPUS: approximately 9316 volumes. Volumes per program area:
  - Business: 530
  - Accounting: 150
  - Homeland Security: 200
  - Hospitality: 100
  - Office Technology with Medical Option: 201
  - ESL Certificate: 915
- NYC EXTENSION CENTER: approximately 4,004 volumes. Volumes per program area:
  - Business: 251
  - Accounting: 105
  - Hospitality: 30
  - Office Technology: 29
  - ESL Certificate: 380
- COMMACK CAMPUS: approximately 2,500 volumes in Reference, General, and Court Reporting collections.

The number of titles and/or online collections related to each program offering is approximately 200 titles for Law and Court Reporting, 150 titles for Medical/Psychology, 200 titles for English/Grammar.

The number of titles and/or online collections related to general education courses taught are approximately 420 fiction titles, approximately 250 non-fiction titles, approximately 150 audio books, approximately 40 titles on job search, and approximately 80 titles on Business/Computers.

The Queens Campus library subscribes to the following periodicals titles: 13 titles in Business, 3 in Accounting, 7 in Homeland Security Management, 3 in Hospitality, 3 in ESL Certificate, and 4 in Office Technology with Medical Option.

The NYC Extension Center library subscribes to 10 titles in Business, 2 in Accounting, and 2 in Hospitality.

The Commack Campus library currently subscribes to three periodicals related to Court Reporting (JCR, Law Journal, National Law Journal).

There is a significant number of ESL students at the Queens campus and NYC Extension Center. The libraries require an ESL collection that includes reference materials (dictionaries and reference guides) as well as audio-visual (DVDs and CDs), periodicals (newspapers and magazines) and books on grammar, reading, writing, speaking, and American short stories. A Penguin Readers Collection (that includes some audiobooks) helps students to improve their vocabulary, pronunciation, and listening skills as well as their knowledge of western classics and culture. In addition to supporting the student's learning process, ESL students visit the LIBI library and Queens Borough Public Library – Queens Branch, where they have the opportunity to learn about different services, resources, and events.

Other resources, such as anatomical models (brain, muscles, "tall Paul" torso, ear, and heart), posters (the muscular, circulatory, and skeletal systems), and a skeleton plus medical reference materials (dictionaries, atlases, and quick study guides), support the student's learning in the Office Technology with medical option program.

The Queens Campus library has a Technology Center where students have access to Excel, Word, PowerPoint, Access, QuickBooks, and Medical Manager. They can search our abundant eResources for scholarly information for their academic work. Printing service is also available at the library. NYC Extension Center library has a computer lab where students have the same type of access, printing service, and the librarian organizes library workshops. The library has increased its number of fiction titles by expanding its classic literature titles and adding more modern, popular titles. In the non-fiction section, the library has titles on Psychology, History, Economics, Business, E-commerce, Accounting, Marketing, Homeland Security, Hospitality, Elder Care, Finance, History, Art, Sociology, Law, Environment Science, Language, Health, and Technology.

The libraries have a special collection for faculty in teaching, curriculum, assessment, and education management. The libraries are organized based on the Library of Congress Classification System, and each collection is clearly labeled. All the collections are open access to the patrons. In 2019 the LIBI libraries acquired more than 600 hardcopy books and 22 audio-visuals while keeping the active 48 subscriptions to the periodicals for the Queens and Manhattan locations.

The Commack library maintains subscriptions to the Court Reporting journals and magazines that support the curriculum. Digital technology has revolutionized not just business, but the nation's economy,

and the way education has been impacted by this revolution changed the way information is processed and delivered, requiring libraries to move rapidly towards electronic resources. Students, faculty, and staff at all three locations have access to the following resources:

### **Databases:**

- **Gale**

- Business Insights: Essentials – Contains 12,278 titles
- Business Insights: Global – Contains 15, 488 titles
- Gale Academic OneFile – Contains 19,808 titles
- Gale Academic OneFile Select – Contains 5,787 titles
- Gale In Context: Opposing Viewpoints – Contains 1,751 titles
- Gale OneFile: Agriculture – Contains 629 titles
- Gale OneFile: Communications and Mass Media – Contains 687 titles
- Gale OneFile: Computer Science – Contains 1,253 titles
- Gale OneFile: Criminal Justice – Contains 793 titles
- Gale OneFile: Culinary Arts – Contains 402 titles
- Gale OneFile: Diversity Studies – Contains 315 titles
- Gale OneFile: Economics and Theory – Contains 1,787 titles
- Gale OneFile: Educator's Reference Complete – Contains 1,305 titles
- Gale OneFile: Entrepreneurship – Contains 655 titles
- Gale OneFile: Environmental Studies and Policy – Contains 983 titles
- Gale OneFile: Fine Arts – Contains 537 titles
- Gale OneFile: Gardening and Horticulture – Contains 191 titles
- Gale OneFile: Gender Studies – Contains 369 titles
- Gale OneFile: Health and Medicine – Contains 5,289 titles
- Gale OneFile: Home Improvement – Contains 265 titles
- Gale OneFile: Hospitality and Tourism – Contains 1,639 titles
- Gale OneFile: Information Science – Contains 371 titles
- Gale OneFile: Informe Académico – Contains 1,1226 titles
- Gale OneFile: Insurance and Liability – Contains 168 titles
- Gale OneFile: Military and Intelligence – Contains 838 titles
- Gale OneFile: News – Contains 3,479 titles
- Gale OneFile: Nursing and Allied Health – Contains 2,349
- Gale OneFile: Physical Therapy and Sports Medicine – Contains 106 titles
- Gale OneFile: Pop Culture Studies – Contains 234 titles

- Gale OneFile: Popular Magazines – Contains 1,824 titles
- Gale OneFile: Psychology – Contains 963 titles
- Gale OneFile: Religion and Philosophy – Contains 359 titles
- Gale OneFile: Science – Contains 851 titles
- Gale OneFile: U.S. History – Contains 122 titles
- Gale OneFile: Vocations and Careers – Contains 463 titles
- Gale OneFile: War and Terrorism – Contains 265 titles
- Gale OneFile: World History – Contains 169 titles
- **EBSCO Host Platform** – Academic Search Elite, under this platform, students, faculty, and staff have online access to:
  - ERIC – Contains more than 1.3 million records.
  - Regional Business News – Contains full text for more than 80 regional business publications.
  - Professional Development Collection – Contains nearly 520 education journals, including more than 350 peer-reviewed titles and 200 educational reports.
  - Health Source: Nursing Academic Edition – Contains nearly 550 scholarly full-text journals
  - Newspaper Source – Provides cover-to-cover full text for more than 40 (U.S.) & international newspapers. The database also contains selective full text for 389 regional (U.S.) newspapers.
  - Academic Search Elite – Provides full text for more than 2,100 journals, including more than 1,700 peer-reviewed titles. In addition to the full text, indexing and abstracts are provided for over 3,650 journals.
  - The Serials Directory – This database contains nearly 250,000 U.S. and international titles, including newspapers; data from more than 108,000 publishers worldwide, including e-mail and Internet addresses; and Library of Congress and Dewey Decimal Classifications for every entry.
  - Medline – Patrons can search citations from over 5,600 current biomedical journals
  - Business Source Elite – Provides full text for over 1,000 business publications. More than 10,100 substantial company profiles from Data monitor are also included.
  - GreenFILE – Provides indexing and abstracts for more than 1,000,000 records, as well as Open Access full text for more than 15,000 records.
  - Library, Information Science & Technology Abstracts – Indexes more than 560 core journals, nearly 50 priority journals, and nearly 125 selective journals
  - Homeland Security Digital Library (over 107,100 resources)
- **EBOOKS** – Credo Online Reference Service includes authoritative content from over 118 publishers and more than 3,500,000 full-text articles, 1,065 titles with a breakdown of eReferences by subjects as follows:
  - Business, Finance, and Economics

- Health and Medicine
- Hospitality
- Arts
- Health and Medicine
- History
- Jobs and Careers
- Conducting a search on CREDO for each program of study, the results are as follows:
  - » Business Management: 62, 447 results
  - » Accounting: 71,006 results
  - » Homeland Security: 1,905 results
  - » Hospitality: 2,791 results
  - » Office Technology: 10,598 results
  - » Health and Medicine: 32,879 results
- Britannica and Grolier Encyclopedias.
- **EBook Central** – 150,000 eBooks for all three locations. eBooks per program area:
  - Business Management: 16,806
  - Accounting: 2,500
  - Homeland Security: 3,242
  - Hospitality Industry: 20,135
  - Medicine: 10,263
  - Office Technology: 8,717
  - Homeland Security Digital Library (over 107,100 resources)
  - Britannica Encyclopedia

The Flushing Campus and the NYC Extension Center Libraries are members of METRO (Metropolitan New York Library Council). Metro has programs and services to assist libraries in meeting new challenges in key areas such as digitization, training, and technology updates, as well as operational services, including interlibrary delivery, vendor discounts, and database pricing savings.

The Flushing Campus Library is also a member of the National Business Education Association and the International Association for Counterterrorism & Security Professionals

### **Summary Of Seating Capacity And Computers For Student Use**

The Queens Campus Library has a Technology Center where students can access Excel, Word, PowerPoint, Access, QuickBooks, and Medical Manager. They can search our abundant eResources for scholarly information for their academic work. Printing service is also available at the library. The Technology Center has 9 computers, and the reading section has a seating capacity of 16. In addition, it is adjacent to the Academic Success Center with its computer lab with 10 computers and a capacity



for 30, with its facilities available for students to study, do homework, and conduct research. The Academic Success Center and the Library provide a positive environment supporting student learning. NYC Extension Center Library has 12 computers where students have the same type of access, printing service. Their librarian also organizes workshops.

### **Summary Of Access To Databases And Other Information Available Through Library Computers**

Digital technology has revolutionized not just business, but the nation's economy and the way education has been impacted by this revolution and has changed the way information is processed and delivered. The trajectory of digital technology has required libraries to move rapidly toward electronic resources. All the databases are well displayed and organized on the LIBI website under Academics/Library in the following link: <https://libi.edu/student-services/library/>

Students, faculty, and staff at all three locations have access to the following resources:

#### **Databases:**

- **Gale**
  - Business Insights: Essentials – Contains 12,278 titles
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  - Medline – Patrons can search citations from over 5,600 current biomedical journals
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    - » Health and Medicine: 32,879 results
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  - Medicine, History, Law, Literature and Language, Religion and Philosophy, Science and Technology, and Social Sciences.
  - Homeland Security Digital Library (over 107,100 resources)
  - Britannica Encyclopedia

### **Course Materials Documenting Training In Information Literacy**

The Library's Information Literacy and Instruction Program ensures, in partnership with the faculty, that LIBI students graduate information-literate and become lifelong learners. It achieves this through providing course-related and course-integrated instructional activities before the pandemic tours to public libraries and orientations to search tools. LIBI's Information Literacy and Instructional Program also provides instructional support for courses taught at the college upon the course instructor's request. The instructor briefly describes the class assignment and the session's objectives. The librarian contacts the faculty member directly to discuss the session's objectives and creates an individualized lesson plan for each session. The average library session is a minimum of one hour. The goal of the sessions is to introduce students to the library's resources and guide them through their research assignments. Librarians facilitate these sessions, customizing each lesson with sources useful for their

specific assignment. During the library session, students are provided the opportunity for hands-on practice and use the electronic resources with the librarian's assistance. As noted above, the college has converted the one-credit Information Literacy course that covered introduction to topics such as how to determine needed information, how to find and access such information, and how to evaluate and organize it. It also explored the legal and ethical aspects of using information sources. All of those topics and course objectives have been preserved in the new 3-credit course. A syllabus for the First-Year Seminar (FYS100) was designed and approved by the Curriculum Committee in 2019 and implemented for the first time in November 2019.

### **Commack Campus Library**

#### **Statement Of Library Hours For Student Use**

On the Commack Campus, the physical Library is open during the week when classes are in session. Students are encouraged to use the library and browse the stack independently. The library hours are posted on the door of the library, but normal hours of operation are Monday through Thursday, 10 am - 6 pm.

#### **Statement Of Collection Development Plan And Underlying Budgeting**

The Director, along with the Senior Librarian, is responsible for developing the collection under the institution's budget guidelines. The National Court Reporting Association approves LIBI's Court Reporting program (NCRA). The NCRA publishes standards regarding materials that should be available for student use. The list of reference materials includes Almanacs, anatomy references, atlases, diverse religious references, books of quotations, technical dictionaries, city directories, prescription and non-prescription reference books, English dictionaries, grammar reference books, legal dictionaries, books on local and federal court rules, medical dictionaries, national daily newspapers, slang dictionary, thesaurus, state procedure manuals, and practice dictation tapes. The Director and Senior librarian utilize the recommendations from NCRA and further expand the holdings based on the recommendations of the faculty. Non-NCRA expansion comes from suggestions from faculty and the librarian's research of available materials.

The annual budget for library acquisitions and activities is one percent of annual institutional revenue. This allocation does not include salaries of library personnel. The budget spent on library acquisitions in Commack is roughly one percent of the revenues of the Branch campus.

Library spending in 2020 was half of one percent of Commack's revenue due to the physical closure of the campus due to COVID-19.

#### **User Studies, Statistics Or Other Qualitative Or Quantitative Measures That Assess The Effectiveness Of Resources And Instruction**

Students and faculty participate in a survey using Survey Monkey to give input on their satisfaction with the library and the services.

## Summary Of Library Holdings And Resources By Major Program Area. List Of Acquisitions In The Past Year By Program Area

The Commack Campus houses only one main educational program, and that is Court Reporting. The key elements in this program are having an excellent command of the English Language and an understanding of legal terms and rules; therefore, Commack's library collection places a heavy emphasis on law reference material (dictionaries, reference guides, legal procedures and rules and history of United States Law) and English grammar reference materials (dictionaries, spellers, punctuation guides, etc.) to support the curriculum and what is taught in class. As individual practice is an integral part of the student learning process in this program, the library supports these individual efforts by acquiring a wide variety of dictation material electronically, on CD and DVD, from the NCRA and other notable court reporting resources. The library also purchases popular audiobooks for students to practice transcription.

Court Reporting students benefit from having an extensive vocabulary. The faculty encourages the students to read as much as possible so that they are exposed to new words. In response to this feedback, the library has increased its number of fiction titles by expanding its classic literature titles and adding more modern, popular titles. In the non-fiction section, the library contains titles on Business, History, Law, and Health. The audiobooks are still a favorite among the students as they enjoy listening to a good story at the same time, they are fine-tuning their listening skills, increasing their word retention and comprehension. The choice to purchase titles in this format came from faculty recommendations, the librarian's observations of the expansion of this medium in the marketplace, and the students' interest in borrowing titles from this category.

- Total number of physical volumes: There are approximately 2500 book titles in the Commack Library.
- Total number of online collections available: There are eight online databases.
- Number of titles and/or online collections related to each program offering: There are approximately 200 titles for Law and Court Reporting, 150 for Medical/Psychology, and 200 for English/Grammar.
- Number of titles and/or online collections related to general education courses taught: There are approximately 500 fiction titles; approximately 250 non-fiction titles; approximately 150 audiobooks; approximately 40 titles on the job search; and approximately 80 titles on Business/ Computers.
- Number of program-related periodicals to which the institution currently subscribes: There are three periodicals related to Court Reporting to which the library subscribes (JCR, Law Journal, National Law Journal)
- Number of other periodicals available: The Commack Library subscribes to four other magazines/journals, and three newspapers.

Faculty place new materials on reserve in the library. The reserve collection rotates based on the course schedule. Speed-building instructors often request dictation materials to be put on reserve for the semester. Dictation materials from the NCRA that are on CD are on reserve for the high-speed court reporting classes.

Most highly requested items are:

- RPR Exam practice test from 2000 and 2001
- CRR/CBC/CCP Exam Realtime
- NCRA Speed Building Series – 160/240 Testimony
- NCRA Speed Building Series – 225/240 Testimony
- NCRA Merit Series – Testimony 260 CT 221
- NCRA Merit Series – Testimony 260 CT 222
- NCRA Merit Series – Testimony 260 CT 223
- NCRA Merit Series – Testimony 280 CT 224

### **Resumes Of Full-And Part-Time Professional Staff. Summary Of Staffing During Hours Of Operation**

Until COVID-19 forced everyone to teach remotely, Commack had one full-time librarian with the appropriate degree in library science. It is uncertain whether the librarian will return once operations resume in person. The line for this position will remain and either be filled by the incumbent, or a new person will be hired. The Senior librarian is overseeing the remote logistics of the Commack library.

### **Summary Of Seating Capacity And Computers For Student Use**

The library is on the same floor as the classrooms. The 25-foot by 25-foot office space houses twelve bookcases containing print resources and audiobooks, newspapers, and trade journals and magazines. There is a television, a media player, and a computer available to the students to be used for dictation practice.

There are two workstations in the library available for the student's use. One workstation has a computer with internet access for the student's use.

### **ANALYSIS AND EVALUATION**

The institution meets the Standard. LIBI supports student learning by providing library and learning support services to students and personnel responsible for learning and support. The services are sufficient in quantity, currency, depth, and variety to support educational programs regardless of location or means of delivery.

The institution conducts periodic assessments to evaluate effectiveness of services and programs offered by the library. A library committee works in collaboration with the Senior Librarian in the strategic planning of the unit based on assessment results. The unit has identified different methods to assess its programs and services and collaborates with other participative governance committees to provide direct support to instructional activities and student learning.

## **2. Relying on appropriate expertise of faculty including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission.**

### **EVIDENCE OF MEETING THE STANDARD**

The Library Director at the Queens campus is Adriana Argüelles. She also oversees the NYC Extension library. Ms. Arguelles brings more than 20 years of library experience to Long Island Business Institute. She has worked in academic libraries as Library Director, managing personnel, planning the budget, arranging faculty and student workshops and outreach programs, and organizing cultural events. She holds a B.A. in Library Science from LaSalle University and a master's degree in Library Science from Long Island University. She has been with LIBI since April 2004. She assists all the faculty and students in using information resources available at the library. Work-study students are hired only to assist the librarian but are never left unsupervised in the library.

As stated previously, the library committee works in collaboration with the Senior Librarian in conducting assessment and drafting strategic planning. The library committee is responsible for the development of the information literacy plan, assessment of library services and programs, and for making recommendations to be considered for institutional budgetary processes. *Please see D2-C Participatory Governance Structure appendix Standard II.*

The Senior Librarian also works with the Academic Standards Committee in the assessment of student learning, development of curriculum, and promotion of information literacy activities. The librarian participates in meetings hosted by the curriculum standards committee and is the assigned administrator for consultation regarding instructional resources needed for curriculum updates. *Please see appendix 1.12 Curriculum Changes in appendix Standard I.*

### **ANALYSIS AND EVALUATION**

The library committee and Library staff participate in the assessment and development of curriculum. A formal procedure has been established for non-substantive curriculum changes and development of new curriculum, that requires the curriculum standards committee to consult with the library regarding library resources needed in support of the academic program and the changes. The librarian engages in academic assessment activities to gauge data and important information for the development of library services and programs.

Results from student learning assessments inform the design of library programs and services and provide background information for the development of acquisition programs and library expansion. Students and programs needs are considered for new acquisition plans, and a systematic assessment process facilitates the collection and analysis of pertinent data. Based on this analysis and evaluation, the institution meets this standard.



**3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

### **EVIDENCE OF MEETING THE STANDARD**

As stated previously, to assess the effectiveness of library resources the library committee conducts periodic satisfaction surveys, reviews platforms usage reports, conducts assessment of student learning activities, evaluates extracurricular activities related to information literacy, and evaluates its vast and diversified sources of information (library databases, digital resources, academic technology, periodicals, bookshelves, and other resources).

The library committee conducts assessments to identify needs based on curriculum development requirements and results from the assessments of student learning. Course-by-course evaluations are completed based on academic assessment schedules and curriculum maps. The library committee collaborates with the curriculum standards committee to identify areas of development and expansion opportunities for library collections.

The results from student learning assessments inform the library acquisition plan and form the basis for strategic planning and improvements. Program reviews discuss the effectiveness of library services in support of the program. An academic program review template has been developed to guide this process and consider academic and learning services that support student learning. *Please see B3-Academic Program Review Template in appendix Standard II-.*

### **ANALYSIS AND EVALUATION**

LIBI has established formal procedures and policies to guide evaluation methods of library resources and other learning support services. These evaluation methods assess platforms and services usage, users' satisfaction, and conduct correlation analysis to better understand how to serve the students. Based on this analysis and evaluation, the institution meets this standard.

**4. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institutions intended purposes, are easily accessible, and utilized. The institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness (ER17)**

## **EVIDENCE OF MEETING THE STANDARD**

The Queens Campus and the NYC Extension Center Libraries are members of METRO (Metropolitan New York Library Council). Metro has programs and services to assist libraries in meeting new challenges in key areas such as digitization, training, and technology updates, as well as operational services, including interlibrary delivery, vendor discounts, and database pricing saves. The Queens Campus Library is also a member of the National Business Education Association and the International Association for Counterterrorism & Security Professionals.

Formal agreements have been established with external sources such as EBSCO and CREDO. These agreements outline a payment schedule for services provided, expanding the library virtual resources. These agreements are renewed at the end of each cycle.

## **ANALYSIS AND EVALUATION**

The institution does not engage significantly with external sources to provide or expand resources. The institution has formal contractual agreements with online databases that assure business continuity and support. Based on this analysis and evaluation, the institution meets this standard.

## **CONCLUSIONS ON STANDARD II - B: LIBRARY AND LEARNING SUPPORT SERVICES**

LIBI meets this standard satisfactorily. LIBI supports student learning activities by providing library and instructional support services to students and personnel responsible for learning and support. LIBI conducts periodic and systematic assessments to evaluate effectiveness of services and programs offered by the library, and to measure the impact these services and programs have in student learning outcomes. A library committee works in collaboration with the Senior Librarian in the strategic planning of the unit based on assessment results. The unit has identified different methods to assess its programs and services and collaborates with other participative governance committees to provide direct support to instructional activities, student learning, and curriculum development.

Furthermore, the services are sufficient in quantity, currency, depth, and variety to support educational programs regardless of location or means of delivery. The library features a virtual library with access to multiple databases and other virtual resources. Each campus features a library with vast resources, and the Flushing Campus and NYC Extension libraries include computer labs to facilitate access to virtual resources directly from the library and for students to access other technological assets such as computer applications needed to complete assignments and research.

## IMPROVEMENT PLAN(S)

*[Insert response if applicable.]*

## EVIDENCE LIST

- Standard II-B1A Library Survey 2021-2022
- Standard II-B1B LIBRARY - Information Literacy Plan
- Standard II-B1C - LIBI Virtual Library
- Standard II-B1D LIBRARY - Borrowing Privileges for Students
- Standard II-B1E Library Code of Conduct Policy
- Standard III-D2-C Participatory Governance Structure
- 1.12 Curriculum Changes in appendix Standard I

## C. STUDENT SUPPORT SERVICES

*[Note: Suggested length for Standard II.C is 10 pages.]*

**1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)**

## EVIDENCE OF MEETING THE STANDARD

LIBI recognizes the importance of ensuring that all admitted students have the interest in the programs the college offers and have goals and abilities congruent to the mission of the college. As a commuter career college offering only year-round cohort programs, it becomes necessary not only to ensure a proper match between the college and the student, but also to provide appropriate support services necessary for students to succeed in this challenging and fast-paced environment. The college aims to provide the necessary services and academic support in and outside of the classroom with the goal of retaining students and enriching the student experience while at LIBI. LIBI strives to provide individualized and responsive academic advising, tutoring, and career counseling services.

All LIBI locations have appropriate and individually tailored support services that are in close keeping with the college mission. Both the Main Campus and the Extension Center have very active and supportive academic advising departments that work closely with the provost to ensure individual and group tutoring sessions in the Academic Success Center are available and staffed by faculty who

are subject area experts. Identical services are provided at these two locations. The Commack Branch Campus functions on a different model due to the nature of the Court Reporting program. Since the Branch Campus offers only one program and all instructors teaching at that location are court reporters, the faculty provide academic advising and mentorship to students enrolled at that campus. Because Court Reporting is a unique program requiring extensive practice and technique development, academic assistance and support is best provided by practitioners, not professional academic advising staff trained in counseling. LIBI's student support model provides the necessary assistance in the most effective and appropriate way to enable student success across the different academic programs.

Through survey data results several years ago LIBI was able to see the importance of hiring at least one fully bilingual Spanish and Mandarin advisor. Student feedback was clear that those who are enrolled in remedial English prefer to speak to someone who is fully bilingual and who has a strong understanding of the students' native home culture. Students explained that it is much easier and less awkward to discuss family issues with someone who can culturally identify with what the student is saying. Since this time, LIBI has ensured that it hires at least one person in the two dominant language groups who is linguistically and culturally seen as "trusted support". Pre-pandemic students had the option of going to their assigned academic advisor (who may or may not also speak the student's first language) or to one of the fully-bilingual advisors.

Since March 2020, all academic advising has been conducted electronically and over the phone. The advising department has been temporarily reorganized to ensure that bilingual advisors are automatically assigned to students by language group. Since roughly 75% of the Main Campus is comprised of students who identify as Asian, the decision was made to assign a Mandarin speaking advisor to the students who are enrolled in English remediation courses. A Spanish speaking advisor was designated to Spanish speaking students enrolled in English remediation courses. Two other advisors were assigned to students without regard for language preference. It quickly became apparent that students facing unprecedented challenges due to the pandemic were **much** more likely to reach out to someone they could communicate with in a language they were comfortable speaking. Part of engagement with students "where they are" necessitated that advisors accept that there are cultural reasons why students may be embarrassed to discuss personal problems, like job loss or food insecurity, with people they see as "outsiders" who may not understand. Introducing the ability for students to speak in their native language to an advisor yielded better than expected results. Using language strategically, as a tool to help gain information needed to help students, or just to make the process of advising easier or more meaningful proved to be an important change.

Consistent with LIBI's mission of serving and empowering a diverse population of students, the advising department responded to the needs of the students and provided support necessary to get students to where they needed to be -in virtual classrooms, in front of caring teachers training them for the post-pandemic economy.

Once in-person operations resume, all departments will take into consideration the changes that were made to respond to the pandemic and assess whether some of the "band-aid" solutions incorporated into LIBI's emergency response, may be worth adapting permanently.

As demonstrated in the example above, LIBI regularly formally and informally evaluates its operations and student support services to ensure that the needs of the students are met in the way that is most beneficial to this important constituent group.

Effectiveness of student support services such as academic advising, tutoring, and career placement are evaluated formally and in the context of specific academic programs through the program review process. Contextualizing the effectiveness of support services by academic program is an important element of tackling equity and performance gaps across the institution. The observations and recommendations regarding support services that result from program reviews are discussed and handled through the participative governance structures and with the individual departments. Once recommendations are accepted, a plan is established and the changes are tracked for effectiveness. *Please refer to 1.9 Academic Program Review in appendix Standard I.*

LIBI relies on annual assessment data collected by the Institutional Assessment Committee (IAC) to provide ongoing data on various aspects of performance for student support areas. Additionally, individual departmental assessment efforts link department goals to institutional goals and ensure that every department is working to align their efforts with the college mission.

LIBI has been offering online tutoring, online advising, and career services assistance since the start of the pandemic. Although the mode of delivery has changed, the goals of these services have remained the same. Like all higher education, the college pivoted to full online delivery of all instruction and services. All employees were trained on how to use Teams to communicate with students. Departments such as advising were put on LIBI's customer relationship management (CRM) system which uses technology for managing interactions with students. Until March of 2020 the only department using CRM was admissions, in order to help advising staff better track their interactions with their caseloads the board encouraged implementation of CRM in departments that need to keep rigorous follow-up data. CRM allows advising to manage day-to-day student interactions, to keep track of follow-up meetings and prioritizing actions in their caseloads. *Please refer to 2.35 CRM in appendix Standard II.*

The IT department created an FAQ center with a library of resources that students can access when they have questions about their ebooks, or Canvas and Teams. Additionally, orientation links are sent to students who may have missed the in-person session or who may need to review the items covered in the live session. A help desk where students can speak to an IT representative who can help troubleshoot problems and track student issues for further follow-up, is available during regular business hours. Students can also send emails to the helpdesk and receive assistance that way.

## **ANALYSIS AND EVALUATION**

LIBI takes great care to understand the needs of the students, both academically and holistically. Assessment efforts help the college better deploy resources to areas of need expressed by the students. With appropriate modifications, all student support services offered on campus are available to students online. Student services areas are assessed regularly to ensure alignment with LIBI's mission and vision. The college addresses any areas of inequity between student groups in student support areas. LIBI feels that the college meets this standard and is able to demonstrate that student support service areas effectively support student learning and contribute positively to the fulfillment of institutional goals and the college mission.

**2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.**

**EVIDENCE OF MEETING THE STANDARD**

Embedded within program reviews is an assessment of how well student support areas are addressing the needs of students enrolled in each program. Results are discussed through participative governance processes. Once there is agreement on how to address findings, changes are initiated and tracked for progress.

Retention, third-week welcomes, follow-up on first-graded assignments, course completions based on usage of the tutoring center, effectiveness of tutoring center, mid-term referrals, and student satisfaction surveys are all analyzed and are part of the comprehensive system in place to determine if LIBI is providing appropriate student support services to achieve its stated goals.

Early alerts have been a cornerstone of LIBI's intervention system for a decade prior to the pandemic. Faculty would fill out forms for students who were struggling in their courses and send those forms to the advising department for follow-up and intervention. These early alerts were timed to coincide with midterms to allow students to seek tutoring assistance. Pre-pandemic, early alerts were very much a "paper based" system and did not translate well into the rush of getting everyone online as the lockdowns started. Once the college realized that the lockdowns were going to last past the summer of 2020, LIBI started to experiment with various approaches to early alerts in a remote setting. Reluctant to put too much identifiable student information for transmission across email, the college considered various alternative ideas. In the Fall 2022 semester, the Faculty Governance Council (FGC) approved an early alert system that was deployed for use in the November semester start. *Please refer to 2.33 Early Referral in appendix Standard II.*

First-graded assignment is used as a predictor of course success. LIBI has been utilizing this as an assessment measure for several years. Instructors generate the names of those who failed so that advising can reach out to the students and discuss the situation and offer tutoring, if appropriate. This first-step, or first red-flag, allows the college to tailor intervention to the students' needs. *Please refer to 2.29 First Graded Assignment Data in appendix Standard II.*

The college asks students to fill out surveys about their tutoring experiences and uses data to inform scheduling and other improvements within the tutoring center. *Please refer to 2.28 TUTORING SURVEY in appendix Standard II.*

LIBI disaggregates data and focuses on the needs of the different student populations. Surveys ask detailed information to determine what challenges are most prominent for LIBI's different student groups. This information is used to create support systems more appropriate to the unique needs of student subgroups.

## ANALYSIS AND EVALUATION

LIBI identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes.

A strong, responsive and supportive work relationship between the faculty and advising staff is a critical component of being able to intervene quickly when students begin to struggle. Early intervention, monitoring failures in the first graded assignment in each class, and having tutoring available for students at convenient times, are all important elements of a strong and proactive, rather than reactive, student support system. Disaggregating assessment data allows LIBI to deliver, and improve or alter as necessary, student support services so that they better address the specific needs of each subgroup of students. LIBI uses annual data provided by the Institutional Assessment Committee (IAC) to quickly address any emerging service gaps with an eye to increasing responsiveness and effectiveness of each service area.

### **3. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method. (ER 15)**

#### EVIDENCE OF MEETING THE STANDARD

LIBI assures equitable access to appropriate and reliable services to all its students regardless of service location or delivery method.

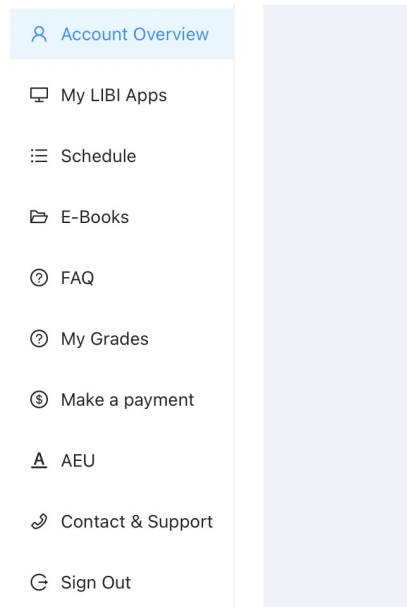
Beginning with having access to admissions and financial aid staff who are bilingual and able to assist students and their families, LIBI tries to ensure that all students feel comfortable asking questions and are paired with competent and caring individuals who can help them better understand the enrollment process, which can be overwhelming for those who are new to the system in the United States. New student orientation is offered in English, Mandarin, and Spanish, to ensure that students receive the information they need to succeed in the language that is most comfortable for them. Students can attend the orientations in real-time so that they can ask questions, or access orientation recordings any time thereafter.

All student services have been moved to remote delivery. Students meet their assigned academic advisors during the third-week welcomes, which now take place over the phone. Students who are admitted under the ability-to-benefit pathway program also meet with career services staff electronically. Tutoring is done through Teams and students and teachers meet mostly one-on-one. Some students request group tutoring sessions and are accommodated by the Academic Success Coordinator.

“Everything a Student Should Know” feature on LIBI’s website centralizes all information, both regulatory and related to students’ well-being. The safety committee manages the links provided to students in the three main languages spoken by our students.

Students can access the student portal through the college website and easily gain access to a collection of resources and FAQs helpful to navigating their academic lives.





LIBI has ensured that the student services provided remotely compare favorably to the in-person services. An extensive survey was conducted by the Institutional Assessment Committee (IAC) for the 2021-2022 Institutional Effectiveness Plan (IEP) to determine how students felt about their online interactions with faculty and staff. The results of this survey were extensively analyzed and shared with the community through the publication of the annual IEP. *Please refer to 2.30 IEP Survey in appendix Standard II.*

## ANALYSIS AND EVALUATION

LIBI provides appropriate support services to the student body it serves. The college is responsive to feedback from students and adjusts support as needed to better serve the student subgroups. Students have access to services regardless of mode of educational delivery. In addition, students have access to comprehensive information devoted to helping them navigate their lives at LIBI.

**4. Co-curricular programs and athletics programs are suited to the institution’s mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.**

## EVIDENCE OF MEETING THE STANDARD

LIBI ensures that students’ education is enriched by experiential learning and co-curricular activities that resonate with the student body the college serves.

LIBI is a “commuter college” without any athletic programs. The average age of a LIBI student is nearly 35. LIBI students have family and work obligations and not much time to spare. Pre-pandemic the college organized activities that were culturally and socially oriented and, in keeping with LIBI’s articulated values, provided students with opportunities to give back to their communities.

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

Through the career service office students have opportunities to engage in service learning and to volunteer their time for various social causes. An important co-curricular activity that has been popular with students since its inception in 2015, is the IRS's Volunteer Income Tax Assistance (VITA) program. Accounting and Business faculty oversee the VITA program at LIBI. Starting in January students go through training with an IRS representative and become IRS certified to provide free tax help for low-to-moderate income families who need assistance preparing their tax returns. Although this program is open to all LIBI students who wish to become volunteers, students from the accounting and business programs make up most of the volunteer cadre. Faculty take responsibility for both sites (both the main campus and the extension center provide tax preparation services), and the students prepare the taxes for submission. This program encapsulated the types of activities that LIBI’s students are excited about, even with their busy schedules. This program links important LIBI values and allows the students to give back to their own communities while also honing their customer service and communication skills.

Another similar experiential learning initiative that students participate in, and make time for, are the student-run stores. The business and accounting faculty volunteer their time to advise the student store club members on how to keep inventory, do the bookkeeping, and how to select products for sale. The students manage the stores (both the main campus and the extension center have one) and gain invaluable hands-on experience running a small business.

Students do not earn academic credit for any experiential learning activities, but they are eager to engage in these activities because they can gain experience that can be used to enhance their resumes.

Aside from experiential learning activities, LIBI offers students ways to engage with social causes. Faculty and staff serve as advisors to student clubs that organize “walks for cause” under the banner of “LIBI Cares”. Students have done annual breast cancer walks in Central Park, the Out of the Darkness Walks in New York City sponsored by the American Foundation for Suicide Prevention, as well as Diabetes walks and fundraisers for pancreatic cancer, to name a few. An excellent pre-pandemic example of LIBI’s activities that supplement academic learning are captured in LIBI’s Newsletter called “LIBI Works”. *Please refer to 2.22 LIBI Works in appendix Standard II. Please refer to 2.23 LIBI Cares Logo in appendix Standard II.*

Through assessment of the effectiveness of activities offered, the college realized that students were less likely to participate in activities that did not allow for the inclusion of their families. With this in mind, the college partnered with the Multicultural Club and started helping the club finance trips to landmarks around New York and outside of the state. The club planned and sponsored trips to Wash-

ington, DC – an especially exciting and important destination for the new American citizens at LIBI. The club was able to secure tours of the Capital, and once, even a tour of the White House gardens. There were also trips to Mount Vernon, the home of George Washington, which drew many students and their children. The club also sponsored trips to Lancaster, Pennsylvania to visit the Amish. Involving faculty and courses as much as possible, the trips were a hugely popular cultural dimension of the LIBI educational experience. The trips were so popular that LIBI’s board pledged to subsidize 50% of every students’ ticket to ensure that students who were least likely to afford the extra expense were still able to go. The college provided trip insurance and the students were able to bring their families. Local trips involved going to the philharmonic, museums, and “behind-the-scenes” tours of NYC landmarks such as the Met Opera and many others. There were also frequent visits, spearheaded by faculty and the senior librarian, to the New York Public Library’s flagship location, the Stephen A. Schwarzman Building. The library is located only two city blocks away from the extension center and is one of the New York Public Library’s “premier research centers, renowned for its extraordinary historical collections and its commitment to providing free and equal access to its resources”.

The Arts Club sponsors annual art shows and opens the campus to family and friends of students. The exhibit has an official opening night and remains open for the students to enjoy for a month thereafter. Some works of art remain on the walls until the following year’s art show, depending on the artist’s preference. All work exhibited is that of the students, faculty, and staff. This is also a hugely well received extra-curricular event that takes months of preparation and hard work of the members of the club. The teamwork and coordination required to execute these events is an excellent way for students to reinforce skills such as teamwork and critical thinking that they are expected to demonstrate in the classrooms.

All out of class programming and activities are conducted with sound educational policy and standards of integrity. Activities and programming are diverse in nature and aim to bring all student groups together for causes that affect all communities. The experiential learning gives adult learners opportunities to acclimate their new skills to work environments still under the familiar supervision of their faculty.

## **ANALYSIS AND EVALUATION**

LIBI offers co-curricular activities that align well with its mission and contribute to the social and cultural dimensions of the educational experience of its students. Outside of the classrooms, the college provides opportunities to its students that complement the curriculum and are sensitive to the many additional life responsibilities that nearly all LIBI’s students have. The college tries to be deliberate and thoughtful about the range of options for student involvement, ensuring that there are opportunities for everyone to participate, if they wish to. The college has financial oversight of activities in keeping with applicable laws.

**5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.**

### **EVIDENCE OF MEETING THE STANDARD**

From the third week welcome meetings onward, LIBI’s academic advising staff strives to create vital personal connections between the student and the college that is at the core of student retention and student success. Academic advising, along with new student orientation and academic support, especially tutoring, are the most effective strategies for improving student achievement. The academic advisors work with students to ensure that they have a thorough understanding of goal setting. The advising team familiarizes students with campus resources and support services, encourages students to seek help and to interact with their faculty outside of the classroom. As noted in LIBI’s Institutional Effectiveness Plan (IEP), another important role the advising team plays is that of empowering students to advocate for themselves when dealing with other departments at the college. Advisors, in addition to the typical responsibilities of their counterparts at other institutions, must also serve as “cultural guides” helping students understand appropriate ways to advocate for themselves in an American educational system. Almost all LIBI’s students at the Main Campus and the Extension Center are first-generation college students; however, vast numbers of them are also migrants. LIBI’s advisors handle all the typical problems that arise among first-generation college students, and they also must help students from very different educational systems understand how to properly navigate a new system.

Academic advising directly supports the academic programs by engaging students in further exploration of their majors to ensure that students have, indeed, selected the correct program of study and that the students’ expectations are aligned with the program objectives. In LIBI’s experience, effective advising that includes academic and career planning positively correlates to improved retention and student satisfaction with the college.

LIBI Students, irrespective of where they take their classes, require strong attention and guidance. Commack students need strong guidance and technical assistance from their faculty and their campus director, who is a seasoned court reporter, as they acquire proper techniques and develop their dictionaries. Although students in Commack may not need the type of assistance and intervention that the rest of the students require, the help they need is better classified as professional mentorship – and that is exactly what the director and faculty at this campus provide for the students. Flushing students need frequent one-on-one interaction to better acclimate to the American higher education system as well as to develop confidence and to build self-advocacy skills.

The LIBI NYC students need strong involvement from advising because they lack preparation for the demands of higher education. The advising teams at both locations use the intrusive advising model renamed Proactive Advising as defined by the work of Robert Glennen. Proactive advising is a form of developmental advising with the added component of advisors proactively reaching out to students. The proactive advising model mandates contact with advisors for all students; this is particularly beneficial to those who may otherwise not reach out themselves due to a lack of educational-planning skills. It incorporates intervention based on the advisor-identified “at-risk” factors. These “at-risk”

factors include: prior negative educational experiences (past academic failure, lack of adequate academic preparation, historically low expectations); individual cognitive, psychological, or health risk factors that contribute to academic failure (including learning disabilities that must be referred to the Accessibility Coordinator to ensure proper support for the student, chronic illnesses or diagnosed psychological problems that may contribute to irregular attendance or prolonged periods of absence); familial and peer group risk factors (including turbulent family situations or unstable living conditions, unreliable childcare arrangements, lack of family support for their educational aspirations); lack of financial planning to permit full time attendance; and other social risk factors such as conflicting ethnic or cultural values, or stressful and volatile intimate partner relationships.

Academic advisors undergo technical training as well as training in LIBI's preferred advising model. Advising staff is supervised by a director with extensive experience and academic training in counseling. The advising department works closely with faculty to ensure that important information is shared for the benefit of early intervention. The key importance in these interactions is that unobstructed communication and responsible follow-through allow for early intervention, which is critically important to LIBI's student demographic. The college has recently revamped its early alert system to better address remote teaching and learning.

To eliminate the need for students to go through the college website, students have access to the catalog and the student handbook through canvas. Students are also able to book tutoring appointments through canvas as well as through the student portal link located on LIBI's website. The goals of advising with respect to the students are explained in the student handbook. *Please refer to 2.24 Student Handbook Student Support Services in appendix Standard II.*

## ANALYSIS AND EVALUATION

LIBI provides extensive advising support for students, beginning with orientation that is conducted in the three dominant languages that students speak. Orientation takes place online and can be reviewed as many times as necessary by students by utilizing the link provided by advising. Upon being issued their first LIBI schedule, students are assigned to an academic advisor. Third week welcome meetings are one-on-one opportunities for advising to ensure students understand the requirements of the program they selected, how to obtain tutoring help, and to understand what is necessary for them to graduate. Since the pandemic, advising has been conducted remotely. Regardless of the delivery mode, advising staff connect with students in their caseload and students are able to reach their advisors by phone, Teams, and email.

**6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)**

## EVIDENCE OF MEETING THE STANDARD

Since March 22, 2020, during the COVID-19 pandemic, all admissions functions have been handled remotely. As with any crisis situation, LIBI and its staff had to adapt and explore new ways of ap-

proaching the challenges caused by this international turmoil. LIBI has always prided itself on its ability to stay nimble as an institution; however, no amount of knowing how to adjust and be flexible could prepare a brick-and-mortar college for the challenges that are now, as the saying goes, happily in the rearview mirror.

All applicants must visit the Office of Admissions to meet with an admissions representative for an interview. To complete the enrollment process, the applicant must also complete an application, take any required admissions or placement tests, and see a financial aid specialist to determine ability to meet tuition and other obligations. Falsification of information on admissions applications or failure to disclose information may be grounds for later disciplinary action or expulsion. As LIBI offers Court Reporting and Homeland Security majors, prior felony convictions may disqualify students/graduates from employment in some jobs in these fields. It is the responsibility of the applicant to inform the Admissions Representative prior to completion of the enrollment process of any issues that may disqualify the applicant from working in his/her chosen field of study. As a career college, LIBI is careful not to run afoul of the New York City Fair Chance Act (“FCA”) – New York City’s “ban-the-box” law while simultaneously not curtailing opportunities for applicants protected by this law, while also being cognizant of the negative press and condemnation for-profit schools have received for admitting students into programs in which they are unable to find employment because of criminal backgrounds. LIBI is in a difficult position trying to straddle responsibility to taxpayers who fund most of the students’ tuitions while not curtailing opportunities for students – as the mission of the college is to serve those who have been underserved and who don’t have many other educational choices. The college tries to give students opportunities to pursue a degree in a field where they wish to find employment, while also being cognizant of not frivolously wasting the students’ eligibility for government aid should their past mistakes prevent them from securing gainful employment in that field.

To address this conundrum, LIBI has a disclaimer for students applying to the aforementioned programs. If applicants have concerns brought on by the disclaimer, the admissions department refers them to discuss their specific situation with the faculty practitioners working in these fields and teaching at LIBI. If the faculty believe that the applicant’s background is going to be a detriment to securing gainful employment in the field, the situation is discussed with the applicant. LIBI’s priority is to ensure that applicants are educated consumers and have all available information to determine whether LIBI is the appropriate choice for their needs.

All admissions requirements are uniformly applied to all students as published in the College Catalog.

LIBI predominantly serves low-income, first-generation college students, and students of color; the college creates an environment of unique collective inclusivity for these groups. This includes providing extensive financial counseling and academic guidance as students contemplate their enrollment at the college. Diversity has always been the bedrock of LIBI. Graduates leave the college with enhanced cultural competencies and the ability to work in diverse groups – skills increasingly critical to success in the modern workplace. Since LIBI’s “typical” students enter the college with the expectation of completing their program of study in two years, students must have relatively clearly defined goals aligned with specific occupational objectives as early on in their tenure at LIBI as possible. LIBI’s curriculum is optimized for swift completion in a year-round cohort model, and changes in major can result in delays in graduation. The college recognizes the importance of ensuring that students receive clear guidance with respect to each program before enrolling, the requirements for completion, and



post-graduation job prospects. Extensive care is taken to ensure the admissions staff and academic advisors are trained and have a clear understanding of each program offered at LIBI.

LIBI's advising department meets with students during their third week of attendance (third week welcome meetings). The college ensures that advising reiterates to all new students the degree requirements students must complete in order to graduate. The college has written articulation agreements that clearly outline for the students their transfer options. Both the advising staff and the career services staff are trained to discuss articulation agreements and to provide students with copies of the roadmaps for each college they are interested in transferring to. LIBI does not make any claims, outside of the written articulation agreements, about the number of credits that will transfer to other, non-partner colleges. *Please refer to 1.3 Articulation Agreements in appendix Standard I and 2.9 Admission Requirements and 2.25 Graduation Requirements Catalog in appendix Standard II.*

## **ANALYSIS AND EVALUATION**

LIBI demonstrates that the institution defines and advises students on clear pathways to completing their degrees and certificates, and on transfer goals. The college has a three-tier system to ensure that students understand their degree requirements, what it takes to graduate, and how to transfer their credits. Students receive this information from the admissions office, they attend new student orientation that goes over these items, and then students meet one-on-one with their assigned academic advisor who ensures that each student in their caseload is aware of program requirements, graduation requirements, and their transfer options after completing their chosen program.

### **7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.**

## **EVIDENCE OF MEETING THE STANDARD**

LIBI regularly reviews the criteria and cut-off scores for admissions placement examinations that measure knowledge, language and math skills to determine, based on longitudinal data, the probability of the applicant's success in the program, selected at a level commensurate with LIBI's expectations. LIBI's admissions requirements are monitored in the annual institutional effectiveness plan to ensure that the criteria for admission are congruent with, and correlate positively to, the applicant's ability to meet the learning outcomes established for successful completion of each program. The admissions placement criteria are published in the college catalog. The catalog is located on the institutional website. *Please refer to 2.26 College Catalog Admissions Policy in appendix Standard II.*

The faculty and the provost are responsible for admissions placement criteria. The provost and the faculty consider many factors, including graduation rates of students who are placed at various ESL levels, job placement data for students admitted at various levels, and other criteria the faculty and the provost feel is relevant to make unbiased determinations. LIBI adheres to the published criteria, amending only through published addendums if changes in the criteria occur between catalog publication dates.



## ANALYSIS AND EVALUATION

LIBI utilizes historical data on success rates for students by placement test score to determine whether admissions cutoff scores should be adjusted. The provost and the faculty discuss the data and determine whether admissions criteria should be adjusted. The provost and the director of operations and institutional effectiveness also compile and analyze student success data for Ability-to-Benefit (ATB) students. The data is shared with the faculty to determine if admissions criteria for this subgroup of students is set at the appropriate level.

LIBI relies on data to analyze the effectiveness of placement instruments to minimize any biases. Program reviews also consider whether admissions criteria are appropriate to the specific program within the context of how well students at various placement levels achieve the stated student learning outcomes.

**8. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.**

## EVIDENCE OF MEETING THE STANDARD

LIBI's databases are cloud based. The Student Information System (Anthology Student) features modern functionality and empowering features that lead to better learning outcomes. This system facilitates the creation of new student portals, system automations, and improved assessment and analytics capabilities. LIBI's Student Information System (Anthology Student), provides a secure connection using Citrix Application and Hosting on Microsoft Azure. Security and reliability are handled by Anthology to ensure secure and reliable access.

A Backup Procedure is also outlined in the IT Plan and LMS Usage Policy. This procedure includes a schedule for periodic backups and outlines the responsibilities of the IT staff. Systems backups are conducted daily, and verification procedures conducted by the IT Managers ensures integrity of procedures. *Please refer to C1A – Information Technology Plan 2022-2024, Section VI, and C1-C Learning Management System Use Policy, Section IV in appendix Standard III.*

Anthology Student serves as the central hub for the recording, tracking, and reporting of student contact activity, documents, academic records, financial aid, and advising. The web-based application is accessible and secure and streamlines the operations of the college.

Student admissions records and Financial Aid records are maintained according to regulatory guidelines from the last day of student's attendance. Final academic transcripts are maintained in perpetuity. *Please refer to 2.34 Retention Policy in appendix Standard II.*

LIBI strictly follows the privacy regulations outlined in the Federal Family Educational Rights and Privacy Act (FERPA) of 1974 which regulates a wide range of privacy related activities. The full version of LIBI's FERPA policies and notification are on the institutional website. *Please refer to 2.27 FERPA Notification in appendix Standard II.*

LIBI's FERPA notification is distributed annually to the community and is available under "Everything a Student Should Know" on LIBI's website. The annual notification was sent to the LIBI students on September 23, 2022. *Please refer to 2.27 FERPA Notification in appendix Standard II.* The annual FERPA notification includes all legally required notices, including student privacy, inspection of records, amending records, obtaining copies of records, and the permissible disclosures of students' educational records.

LIBI's registrar maintains all FERPA waivers signed by students. These waivers allow students to designate access to certain or all records to another individual. All student services staff are trained on FERPA regulations. *Please refer to 2.31 FERPA Certificates in appendix Standard II.*

All student services staff, including admissions, financial aid, advising, and registrar are trained on how to maintain the confidentiality of student records. Each employee signs a FERPA attestation. *Please refer to 2.32 FERPA Acknowledgement in appendix Standard II.*

## **ANALYSIS AND EVALUATION**

LIBI maintains student records in compliance with federal Record Keeping, Privacy, & Electronic Processes requirements as outlined in the Financial Aid Handbook. **Please click link to review the Federal Student Aid Handbook:** <https://fsapartners.ed.gov/knowledge-center/fsa-handbook/2021-2022/vol2/ch7-record-keeping-privacy-electronic-processes>.

LIBI also ensures that it is following NYS record retention regulations. Student transcripts are maintained permanently. LIBI takes its responsibility as steward of students' personal information very seriously and limits access to student records based on job function and the need to know. LIBI publishes and widely distributes its FERPA policy annually.

## CONCLUSIONS ON STANDARD II - C: STUDENT SUPPORT SERVICES

LIBI assures its students equitable access to appropriate, meaningful, and reliable student services. In accordance with LIBI's mission, support services are geared to helping adult learners with many life obligations and risk-factors, complete their educational goals. LIBI aims to encourage its students to advocate for themselves and to utilize all available support mechanisms at the college to succeed academically.

LIBI evaluates and assesses its support services, disaggregating collected data, to determine whether all student groups are being served equitably and impactfully. The college uses student feedback to structure its co-curricular and cultural programs and activities.

The college ensures that student records are maintained and handled in accordance with FERPA regulations and NYS restrictions. Student records are maintained in accordance with guidelines published in the federal financial aid handbook.

### IMPROVEMENT PLAN(S)

*[Insert response if applicable.]*

### EVIDENCE LIST

- 1.9 Academic Program Review in appendix Standard I
- 1.3 Articulation Agreements in appendix Standard I
- 2.9 Admission Requirements
- 2.22 LIBI Works
- 2.23 LIBI Cares Logo
- 2.24 Student Handbook Student Support Services
- 2.25 Graduation Requirements Catalog
- 2.25 Graduation Requirements Catalog
- 2.26 College Catalog Admissions Policy
- 2.27 FERPA Notification
- 2.28 TUTORING SURVEY
- 2.29 First Graded Assignment Data
- 2.30 IEP Survey
- 2.31 FERPA Certificates
- 2.32 FERPA Acknowledgement
- 2.33 Early Referral
- 2.34 Retention Policy
- 2.35 CRM

## **STANDARD III:** **RESOURCES**

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

### **A. HUMAN RESOURCES**

*[Note: Suggested Length for Standard III.A is 10 pages.]*

**1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

### **EVIDENCE OF MEETING THE STANDARD**

The established hiring process allows the organization to pre-screen applicants' qualifications for open positions published via job board sites. The Employee Handbook outlines employment and recruitment policies that regulate the hiring process. As stated in the Employee Handbook, only the Provost and the Director of Operations are authorized to place recruitment advertisements or register position openings with employment agencies or search firms. Department Heads may not establish contractual arrangements with employment agencies or search firms. Any such arrangement must be approved and made by the President of the College. *Please see A-1A Employee Handbook 2021-2023 – Section 3.1 Recruitment in appendix Standard III.*

This process facilitates the centralization of employment applications, enabling Human Resources to regulate the hiring process by reviewing applicants' qualifications and job position requirements. All job positions are published taking into consideration information from the official Job Description on record. All job descriptions clearly outline job requirements and preferred level of education and experience. The Director of Operations maintains a centralized database with all job descriptions and is responsible for coordinating any changes based on organizational structure adjustments and institutional needs. This database is housed in the Administration SharePoint. *Please see A-1B - Job Description Samples appendix Standard III.*

The Director of Operations is the responsible administrator for all HR functions. An Indeed account is utilized to post all open positions, and the corresponding hiring managers' emails are linked to those

job postings accordingly. Indeed.com was selected as the main job board site for its efficiency and reasonable pricing. *Please see A-1C – Indeed Account Dashboard appendix Standard III.*

Indeed has a great internal team that helps employers who are sponsoring job advertisements. The team helps in improving job advertisements and improves the overall spend on the institution's account with location suggestions and other data-based services. Indeed.com also offers products that allow the organization to effectively manage the hiring process. Indeed Resume enables a search engine that searches through job seekers' credentials and invites them to apply to the organization's open positions that match their qualifications and job requirements. Also, the Indeed Hiring Platform service screens candidates and highlights those that best match the hiring criteria and suggests scheduling interviews.<sup>[54]</sup>

Evidence of this process is the most recent job postings on Indeed.com to fill an Academic Advisor open position. The applicant management tool reviews applicants' qualifications and highlight in green the job criteria that has been matched. *Please see A-1D – Indeed Account-Academic Advisor - Applicants Management Tool and A-1E –Academic Advisor Job Posting – Indeed in appendix Standard III.*

## **Hiring & Onboarding Process Outline**

### **Phase One**

- Application
- Pre-screening – Human Resources
- Candidates Review – Hiring Manager
- Interviews – HR & Hiring Manager
- Review of Final Candidates – HR & Hiring Manager
- Second Interview – Department Functional Head
- Class Sample (**Only Faculty**)
- Final selection based on job criteria, candidates' performance, and references.
- Contingent Offer of Employment – HR
- Gather References – HR

### **Phase Two**

- Acceptance & Onboarding Process Initiation: applicant credentials request – HR
- Issue Official Offer of Employment / Contract
- Verification of Qualifications and Education Credentials – HR
- Onboarding Process – within 10 days from Entered-on-Duty Date – HR, IT, & Hiring Manager.

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54 White & Bottorff (2022). Indeed Review 2023: Features, Pros & Cons. Forbes Advisor. Forbes.com. Extracted on Dec 25, 2022, from: <https://www.forbes.com/advisor/business/software/indeed-review-for-employers/>

### Phase Three

- Mentorship Program (Faculty)
- Probation Period
- Performance Evaluation – Probation period closure.
- Classroom Observation – Faculty.

Upon completion of Phase I of the hiring process, HR initiates the onboarding process and requests official verification of credentials. Applicants are asked to provide student copies of education credentials while the HR department waits for the official verifications to be sent directly to the college from the issuing institution. Potential faculty members are asked to bring a student copy of official transcripts to the first interview with the Dean and/or Provost. Faculty are also asked to bring copies of any required license or certification, if relevant to the position being offered. A New Employee Orientation Checklist is sent to the new employee along with an onboarding package to initiate the onboarding process. This checklist outlines the credential verification process and a timeframe for completing all items required. Upon receiving official transcripts, the HR department files these documents in the Employee Official File. *Please see A-1F HR203-B New employee Orientation Checklist-Staff and A-1G HR203-New employee Orientation Checklist-FACULTY in appendix Standard III.*

All Official Transcripts of degrees from non-U.S. institutions must be evaluated by an accredited and certified organization that provides credential evaluations for international students and immigrants planning to study or work in the U.S. LIBI only accepts credential evaluations from institutions and services certified and recognized by the National Association of Credential Evaluation Services (NACES). LIBI strongly recommends the credential evaluation services of two NY-based institutions: World Education Services (WES) and Globe Language Institute. Potential employees with international credentials are advised about this requirement during the interview, should they be selected for the position. The New Employee Orientation Checklist also outlines this requirement. *Please see A-1F HR203-B New employee Orientation Checklist-Staff and A-1G HR203-New employee Orientation Checklist-FACULTY in appendix Standard III.*

Job Descriptions are evaluated as necessary and as part of each unit's administrative assessment. This ensures that all units' tasks and activities are assigned to a responsible job position within each unit. Job descriptions can only be updated by the Director of Operations. All requests and recommendations deriving from administrative assessments to change job descriptions must be sent to the Director via the Request to Change Job Descriptions Form. This form can be accessed from the Staff and Faculty SharePoint (digital forms tab). All job positions have been carefully designed to fulfill all responsibilities and duties within the corresponding department/unit and have been assigned specific essential job functions that outline responsibility and accountability. Job requirements are determined taking into consideration essential job functions and the technical skills and education preparation required to complete those functions. *Please see A-1H Job Description - Request to Change Job Functions Description and Job Requirements in appendix Standard III.*

All job descriptions include essential job functions related to the Institutional Integrated Planning System. All employees are required to review the Institutional Integrated Planning Manual in order to understand the participatory governance structure of the college and to fulfill their responsibilities within this structure. Employees are responsible for participating in efforts that advance LIBI's mission, and for representing their respective departments in – institutional efforts to draft policies and

strategic plans, and budget allocations discussions. *Please see A-1B - Job Description Samples in appendix Standard III.*

As stated previously, LIBI's employment policies are outlined in the Employee Handbook. The Employee Handbook is disseminated across the institution and can be accessed from different platforms such as Faculty & Staff SharePoint, CANVAS, and college servers. All applicants are required to complete an employment application. The employment application is a digital form that automatically records all submissions in a database. All applicants are required to complete this employment application form. The hiring process is divided in two phases: phase I and phase II. Potential employees are required to undergo at least 2 interviews, one with the hiring manager and/or HR, and another with the Functional Head of the department that is hiring. The employment application serves as the official tool to review a candidate's qualifications. The job description is discussed with the candidates during the interviews, and the candidates are required to navigate different real-world scenarios in regard to the job functions outlined in the job description. *Please see A-1 I – Employment Application and A-1 J – LIBI Interview Guide - General in appendix Standard III.*

Upon receiving a contingent offer of employment, employees are required to provide three professional references. The Director of Operations is the authorized official that issues official offers of employment, after verifying professional references and credentials.

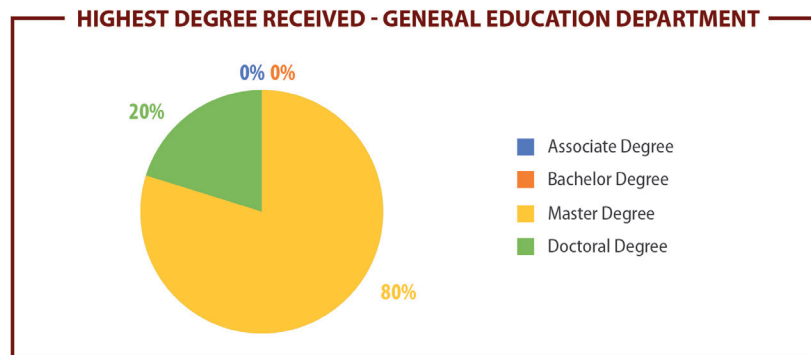
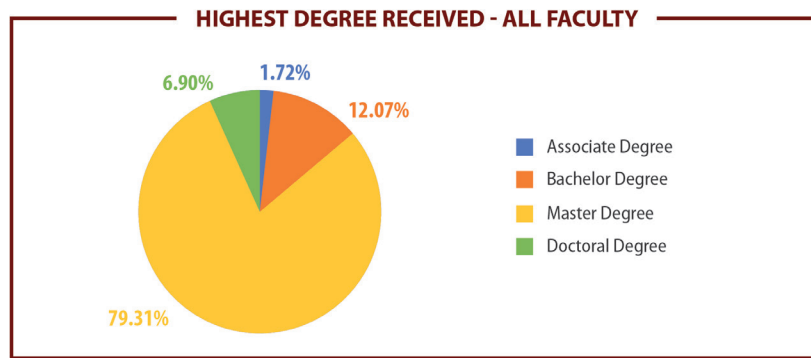
## **ANALYSIS AND EVALUATION**

LIBI has developed policies and procedures to apply and enforce its hiring criteria. The institution publishes its recruitment policies in the Employee Handbook and other institution documents. Clear guidelines define the process for the recruiting and selection process of new employees. The organization has also established clear procedures to assess its needs and adjust job functions and requirements, accordingly, using assessment results to inform recommendations. Job requirements are derived from the assessment of technical skills and education preparation necessary to fulfill the essential job functions outlined in the job description. Essential job functions are designed and structured as part of a set of tasks iterations required within a department or unit. This ensures that qualifications for each position are closely matched to specific programmatic needs within a department/unit, outlining duties and responsibilities, and reporting and accountability lines.

The institution also has specific guidelines to define the verification process of qualifications. All new employees are required to complete a hiring and onboarding process, assuring faithful compliance with the established policies.

Evidence of this process is the faculty credentials. 86.21% of faculty members have at least a master's degree. This number is also higher in certain departments, such as the General Education Department. In this department, 80% of the faculty has a master's degree and the other 20% holds a doctoral degree.





Based on the information herein discussed, and this analysis and evaluation, it is determined that the institution meets this standard satisfactorily.

**2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)**

### EVIDENCE OF MEETING THE STANDARD

As stated previously, the institution has established hiring criteria that ensures the enforcement of recruitment and employment policies. Faculty selected for hire have adequate and appropriate qualifications to fulfill the essential job functions outlined in the job description. Potential employees applying for faculty positions are required to undergo a rigorous evaluation and selection process. The established hiring process requires administrators to pre-screen the individual's qualifications taking into consideration job requirements outlined in the job description. Individuals interviewing for faculty positions are required to bring a student copy of official transcripts to the first interview with the Dean or Provost.

Candidates selected for a second interview are also required to complete a sample class, allowing the academic administration to observe the candidate's pedagogy strategies and individual teaching ap-

proach in real-world scenarios. The observations of class samples are usually conducted by the Provost or Dean of Instruction, and the Instructor Observation Form is utilized to evaluate the presentation. Potential employees applying for faculty positions are provided with a week's notice for the sample class presentation, and materials are provided once the candidate has been selected as a finalist for the position. *Please see A-5F AC107 Instructor Observation in appendix Standard III.*

Three of the multiple job requirements of the faculty job position are:

- a. two-five years of teaching experience (preferably in a higher education setting).
- b. Ability to work in a virtual environment and facilitate teaching remotely; and
- c. Master's degree in a related field preferred.

LIBI's career-oriented curriculum also demands instructors that are seasoned professionals in the subjects they teach. Selecting candidates with relevant career experience is highly preferred. This is also outlined under the job requirements section of the faculty job description. Upon receiving a contingent offer of employment, employees are required to submit professional references, as outlined in the hiring criteria. Official Offer of Employments and/or Teaching Contracts cannot be issued until all items of the Phase I of the hiring process have been completed. *Please see A-2A – Faculty Job Description in appendix Standard III.*

Upon completion of Phase I of the hiring process, HR initiates the onboarding process and requests official verification of credentials. A New Employee Orientation Checklist for Faculty is sent to the new faculty member along with an onboarding package to initiate the onboarding process. This checklist outlines the credential verification process and a timeframe for completing all items required. *Please see A-1G HR203-New employee Orientation Checklist-FACULTY in appendix Standard III.*

The phase II of the Hiring and Onboarding Process requires new faculty to complete a verification process of credentials and qualifications. Reference and background checks are completed, and official transcripts are requested. As part of the reference check process, HR contacts the candidate's previous employers listed under previous teaching experience. LIBI defines an official transcript as a transcript received directly from the issuing institution (whether on paper and printed on official transcript paper with the embossed or raised institution seal, dated and with the Registrar's signature; or a certified digital copy that is properly signed and authenticated).

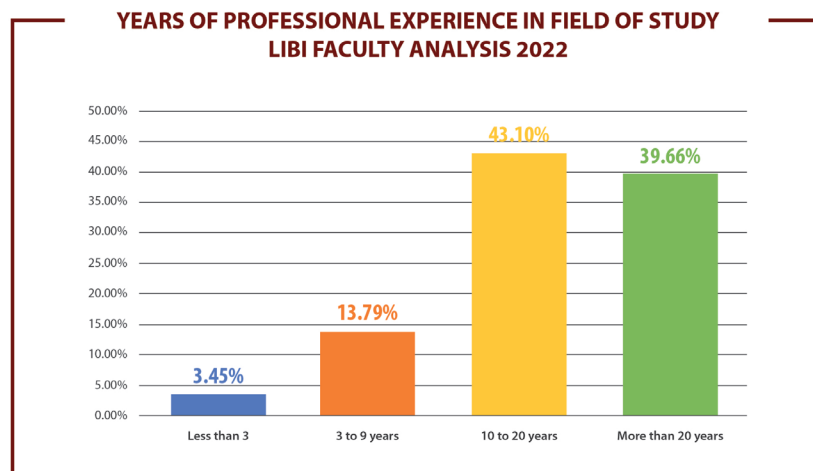
LIBI has developed a faculty job description based on the programmatic needs of the academic department and institution. Faculty members are required to participate in the development of curriculum and assessment of student learning outcomes. Faculty is responsible for utilizing the results of these exercises to improve curriculum, by updating courses, program design and structure, and increasing relevance of academic programs in regard to skills needed in the job market. These requirements are listed under the essential job functions list in the faculty job description. *Please see A-2A – Faculty Job Description in appendix Standard III.*

## **ANALYSIS AND EVALUATION**

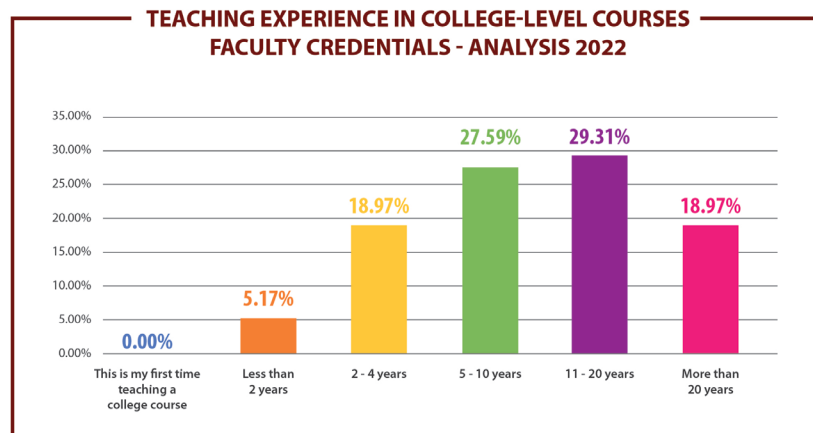
As stated previously, evidence of this process is the faculty credentials. 86.21% of LIBI's faculty hold at least a master's degree in an appropriate field or are actively pursuing graduate study and have the necessary background for in-depth teaching, curriculum development, and program evaluation respon-

sibilities. LIBI’s Provost and Dean hire only faculty who are qualified and academically prepared to support the mission of the college. All of LIBI’s faculty members have documented expertise in the area in which they are hired to teach. On average, new instructors hired by LIBI have at least 9 years of prior teaching experience. LIBI meets the criteria outlined for faculty members teaching at the associate degree level, with 79% holding a master’s degree, 7% holding a doctorate, and 14% holding an undergraduate degree.

LIBI recruits, carefully selects, and nurtures new faculty to enable their success in the classroom. An extensive new faculty orientation process that pairs every new instructor with a senior member of the faculty has existed at LIBI for over ten years. The importance of careful faculty recruitment, development, and retention becomes more pronounced when faculty members play an integral part in the life of the institution, as they do at LIBI. Like most colleges, LIBI employs adjunct faculty across the departments.



Due to the nature of LIBI’s career-focused programs, hiring practitioners in the fields in which we teach is an essential part of ongoing success of the majors offered by the college. Responsible and careful selection and assessment of adjunct faculty is, therefore, a very important part of the responsibilities shared by the Provost and the Dean of Academics. The HR Department maintains and monitors data that helps LIBI identify trends in hiring and retention of faculty.



Based on the information herein discussed, and this analysis and evaluation, it is determined that the institution meets this standard satisfactorily.

### **3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.**

#### **EVIDENCE OF MEETING THE STANDARD**

As stated previously, all job positions have been carefully designed to fulfill all responsibilities and duties within the corresponding department/unit and have been assigned specific essential job functions that outline responsibility and accountability. Job requirements are determined taking into consideration essential job functions and the technical skills and education preparation required to complete those functions. Job descriptions are evaluated as necessary and as part of each unit's administrative assessment. Job descriptions for all leadership positions have been developed taking into consideration this process. The college leadership participates in the development process of job descriptions, and guidelines and tasks within the organizational government structure inform the design of essential job functions for administrators.

The Integrated Planning Manual outlines the guidelines and processes of institutional self-assessment, strategic planning, evaluation tools and methods, and cycles of evaluations. This information also informs the design of administrator's job descriptions. Administrator's essential job functions reflect the tasks and activities outlined in the Integrated Planning Manual.

Evidence of this process are the current administrators job descriptions. For instance, the Director of Operations Job Description has been reviewed to reflect his responsibilities within the participatory governance structure and integrated planning system. The DOO is responsible for the assessment of physical resources, and for managing capacity and demand based on assessment results and critical analysis. The Director is also required to spearhead institutional assessments activities assigned to the Intuition Assessment Committee, outlined in the Integrated Planning Manual. The Director also provides guidance to participatory governance committees based on guidelines and policies outlined in the Institutional Integrated Planning manual. This position requires a bachelor's degree or an equivalent combination of education and experience from which comparable knowledge and abilities can be acquired. A Master's Degree in Operations and/or Business is highly preferred. *Please see A-3AB Director of Operations & Institutional Effectiveness in appendix Standard III.*

All administrators' job descriptions have been reviewed and aligned with institutional integrated planning. Evidence of this process are the job descriptions for Administrative Functional Heads, the Provost, and Dean. *Please see A-3B Administrators Job Descriptions in appendix Standard III.*

#### **ANALYSIS AND EVALUATION**

The college has established guidelines and processes for the proper development of job descriptions. Job descriptions are evaluated and modified based on assessment results of administrative units. Job

descriptions have been properly developed for all job positions within the administration. Essential job functions and job requirements are connected to institutional programmatic needs, and continuous improvement efforts are considered for the update of these documents.

Evidence of this process are the credentials and qualifications of LIBI's administrative functional heads and executives. The President has appropriate credentials and professional experience consistent with the mission of the organization. Monica W. Foote possesses both an Ed.M. and MA in Education from Columbia University Teachers College, and, when hired, had for 7 years been Dean of two campuses of Mercy College, a Regent Accredited Institution. The President of the College has the assistance of qualified administrators, sufficient in number, to enable her to discharge her duties effectively.

President Foote's direct reports include the Provost, Stacey Johnson, who possesses a Master of Arts in Psychology from John Jay college. Provost Johnson has over 20 years of experience in higher education as an Education Administrator. Her previous positions include a Program Director, School Director, and Academic Dean for private institutions. Provost Johnson has been the provost for 13 years at Long Island Business Institute.

Michelle Houston has served as the Campus Director of Commack for the last 12 years. Ms. Houston started working at LIBI in 1989 as a full-time professor teaching Court Reporting. Ms. Houston's prior education includes a diploma in Secretarial Science from Briarcliff Secretarial School and a diploma in Court Reporting from Verbatim School of Court Reporting. Ms. Houston transitioned into the school business after working as a freelance court reporter for over ten years.

Anna Venturino has worked in higher education for over 14 years with a focus in student services. Ms. Venturino holds a Master of Science in School Counseling from Long Island University and started working at LIBI in 2008 as a Student Success Advisor. Currently, Ms. Venturino is the Institutional Liaison at Long Island Business Institute.

Jhonatan Aybar is the Interim Director of Operations at LIBI, with over 12 years of experience in higher education. Mr. Aybar started at LIBI in 2011 as a Junior Career Service Advisor. Mr. Aybar is completing a Master of Science in Project Management and Operations from Southern New Hampshire University.

Linda Buncom, the Associate Dean of Instruction, started at LIBI in 2015 as a full time Office Technology instructor. Dean Buncom has worked in education teaching adult English language learners and native speakers for more than 20 years. In 2021, Dean Buncom was promoted to the Associate Dean of Instruction and trains students, faculty, and staff in the use of computer applications that enhance their academic and vocational performance.

Mr. David Wang was born in Taiwan and grew up in Argentina before moving to the United States. He graduated with a Bachelor of Science in Business Administration and a Bachelor of Arts in Spanish from the University at Buffalo. Mr. Wang has worked at Long Island Business Institute (LIBI) for over 3 years as the Admissions Director. Before LIBI, Mr. Wang has worked for more than 11 years at Professional Business College (PBC) in the admissions department. During these years, Mr. Wang worked with international students as the Designated School Officials (DSO).

Mr. Nazareth Kiregian has worked as the Director of Financial Aid at Long Island Business Institute for the past 17 years. He holds a bachelor's degree in Business Administration from Bucharest, Romania. Mr. Kiregian has worked in the career education sector for over 36 years.

Ms. Connie Zheng has worked at LIBI for the past 10 years in the Registrar department as the Registrar. Ms. Zheng holds a A.O.S degree in Office Technology with medical option and worked as an Office Manager at Freight Forwarding Company before she came to LIBI.

Li Zhu has worked at LIBI since 2009 in the Financial Aid department and currently serves as the Associate Director of Administration and Financial Aid Systems at LIBI. He holds a Bachelor of Science in Business Management with a concentration in finance.

Based on the information herein discussed, and this analysis and evaluation, it is determined that the institution meets this standard satisfactorily.

**4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

**EVIDENCE OF MEETING THE STANDARD**

A New Employee Orientation Checklist is sent to the new employee along with an onboarding package to initiate the onboarding process. This checklist outlines the credential verification process and a timeframe for completing all items required. Upon receiving official transcripts, the HR department files these documents in the Employee Official File. *Please see A-1F HR203-B New employee Orientation Checklist-Staff and A-1G HR203-New employee Orientation Checklist-FACULTY in appendix Standard III.*

LIBI defines an official transcript as a transcript received directly from the issuing institution (whether on paper and printed on official transcript paper with the embossed or raised institution seal, dated and with the Registrar's signature; or a certified digital copy that is properly signed and authenticated). The issuing institutions must be accredited by recognized U.S. accrediting agencies. The HR department is responsible for verifying the accreditation status of the institution issuing the transcript. Furthermore, a copy with the findings is sent to the provost for final vetting and validation.

All official transcripts of degrees from non-U.S. institutions must be evaluated by an accredited and certified organization that provides credential evaluations for international students and immigrants planning to study or work in the U.S. LIBI only accepts credential evaluations from institutions and services certified and recognized by the National Association of Credential Evaluation Services (NACES). LIBI strongly recommends the credential evaluation services of two NY-based institutions: World Education Services (WES) and Globe Language Institute. Potential employees with international credentials are advised about this requirement during the interview, should they be selected for the position. The New Employee Orientation Checklists also outlines this requirement. *Please see A-1F HR203-B New employee Orientation Checklist-Staff and A-1G HR203-New employee Orientation Checklist-FACULTY in appendix Standard III.*

Upon receiving a contingent offer of employment, employees are required to provide a student copy of official transcripts. Employees with official transcripts of degrees from non-U.S. institutions are required to present a student copy of the official credential evaluation during the initiation of the onboarding process. This ensures that an existing evaluation for the respective employee, is already on



the records of the provider of credential evaluation services. Credential evaluations can be lengthy when submitted for the first time. This ensures that credential evaluations will be received within the expected timeframe.

Evidence of this process are the credential evaluations of two faculty members attached in the appendix of this self-study. These credential evaluations were received directly from the issuing institution. *Please see A-4A Faculty Credential Evaluations-Sample in appendix Standard III.*

## ANALYSIS AND EVALUATION

The institution has in place policies and procedures that guide the verification process of faculty and staff education credentials. Degrees from non-U.S. institutions must be evaluated by an accredited and certified organization. Based on the information herein discussed, and this analysis and evaluation, it is determined that the institution meets this standard satisfactorily.

**5. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals. The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely, and documented.**

## EVIDENCE OF MEETING THE STANDARD

Faculty and Staff performance evaluations, classroom observations, surveys of senior administrators & government structures, student and graduate satisfaction surveys, and internal customer service surveys allow the college administration to collect measurable data to evaluate the general performance of staff and faculty activities and the overall productivity of the departments. The administration utilizes this data to make sound decisions and to restructure operations, or to update procedures. The LIBI motto is to evaluate, adjust, and sustain successful practices. LIBI managers and supervisors conduct Performance Evaluations for their staff in the last month of the calendar year or mid-year. Each department has its own timelines determined by the peaks in their workload. Performance evaluation is a tool for the supervisors to provide feedback to their staff so that an action plan for improvement can be developed for individual employees, should the need exist. The employee handbook includes specific guidelines about the timing and procedure of employee performance evaluations. *Please A-5A Employee Handbook 2021-2023 – Section 3.35, A-5G Evaluation of Senior Administrators 2022, and A-5H Shared Governance Self-Evaluation Report 2022 in appendix Standard III.*

A clear performance evaluation process is also outlined in the Faculty Handbook. The methodology used to evaluate the performance of full-time and adjunct faculty employs the same evaluative tools, but the criteria are adjusted to fit the faculty status. All faculty assessment tools aim to ensure LIBI retains only well-prepared, dedicated, student-centered educators. As a career two-year college, LIBI's primary focus remains on classroom teaching and instructional excellence; however, the college also has clearly



articulated expectations of faculty involvement in the college community outside of the classroom. The Performance Evaluation process aims to formally engage faculty members in a constructive and balanced dialogue with their supervisors. All faculty members receive a formal evaluation every two years. The evaluation addresses the faculty member's overall performance and identifies areas of concern or deficit. The faculty is urged to use this opportunity to identify areas of need and to request any support or resources required to enhance growth of their academic responsibilities in the field of their expertise. *Please see A-5B - Faculty Handbook. Section 4: Faculty Development & Evaluation Process in in appendix Standard III.*

Form templates have also been developed to regulate the employee performance evaluations, classroom observations, and mentorship evaluations. These forms provide clear guidelines for the evaluation of specific areas as they relate to essential job functions outlined in job descriptions and programmatic needs of each department. Specific form templates have been created for each employee category: staff, administrator, and faculty. The evaluation criteria are based on service to the students and the organization, support to the mission of the college, and fulfillment of essential job functions. Also, each form includes a section to outline an action improvement plan based on areas of development and areas of strength highlighted. *Please see A-5C HR141 Employee Evaluation – Manager, A-5D HR139 Employee Evaluation – Staff, A-5E HR140 Employee Evaluation – Faculty, A-5F AC107 Instructor Observation, and A-5L Student Survey for Instructor & Course Evaluation - Template in appendix Standard III.*

Performance evaluations results inform the design of professional development activities and strategic improvement plans. The college administration and participatory governance committees gauge and analyze information from performance evaluations, surveys, and units' self-evaluations to create strategic improvement plans based on results and identified gaps in assessments' findings.

LIBI realizes that its faculty is one of the most valuable resources, so the administration makes every effort to ensure that the faculty has all the necessary instructional resources to help them optimize their classroom performance. The Provost and the Dean of Academics informally review each faculty member in the classroom on an ongoing basis. Formal observations are conducted annually and are always pre-announced. *Please see A-5F AC107 Instructor Observation in appendix Standard III.*

Instructors being formally observed are asked to provide the observer with the following materials prior to the classroom visit: a course outline (the same one the students were given), and any other material to be utilized for that class session (any handouts or worksheets). These materials are attached to the formal observation form once it is completed by the observer. Following the observation, the observer types his or her notes on the form and then schedules a meeting with the instructor to review and discuss the results. Any issues observed will be monitored and used to determine the professional development activity needs for the faculty member. For instance, if the faculty member was having a difficult time managing a class discussion, or wasn't using teaching techniques espoused by LIBI, the academic department head will work with the instructor to identify resources or additional training in the areas of weakness. If deemed necessary, a follow-up informal or formal observation will be conducted in the same course, or in another section if the instructor is teaching multiple sections. If the problem persists and attempts to rehabilitate the instructor have been exhausted, the instructor's contract will not be renewed.

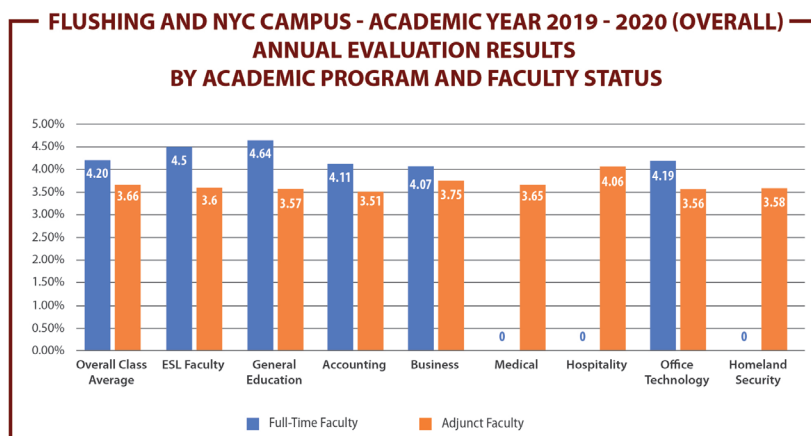
LIBI also has student instructor evaluations in place to evaluate the faculty anonymously. Each semester two different classes are chosen for evaluation of full-time faculty and one class for adjunct faculty. During the 12th week of the semester, a staff member will visit the instructor's classroom and ask the

instructor to leave while the survey is conducted. Once all surveys are collected, a member of the provost’s staff tabulates the data. Once the semester is over, the faculty member receives the results of his or her evaluations in an Excel spreadsheet. The provost and/or the Dean of Academics will go over the results with the faculty member if there is cause for concern. Appendix includes sample evaluations and aggregated faculty scores.

## ANALYSIS AND EVALUATION

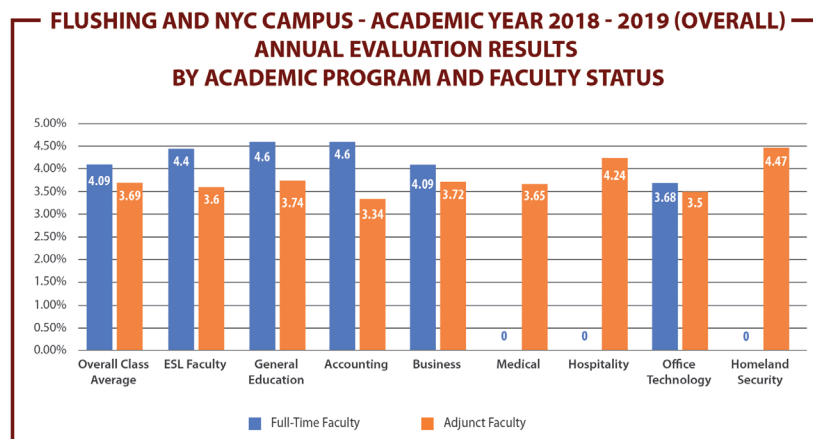
LIBI has established processes and procedures for the systematic evaluation of personnel – academic, administrative, and leadership. Faculty and staff are properly informed about the evaluation methods and the performance evaluation process. Policies and procedures are published in the Employee Handbook, Faculty Handbook, and other college publications.

Evidence of this process are the results from the faculty performance evaluations. Results from faculty evaluations inform professional development activities and strategic improvement plans. In 2019, a faculty professional development activity regarding classroom management was implemented based on performance evaluation results. Also, individual improvement plans are drafted based on findings outlined in these evaluations. *Please see A-5I Classroom Management PD 2019 - Assessment Results and A-5J Classroom Management PD 2019 - Satisfaction Survey in appendix Standard III.*



Another recent evidence of improvements derived from performance evaluations, is the Board’s Strategic Vision 2022-2024. The Board of Directors conducted an analysis based on the results from the Shared Governance Self-Evaluation Report 2022. This analysis led the board to adjust its strategic vision for the following planning cycle. The strategic vision has as one of its main goals to improve communications by identifying and eliminating communications silos and increasing written communications within the participative governance structure. *Please see A-5H Shared Governance Self-Evaluation Report 2022 and A-5K Board of Directors Goals - 2022-2024 in appendix Standard III.*

Based on the information herein discussed, and this analysis and evaluation, it is determined that the institution meets this standard satisfactorily.



**6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.**

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

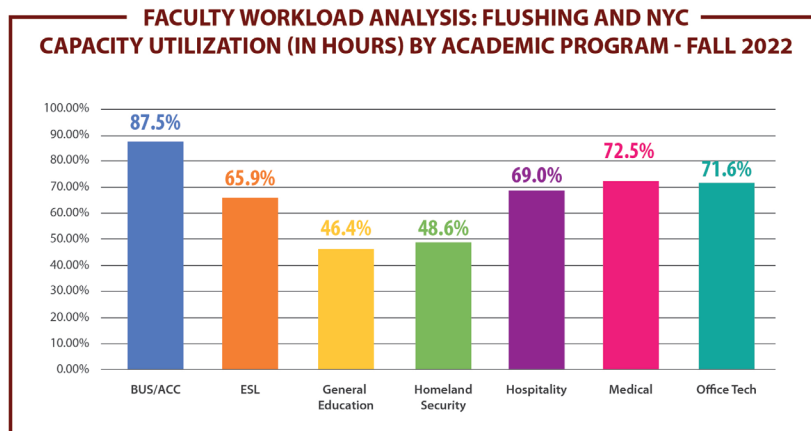
**7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)**

### EVIDENCE OF MEETING THE STANDARD

The institution conducts periodic evaluations of student/faculty ratio and faculty workload analysis as part of an ongoing institutional review. Data is collected during the IPEDS report cycles, and it is analyzed to assess institutional effectiveness. The faculty workload analysis allows the organization to assess its human resources capacity utilization and provides key insights regarding appropriateness of resources. This information is vital in order to assess appropriateness of resources for the projected student enrollment and institutional needs based on strategic planning.

The faculty workload analysis assesses the capacity (in hours) of the instructors based on the faculty availability in hours, students' future seat, maximum workload permitted, and program's focus. All faculty members are required to complete an availability form each semester. This data is utilized to update the resources roster. The resources roster summarizes teachers' availability by program. The academic administration utilizes this data to determine staffing needs each term. *Please see A-7A Faculty Workload Analysis - Fall 2022 and A-7C FACULTY AVAILABILITY FORM in appendix Standard III.*

The organization maintains a sufficient number of qualified faculty. Evidence of this process is the Faculty Workload Analysis – Fall 2022. The total utilization rate of the available resources was measured at 67%. High utilization rates were observed in the Business Management (87.5%), Office Technology (71.6%), and Medical Office (72.5%) programs. This reflects the student enrollment trends and projections, as the majority of the students enrolled are within these programs. *Please see A-7A Faculty Workload Analysis - Fall 2022 in appendix Standard III.*



The student-to-faculty ratio is also another evidence of this process. The institution’s student-to-faculty ratio has been maintained between 11:1 and 14:1 in the past three years. This is achieved taking into consideration appropriate levels of support. The institution closely monitors instructional expenditure per FTE student. *Please see A-7B IPEDS Fall Enrollment Data 2019 in appendix Standard III.*

Undergraduate Student Enrollment	
Total enrollment	665
Transfer-in enrollment	66
Student-to-faculty ratio	11 to 1

LIBI Fall Enrollment Survey Summary - 2019

Source: *Iped.s*. Extracted on Nov 24, 2022, from: <https://nces.ed.gov/ipeds/use-the-data>

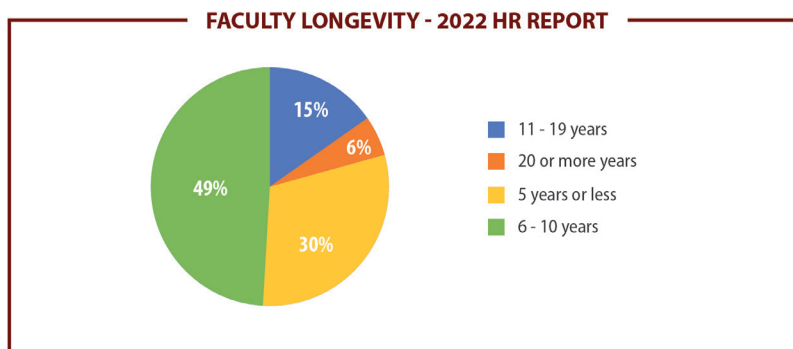
FALL 2022 - FACULTY/STUDENT RATIO		
Students	Faculty	Faculty/Student Ratio
750	55	14:1

## ANALYSIS AND EVALUATION

The institution has established procedures and processes to ensure it has the appropriate staffing levels for each program. LIBI conducts periodic evaluations to measure capacity utilization and determine

capacity. Faculty members update their availability every two months via the Faculty Availability Form. This process is driven by data analysis, forecast of student enrollment, and strategic planning.

It is to be noted at this juncture that although more than 50% of courses are taught by adjunct faculty, the faculty longevity confirms consistency of appropriate levels of staffing. Less than 30% of the faculty have been employed for 5 years or less. Nearly 50% have been employed for 6-10 years and the other 21% have been teaching at LIBI ranging from 11 years of service to more than 20 years.



The student-to-faculty ratio has been maintained between 11:1 and 14:1 during the past three years, demonstrating that the institution has the appropriate resources for current enrollment trends. Based on the information herein discussed, and this analysis and evaluation, it is determined that the institution meets this standard satisfactorily.

**8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.**

### EVIDENCE OF MEETING THE STANDARD

A new employee orientation is required for all new employees. The hiring and onboarding process, as outlined in Section III-A1 of this document, constitutes three phases. New faculty are required to complete an onboarding process within the first 10 days of the entered-on-duty date. Upon completion of this process, new faculty enter in a mentorship program. Senior faculty members participate in the mentorship program to ensure that the quality of instruction at LIBI is universally sound. Senior instructors also participate in the —Open Class-room initiative which allows new faculty members to observe class sessions being taught by seasoned instructors whenever no tests are being administered. Senior faculty members indicate which classes they wish to “open” to their colleagues and the list is made available for distribution. LIBI strongly believes that modeling good teaching techniques is the best way to foster an environment of trust and collaboration and to ensure that instructors with difficulties or class-room management difficulties have supportive individuals available to help guide them through. *Please see A-8B New Employee Orientation I Guide and Checklist (all employees), A-8C New Employee Orientation II - Guide and Checklist - Mentorship Program (Faculty only) and A-8D New Faculty Onboarding Checklist- Sample in appendix Standard III.*

### **Hiring and Onboarding Process - Phase Three**

- Mentorship Program (Faculty)
- Probation Period
- Performance Evaluation – Probation period closure.
- Classroom Observation – Faculty.

### **New Employee Orientation Content - Part I**

- Section 1: introduction
- Section 2: hours of work
- Section 3: compensation, time-off and emergency
- Section 4: workplace conduct & ethics
- Section 5: campus safety & security
- Section 6: compliance training and professional development
- Section 7: performance
- Section 8: employee's job (training, materials, access to virtual platforms)

### **New Employee Orientation Content - Part II – Mentorship Program (Faculty)**

- Third week discussions
- Academic planning / facilitator: mentor
- Grading system & policies
- Instructional resources
- Instructional assessment / facilitator: mentor
- Compliance training and professional development - facilitator: mentor
- Performance reviews
- Faculty administrative duties

To guarantee the integrity of the content of the new employee orientation, the administration developed two checklists. These checklists are shared with new employees during the initiation of the onboarding process. *Please see A-8B New Employee Orientation I Guide and Checklist (all employees) and A-8C New Employee Orientation II - Guide and Checklist - Mentorship Program in appendix Standard III.*

To contribute to the achievement of the educational excellence goal as articulated in LIBI's Institutional Effectiveness Plan, it is the sincere belief of the academic administration that faculty should have ongoing, widely available, college-sponsored opportunities for professional self-improvement and development. Further, faculty must be prepared on a multi-pronged level to face the changing needs of non-traditional student populations entering college. Over the last two years, LIBI has thus provided professional development opportunities that broaden instructors' understanding of socio-economic, domestic, and mental health challenges faced by students from diverse, low-income, and immigrant communities.

LIBI's deep commitment to supporting faculty excellence in the classroom is demonstrated by the extensive emphasis placed on professional development required of all faculty members. To encourage wider participation and to address past fragmentation in professional development activities, the provost provides a common monthly calendar noting learning activities and professional development opportunities available at the college. *Please see A-8A Professional Development Calendar in appendix Standard III.*

Faculty development efforts include centralized efforts and independent opportunities. As noted, the provost publishes a monthly calendar of professional development activities sponsored by the college. The opportunities are offered to all faculty members, irrespective of HR classification. These professional development opportunities include workshops, presentations, speakers, and webinars all sponsored and paid for by the college and offered at no cost to the participants. The provost's office also holds faculty convocations organized by the Professional Development Committee. Convocations are a full-day event where speakers (generally well-regarded authors and experts in fields of assessment, classroom management, and topics of importance for teaching faculty) are invited to present. The convocation is an opportunity for faculty at all stages of their careers to engage in discussions with their colleagues across the academic departments about emerging new technology, current pedagogical developments, and innovative classroom techniques. The provost recognizes excellent teaching and outstanding service to the college by holding a small awards ceremony. The ceremony allows the provost to highlight the accomplishments of seasoned faculty and to recognize the efforts of junior faculty.

During the New Faculty Orientation, every new instructor receives a copy of the observation form and is expected to review it thoroughly. Since the forms are used for informal and formal observations, the college asks that the instructors take the time to understand LIBI's expectations of them. All new instructors are informed that they will be informally observed within the first semester of teaching by their Faculty Mentors and again informally by the appropriate academic department head either before the end of the first semester or during their second term if there were no discernable concerns during the first informal observation. Informal observations take place throughout the year if an instructor is having difficulty with his or her students or the curriculum or has had marginal or unsatisfactory performance reviews previously. Faculty members are made aware that informal observations may be unannounced. Formal observations are pre-scheduled with the instructor to ensure the instructor is not administering a test or examination.

### **ANALYSIS AND EVALUATION**

The institution has established clear procedures and policies to regulate the onboarding process of new employees. The procedures outlined for the onboarding of new faculty members guarantee that all new members receive the necessary training and tools to fulfill their teaching and administrative responsibilities. Professional deployment plans are informed by performance evaluation results, and new members of the faculty received written guidelines for this process.

A faculty mentorship program is also in place, providing another layer of assistance past the 3rd week of employment, extending up to the end of the first term. Faculty are required to complete a classroom observation towards the end of the first term, providing the new member with practical feedback to improve and continue the acclimatization process. Based on the information herein discussed, and this analysis and evaluation, it is determined that the institution meets this standard satisfactorily.



## 9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER8)

### EVIDENCE OF MEETING THE STANDARD

The institution designs services taking into consideration human resources capacity and expertise. The human resources department is tasked with the responsibility of conducting periodic evaluations to assess the capacity of current resources and its appropriateness to support strategic planning. The HR department considers different factors to conduct this assessment, including but not limited to: student enrollment and projections, improvement plans, services design and capacity, and operations requirements. The Director of Operations is the responsible individual that oversees HR operations, and spearheads HR strategic planning in support of the institutional mission and goals.

The HR department maintains a database with a list of resources (employees). This list includes specific details about each employee's profile, outlining skills, education preparation, and experience. These profiles are updated once per year or as necessary.

Evidence of this process is the student-to-advisor ratio – 232:1. The administration has maintained a ratio below the national average as per recommendations issued by NACADA, The Global Community for Academic Advising<sup>55</sup>.

Each department is fully staffed as per operations requirements. There is a temporary increase in the student-to-advisor ratio due to a vacancy in the advising department, and a vacancy in the NYC library. An employee roster by department is maintained by the HR department, outlining department's requirements, administrative functional heads, current staffing level, and required attention in order to meet demands from strategic planning and enrollment projections. *Please see A-9 Employees Roster by Department in appendix Standard III.*

The Director of Operations partners with each administrative functional head in conducting administrative assessments that determine each unit's capacity, services design, and resources requirements. *Please see D-2G Participatory Governance and Integrated Planning Manual in appendix Standard III.*

### ANALYSIS AND EVALUATION

The institution has policies and procedures to determine appropriate levels of staffing and engages in a continuous evaluation process to assess effectiveness of current resources. The institution considers national averages when determining capacity based on student/staff ratios and maintains an employees' roster by department outlining requirements and current capacity. Based on the information herein discussed, and this analysis and evaluation, it is determined that the institution meets this standard satisfactorily.

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55 Advisor to Student Ratio/Caseload Resources. NACADA. Extracted on Dec 21, 2022, from: <https://nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advisor-to-Student-Ratio-Caseload-Resources.aspx>

**10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution’s mission and purposes. (ER 8)**

### **EVIDENCE OF MEETING THE STANDARD**

As stated previously, the administration conducts administrative assessments to determine each unit’s capacity, services design, and resources requirements. Job Descriptions are evaluated as necessary and as part of each unit’s administrative assessment. This ensures that all units’ tasks and activities are assigned to a responsible job position within each unit. Job descriptions can only be updated by the Director of Operations. All job positions have been carefully designed to fulfill all responsibilities and duties within the corresponding department/unit and have been assigned specific essential job functions that outline responsibility and accountability. Job requirements are determined taking into consideration essential job functions and the technical skills and education preparation required to complete those functions. *Please see D-2G Participatory Governance and Integrated Planning Manual in appendix Standard III.*

Each administrative unit has a functional head that supervises the daily operations of the department/unit. This ensures compliance and improves accountability and reporting lines within the governance structure of the organization. *Please see A-9 Employees Roster by Department in appendix Standard III.*

### **ANALYSIS AND EVALUATION**

LIBI has established policies and procedures to determine appropriate management capacity. Administrative Assessments are completed periodically to assess units’ capacity, service design, and structure.

The current employees roster exhibits an administrative functional head per department/unit. Based on the information herein discussed, and this analysis and evaluation, it is determined that the institution meets this standard satisfactorily.

**11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.**

### **EVIDENCE OF MEETING THE STANDARD**

LIBI strives to maintain a work environment of belonging, respect, collaboration, and equity and equality. Employment policies are published in the Employee Handbook, Faculty Handbook, and other college documents. These documents are disseminated across the institution via different avenues of communication. The faculty and staff SharePoint are information hubs where employees can find general college and HR policies, college news, assessments results, and much more. The Employee Handbook is conspicuously placed in the home page of these SharePoint for the faculty and staff to access

it at their convenience. *Please see A-11A Employee Handbook 2021-2023: Employment Policies Extract, A11-B Staff Resources SharePoint - Home Page Screenshot, A11 E Faculty Handbook 2020-2022-Section 8-Complaints and Grievances, and A-11C Faculty Resources SharePoint - Home Page Screenshot in appendix Standard III.*

To enforce these policies, LIBI has established clear procedures for the reporting of incidents and violations in conflict with these guidelines. The Employee Handbook and Faculty Handbook outline the reporting procedures and grievances process. *Please see A-11A Employee Handbook 2021-2023: Employment Policies Extract, A-11D Employee Handbook 2021-2023- Reporting, Grievances, & Complaints, and A-11E Faculty Handbook 2020-2022-Section 8-Complaints and Grievances in appendix Standard III.*

All employees receive training regarding these policies and surveys are conducted periodically to gauge information about community's perception and policy enforcement. Office Vibe gathers data insights about employees' perception regarding topics connected to these policies, and other community surveys (such as IEP, HR Practices, etc.) collect information about community climate. *Please see A-11F Employment Surveys in appendix Standard III.*

## **ANALYSIS AND EVALUATION**

LIBI publishes its employment policies and disseminates across different avenues of communication in the community, making it available for review. Reporting procedures for violations and incidents in conflict with these guidelines have been established, providing clear instructions to initiate grievances processes and seek resolution or adjudication.

The institution also conducts periodic evaluations to gauge information/data related to these policies, assessing community climate and effectiveness of policy enforcement. Based on the information herein discussed, and this analysis and evaluation, it is determined that the institution meets this standard satisfactorily.

**12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.**

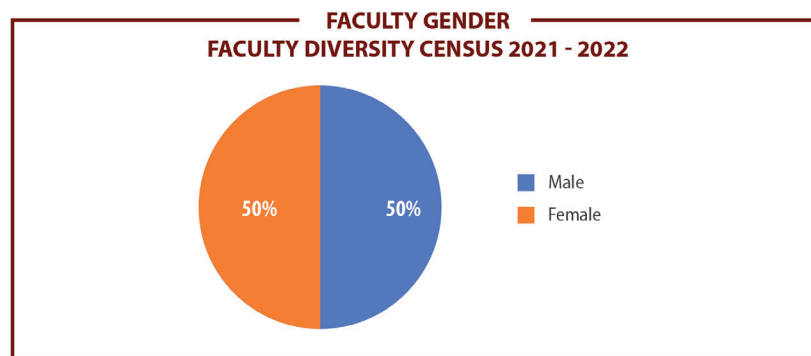
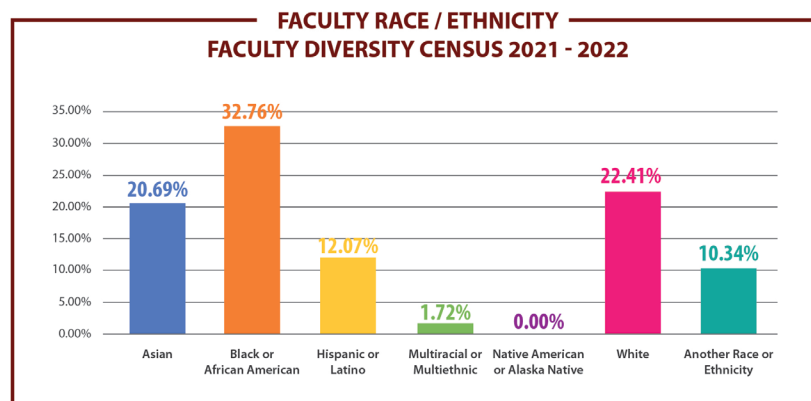
## **EVIDENCE OF MEETING THE STANDARD**

LIBI examines human resource activity over the prior year, including applicant flow, demographic data on new hires, terminations, promotions, and other activity to determine if there are selection disparities. The HR Department analyzes compensation to determine any gender, race, or ethnicity-based disparities. There is a continuing effort on the part of LIBI to ensure communication of a positive attitude toward equitable treatment and diversity. LIBI prohibits discrimination and harassment on the basis of race, color, religion, national origin, sex, gender, gender-identity, age, sexual orientation, disability, veteran status, and other protected bases under federal or local laws with regard to recruitment or recruitment advertising, hiring, training, promotion, and other terms and conditions of employment. All personnel actions or programs such as offers of employment, promotions, demotions or transfers,

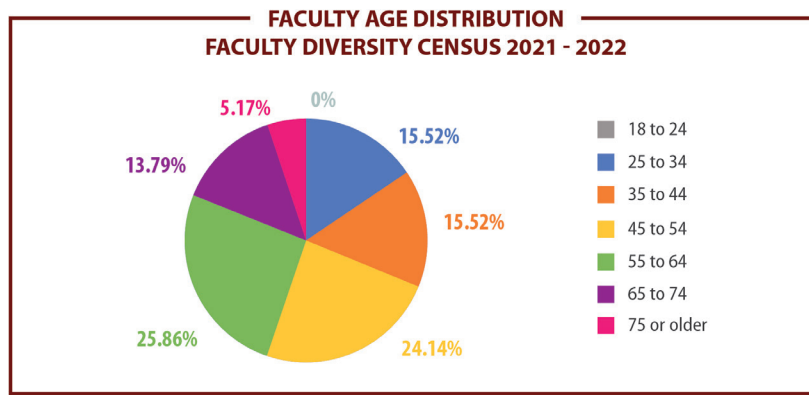
recruitment, advertising, terminations, rate of pay or other forms of compensation, and selection for training are made without discrimination.

LIBI’s policies regarding equal employment opportunities are published in the College’s website, Employee Handbook, and Faculty Handbook. These policies promote a diverse work environment with values and ethics in support of equity and equality. Also, in accordance with the Americans with Disabilities Act (ADA), LIBI provides reasonable accommodations for known physical or mental limitations of a qualified applicants or employees with a disability so as to enable such person to perform essential job functions and/or enjoy the benefits and privileges of employment, as long as such accommodation does not impose an undue burden onto the college. A disability is defined under the ADA as a physical or mental impairment that substantially limits one or more major life activities. *Please see A-12A Employee Handbook 2021-2023- Diversity and Inclusion and A12-B Faculty Handbook 2020-2022 Diversity and Inclusion in appendix Standard III.*

LIBI conducts periodic evaluations of human resources practices, assessing the community diversity and general practices to identify equity and equality gaps. Based on the most recent faculty diversity census, the faculty was comprised of different ethnic groups proportionally distributed. *Please see A-12C Faculty Diversity Census - 2021-2022 in appendix Standard III.*



LIBI has created, and maintains, a work environment that promotes inclusion, equity, and equality. Members of the community have been provided with clear guidelines that promote diversity and inclusion, allowing proper interactions among colleagues and augmenting the impact of programs and services. Evidence of this is the most recent Faculty Diversity Census, which exhibits a diverse faculty body, with different age and race groups proportionally distributed.



A digital Employment Application has been developed to gauge data/information about demographics of job applicants. This data is collected voluntarily, and applicants are provided with a concise statement about the purpose of this data collection and legal disclaimers. *Please see A-11 – Employment Application in appendix Standard III.*

**ANALYSIS AND EVALUATION**

The institution has established policies and procedures to promote and support diversity and inclusion. LIBI has clear procedures for the reporting of incidents and violations in conflict with the established policies. LIBI publishes clear guidelines and instructions for employees to request ADA accommodations in the Employee Handbook and Faculty Handbook. These documents outline clear procedures and practices that protect employees requesting these accommodations and any employee under the protected categories.

LIBI engages in periodic assessments of HR practices in order to evaluate the effectiveness of its HR programs and services and collect employee’s feedback as part of this process. LIBI plans for the recruitment of diverse personnel in accordance with its mission, and hiring processes reflect mechanisms in place to gather pertinent data for self-evaluation. Based on the information herein discussed, and this analysis and evaluation, it is determined that the institution meets this standard satisfactorily.

**13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.**

**EVIDENCE OF MEETING THE STANDARD**

Long Island Business Institute has a policy to observe all laws, rules, and regulations of government agencies and authorities. This specifically includes requirements under the Higher Education Act, as amended, regulations of the United States Department of Education, the policies of accrediting agencies, as well as New York State Education regulations and policies and other federal laws. If federal, state, or local law exists that is either contradictory or stricter than this policy, employees must apply the law.

LIBI's employees are expected to adhere to a published Code of Ethics and are expected to accept certain responsibilities, adhere to acceptable business practices, and exhibit a high degree of integrity. *Please see A-13A Employee Handbook 2021-2023- Employee Code of Ethics and Conduct in appendix Standard III.*

An excerpt of it taken from the Employee Handbook summarizes the expectations:

### **Code of Ethics**

As a College, LIBI has inherent responsibilities to the students who entrust us with their education, to the communities where our campuses are located, and to the educational community as a whole.

An employee's decisions and actions are significant indications of the individual's judgment and competence. Accordingly, the history of employee's decisions and actions constitute an important element in the evaluation of the employee for new assignments and promotions. Correspondingly, insensitivity to or disregard of LIBI's policies and applicable laws and regulations will be grounds for appropriate management disciplinary action.

All LIBI employees and student workers are expected to conduct themselves in a manner that will inspire and hold the respect and confidence of our students, prospective students, state and federal governmental agencies and regulatory bodies, community groups, and vendors. All LIBI employees and student workers must actively avoid conduct that may violate public trust or that gives the impression that such trust is being violated. It is the explicit expectation of the College that every employee and student worker will conduct himself or herself in a way that will withstand the sharpest scrutiny from the public, regulatory inquiry, or inspection.

Because ethical violations by one employee can harm the reputation and well-being of the College and all employed by LIBI, it is imperative that each member of the LIBI community understands and recognizes his/her vested interest in preserving the integrity of the college. The sections below outline specific standards to guide employee conduct and provide a mechanism to ensure uniform compliance with all LIBI's standards. The Code of Ethics is intended to guide all employees in their daily college activities. In many cases these standards are already outlined in existing policies in greater detail; however, the key purpose of reiterating these standards in the Code of Ethics is to ensure that they are in a concise format and easily understood and followed by every employee. It is the responsibility of all members of the LIBI community to read the Code of Ethics and abide by the standards outlined. Employees have the responsibility of seeking clarification from their supervisors of any policy, standard or statement contained in this Handbook. Supervisors have the responsibility for promoting the understanding of and compliance with the Code of Ethics.

Any employee who is requested by his/her manager or another employee to engage in any activity that is or may be contrary to this policy must promptly report such information to the President of the College or to the provost. Any employee who acquires information that gives the employee reason to believe that any other employee is engaged in conduct forbidden by this policy will promptly report such information to the manager to whom the employee reports or, if the manager is engaged in such conduct, then to the President of the College or to the provost.

## ANALYSIS AND EVALUATION

LIBI has an approved ethics policy for all of its personnel, and it is outlined in the Employee Handbook. Expectations and general accepted practices are provided, delineating guidelines for the reporting violations.

The Employee Handbook is distributed to the community throughout different avenues of communication, and an onboarding process for new employees requires the discussion of these policies. Based on the information herein discussed, and this analysis and evaluation, it is determined that the institution meets this standard satisfactorily.

**14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.**

## EVIDENCE OF MEETING THE STANDARD

Performance evaluations results inform the design of professional development programs and strategic improvement plans. The college administration and participatory governance committees gauge and analyze information from performance evaluations, surveys, and units' self-evaluations to create strategic improvement plans based on results and identified gaps in assessments' findings. These methods help identify development needs for the college personnel and provide key insights of current professional development programs. The professional development committee works in collaboration with the academic administration and HR department in gathering the aggregated results from different performance evaluation tools such as – employee performance evaluations, student surveys for instructors' evaluations, and classroom observations. The PD committee then uses this data to conduct analysis of correlations and descriptive statistics, noting observations for further analysis and/or recommendations.

Data from the following areas of teachers' evaluations is aggregated to identify low-performing categories and determine which areas will be evaluated with more details:

- **Student Evaluation of Instructor-Areas of Evaluation:** Presentation, Discussion, Assignments and Evaluations, Classroom Management, and Overall.
- **Employee Performance Evaluations:** Teacher Effectiveness, Responsibilities to the College, and Responsibilities to Students.
- **Classroom observations:** content and methodology, organization, student dynamics and interaction, ability to communicate, and classroom management/professionalism.

Results are also segmented by academic program and faculty status to gauge performance by programs' concentration and associated student populations in those courses. Professional development programs are then developed based on identified needs, low performing areas, and any other findings that are key for institutional effectiveness and students' success.



Furthermore, professional development activities include two components of evaluation – an assessment component to measure effectiveness of program, and a survey to gauge participants’ satisfaction in order to improve delivery of services and program content. Evidence of this is the assessment component utilized in the Classroom Management PD and the satisfaction survey. *Please see A-5I Classroom Management PD 2019 - Assessment Results and A5 J Classroom Management PD 2019 - Satisfaction Survey in appendix Standard III.*

This approach allows the PD committee to reevaluate professional development activities and require underperforming participants to engage in further development activities to improve and address gaps.

Another evidence of this process is the 4-module certification course offered by the Association of College and University Educators (ACUE). A cohort of 30 faculty members were selected and enrolled in the ACUE Course in Effective Online Teaching Practices (EOTP) during the academic year 2020-2021. This strategy was based on results from the faculty performance evaluations, and as a response to requirements from strategic planning for a hybrid learning/teaching model. The activity provided progress reports to assess the effectiveness of the program and faculty participation. *Please see A-14B LIBI-ACUE Progress Report-March 2021 and A-14A LIBI-ACUE EOTP F20 in appendix Standard III.*

To assess progress towards goals, the committee also reviews aggregated data from previous academic years and makes comparisons with recent results. This type of comparison analysis provides key insights regarding effectiveness of professional development programs and areas that require further development.

Faculty are also required to draft a professional development plan based on results from their performance evaluation. During these evaluations, the administrator extracts aggregated data from different terms from the classroom observations and Student Evaluation of Instructor. This information is discussed during the evaluation meeting, and the aggregated data informs and affects scoring of the faculty performance evaluations.

Professional development activities for the administrative staff are informed by employee performance evaluations, student surveys, and units’ self-evaluations. The employee performance evaluation template for staff members also includes a section to outline an action improvement plan based on areas of development and areas of strength highlighted. *Please see A-5D HR139 Employee Evaluation – Staff in appendix Standard III.*

## **ANALYSIS AND EVALUATION**

LIBI engages in strategic planning and systematic assessment of performance. The results from these assessment methods and processes inform the selection and design of professional development activities, in alignment with institutional mission and goals. An employee performance evaluation process has been established to conduct a systematic evaluation, and the results from this process are then utilized to identify needs and areas of development.

Periodic evaluations of professional development programs are conducted in order to gauge progress towards goals, assess program effectiveness, and identify areas of further development. A professional development committee works in collaboration with the academic administration and HR department to gather and analyze data from the performance evaluation process and assessment components from

professional development activities. LIBI measures the effectiveness of its professional development activities with the implementation of assessment components that measure participants' knowledge attainment, and satisfaction surveys that provide feedback for design and content of PD activities. Based on the information herein discussed, and this analysis and evaluation, it is determined that the institution meets this standard satisfactorily.

**15. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.**

**EVIDENCE OF MEETING THE STANDARD**

Personnel records of faculty are managed and filed by the Academic Administration and HR department. These files contain information pertaining to faculty credentials, performance evaluations and professional development records. Personnel files also include human resources information, such as documents include – data collected during the hiring process, job descriptions, offer letters, employment application and processes to determine professional qualification for specific areas of expertise.

Personnel records of staff are managed and filed by the General Administration and HR department. These files contain information pertaining to staff credentials, performance evaluations and professional development records. Personnel files also include human resources information, such as documents include – data collected during the hiring process, job descriptions, offer letters, employment application and processes to determine professional qualification for specific areas of expertise.

Digital personnel records are maintained within the college secured environment, protected by Microsoft Azure security features. These digital records are stored in the Administration SharePoint and college private servers.

The Long Island Business Institute maintains a personnel file and payroll records for each employee as required by law. Personnel files and payroll records are the property of the College and may not be removed from college premises without written authorization from the President. Because personnel files and payroll records are confidential, access to those records is restricted. Generally, only those who have a legitimate reason to review information in an employee's file are allowed to do so. Disclosure of personnel information to outside sources is limited. However, the College will cooperate with requests from authorized law enforcement or local, state, or federal agencies conducting official investigations and as otherwise legally required. Employees wishing to review their records can submit a request to the Director of Operations. Faculty and staff stationed at the Commack Campus should submit their request to view their files to the Campus Director or to the President of the College. Clear guidelines and procedures are published in the Employee Handbook and Faculty Handbook. *Please see A-15A Employee Handbook 2021-2023-Section 3.13-Personnel Records and 3.32 Confidentiality of Personnel Files in appendix Standard III.*

## **ANALYSIS AND EVALUATION**

LIBI has established policies and procedures to safeguard personnel records and ensure confidentiality. Records are filed and managed by key selected administrators, and access to these records are limited. Any employee who wishes to inspect his/ her personnel file must request it in writing to the Director of Operations or a ranking designee at the Commack Campus (Campus Director) and NYC Extension Center. Employees may view their files in the presence of the Director of Operations or an appropriately ranking designee.

Based on the information herein discussed, and this analysis and evaluation, it is determined that the institution meets this standard satisfactorily.

### **CONCLUSIONS ON STANDARD III - A: HUMAN RESOURCES**

The human resources efforts are coordinated and overseen by the Director of Operations. The Director of Operations directly reports to the President of the college, providing clear lines of reporting and accountability. The Administrative Assessment of the Operations Department includes components of self-evaluation regarding HR practices and policies. The Director of Operations is also evaluated formally and informally on the strategic management of this unit. The Evaluation of Senior Administrators include a section for employees to evaluate the DOO anonymously and provide feedback regarding HR components.

LIBI has established clear guidelines, policies, and procedures for the application and enforcement of human resources protocols and federal, state, and local labor regulations. Participative governance committees also engage in the evaluation and planning efforts of this unit, enhancing programs and services through self-assessment and data analysis, and drafting strategic plans based on recommendations derived from assessment results.

Resources are adequate and the institution conducts periodic assessments to measure and assess appropriateness of resources, and to determine operation requirements in alignment with strategic planning and enrollment forecast. The institution also conducts comparison analysis utilizing national metrics such as expenditure per FTE student in instruction, student-to-faculty ratio, and student-to-advisor ratio, to assess institutional performance in comparison with similar institutions working with the same student populations. Based on the information herein discussed, and this analysis and evaluation, it is determined that the institution meets this standard satisfactorily.

### **IMPROVEMENT PLAN(S)**

N/A

## EVIDENCE LIST

- A-1A Employee Handbook 2021-2023 – Section 3.1 Recruitment
- A-1B Job Description Samples
- A-1C Indeed Account Dashboard
- A-1D Indeed Account-Academic Advisor - Applicants Management Tool
- A-1E Academic Advisor Job Posting – Indeed
- A-1F HR203-B New employee Orientation Checklist-Staff
- A-1G HR203-New employee Orientation checklist-FACULTY
- A-1H Job Description - Request to Change Job Functions Description and Job Requirements
- A-1I Employment Application
- A-1J LIBI Interview Guide - General.
- A-2A Faculty Job Description
- A-3A Director of Operations & Institutional Effectiveness
- A-4A Faculty Credential Evaluations-Sample
- A-5A Employee Handbook 2021-2023 – Section 3.35
- A-5B Faculty Handbook- Section 4- Faculty Development & Evaluation Process
- A-5C HR141 Employee Evaluation – Manager
- A-5D HR139 Employee Evaluation – Staff
- A-5E HR140 Employee Evaluation – Faculty
- A-5F AC107 Instructor Observation
- A-5G Evaluation of Senior Administrators 2022
- A-5H Shared Governance Self-Evaluation Report 2022
- A-5I Classroom Management PD 2019 - Assessment Results
- A-5J Classroom Management PD 2019 - Satisfaction Survey
- A-5K Board of Directors Goals - 2022-2024
- A-5L Student Survey for Instructor & Course Evaluation – Template
- A-7A Faculty Workload Analysis- Flushing & NYC - Capacity Utilization - Fall 2022
- A-7B IPEDS\_Fall\_Enrollment\_Data 2019 submission
- A-7C FACULTY AVAILABILITY FORM (Digital)
- A-8B New Employee Orientation I Guide and Checklist (all employees)
- A-8C New Employee Orientation II - Guide and Checklist - Mentorship Program (Faculty only)

- A-8D New Faculty Onboarding Checklist- Sample
- A-9 Employees Roster by Department
- A-11A Employee Handbook 2021-2023 (Employment Policies Extract)
- A-11B Staff Resources SharePoint - Home Page Screenshot
- A-11C Faculty Resources SharePoint - Home Page Screenshot
- A-11D Employee Handbook 2021-2023- REPORTING, GRIEVANCES, & COMPLAINTS
- A-11E Faculty Handbook 2020-2022-Section 8-Complaints and Grievances
- A-12A Employee Handbook 2021-2023- Diversity and Inclusion
- A-12B Faculty Handbook 2020-2022 Diversity and Inclusion
- A-12C Faculty Diversity Census - 2021-2022
- A-13A Employee Handbook 2021-2023- EMPLOYEE CODE OF ETHICS AND CONDUCT
- A-14A LIBI-ACUE EOTP F20
- A-14B LIBI-ACUE Progress Report-March 2021
- A-15A Employee Handbook 2021-2023-Section 3.13-Personnel Records and 3.32 Confidentiality of Personnel Files

## B. PHYSICAL RESOURCES

*[Note: Suggested Length for Standard III.B is 6 pages.]*

**1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

### EVIDENCE OF MEETING THE STANDARD

LIBI has established policies, procedures, and Standard Operating Procedures to assure safe and compliant facilities and operations, and to protect the community from hazardous conditions (foreseeable and unforeseen). The administration has assigned specific responsibilities to different stakeholders to oversee, manage, direct, and execute activities, procedures, and processes related to the safety and security of LIBI's facilities.

The facilities of the Flushing campus and NYC Extension Center are comfortable, efficient, safe, and conducive to learning. LIBI's Main Campus and Extension Center are situated in locations easily accessible to public transportation, favorable for LIBI's commuter students. The facilities are air-con-

ditioned, well-lit, and comply with applicable local building and safety codes. The Flushing campus is housed in two modern buildings, referred to as the Main Building (where the headquarters are located) and the Annex Building (which houses the faculty offices and the provost's office). The Annex is located in a modern, state-of-the-art shopping mall. While this commercial complex provides services needed to meet occupancy and safety codes, LIBI has its own cleaning, repair, and security service crews that keep the facility clean, secure, and in good working order. *Please refer to B1-B Flushing, Commack, and NY Lease in appendix Standard III.*

The NYC Extension Center is located in the heart of New York City, housed in two floors of an office building on 40th street between 7th and 8th Avenues. In the winter of 2018, the college made a decision to move from downtown Manhattan to Times Square in order to shorten the commute for students and faculty between the Main campus and the Extension Center. While housed downtown, faculty and students needed to take two trains to get to Flushing. Since faculty and students sometimes had to commute between the campuses during the same day, having to wait for two trains created a need for a more convenient location. The new location is within steps from the 7 train which is the direct line to Main Street Flushing. The move to Times Square, the transportation hub of New York City, has been a big upgrade in the quality of life for nearly all members of the college community.

The Flushing, Commack, and NYC area, in general, are safe and the campuses are located on main thoroughfares, Main Street and Times Square, respectively. Both campuses are within one block of subway stations and bus stops. In addition to the security provided by the building, LIBI monitors the entrance and staircase with closed circuit TV to provide additional security. The Director of Operations oversees the safety and security compliance efforts. The Facility Manager, Fire Safety Officers, and Fire Wardens at each location are responsible for the daily management of activities related to safety and security. Each location possesses a Fire Safety brigade, which is responsible for conducting fire and lockdown drills, evacuations, and community training.

Fire Alarm inspections are conducted at the Flushing and NYC locations every 6 months as per NYC Fire Safety Code. Fire Alarm systems provide critical early warning of a fire or smoke condition enabling people to react quickly and evacuate safely. It also transmits a signal to a supervising station (building management), and also to the Fire Department. Preventive measures like fire alarm inspections and testing are done periodically and ensure all fire alarm system components function properly. *Please refer to B-1A Fire Safety Inspections in appendix Standard III.*

The semiannual Fire Alarm Inspection requirements are as follows:

- Test of sprinkler water flow switches (flow water or manually trip flapper)
- Test of sprinkler valve tamper switches (operate valves)
- Visual inspection lead-acid battery (swelling or loose connections)
- Test batteries – load voltage

The Director of Operations coordinates and oversees all safety and security protocols and procedures and works in collaboration with the Facility Manager to ensure that all safety tasks and projects are completed as scheduled.

A budget for Repair & Maintenance is assigned to the Facilities Department each year, ensuring appropriate level of financial resources to support operations, conduct maintenance routines as scheduled, and repair facilities as needed. *Please refer to D-2E, Budget Projections 2022-2023 in appendix Standard III.*

Emergency Response Plans have been developed for each campus or location, identifying threats and specific action plans for each emergency. The Emergency Response and Recovery Committee identified nine emergencies to be the most likely or dangerous situation for the Flushing and Commack Campus, and the NYC Extension Center. *Please refer to B-1C emergency Response Plans in appendix Standard III.*

A Clery Geography Map was also developed for each location in order to plan and execute safety and security protocols taking into consideration geography areas within our CLERY geography. Furthermore, a Fire Safety Brigade is properly trained each year to assist during emergency protocols, and emergency procedures are outlined in the Employee Handbook. Fire drills are also conducted every two months to ensure all students are trained on evacuation protocols. Fire drills have not been conducted since March 2020. These activities will resume during the academic year 2023-2024 in accordance with a hybrid return. *Please refer to B-1D Safety & Security Documents in appendix Standard III.*

The Director of Operations conducts periodic analysis and evaluations to assess appropriateness of physical resources for academic and administrative operations. These assessments take into consideration an inventory of classrooms and computer labs to determine capacity and demand based on student enrollment projections and average classes provided per semester. As per the most recent analysis conducted during the Fall 2022, the simulated classroom capacity utilization was 49.11%. It is to be noted at this juncture that LIBI has been delivering instruction fully remotely since March 2020. The institution is preparing for a hybrid return during the academic year 2023-2024. *Please refer to B-1E Classroom Inventory and Capacity Management-Analysis Fall 2022 in appendix Standard III.*

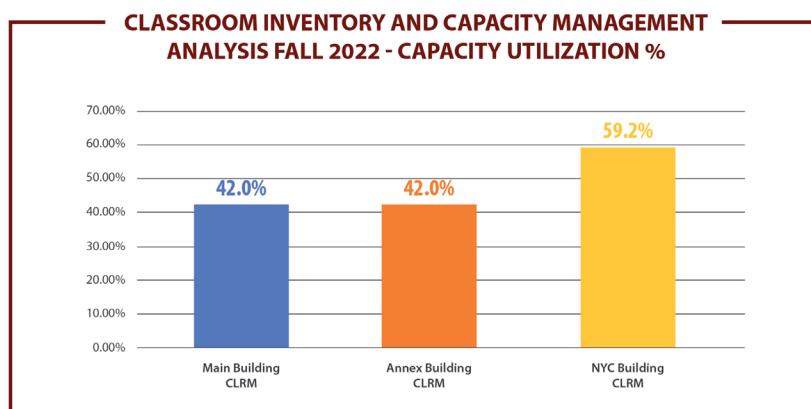
Members of the community can report unsafe physical facilities via the Incident Report Form. The Incident Report can be accessed from LIBI's website, CANVAS, and Faculty and Staff SharePoint. *Please refer to B-1E Incident Report Location on the website- Screenshot in appendix Standard III.*

## ANALYSIS AND EVALUATION

The institution conducts periodic evaluations to assess classroom capacity and other physical resources and has established proper procedures and policies for the reporting of unsafe resources. The new



student orientation also covers safety and security protocols and policies to instruct students in how to report incidents and unsafe resources. *Please refer to B-1G Use of School Property - Employee Handbook & Standard B-1H Student Orientation Agenda and Presentation in appendix Standard III.*



The organization has maintained an appropriate level of physical resources to support the administrative and academic operations. As part of an integrated planning system, the administration utilizes student enrollment projections to determine appropriate capacity for classrooms and computer labs. Based on the most recent analysis for the Classroom Inventory and Capacity Management, the simulated utilization rate of classrooms and computer labs was 49.11% across different locations. As all classes remained online as of September November 2022, the analysis took into consideration class distribution and classroom allocations based on students selected campus. The simulated rate was based on this distribution. The highest utilization rate was observed at the NYC Extension Center (59.2%), considering it is a smaller location in comparison with the main campus. The Flushing Campus features a total of 24 classrooms – 18 lecturing rooms and 6 computer labs. The NYC Extension Center features a total of 17 classrooms – 13 lecturing rooms and 4 computer labs.

The college has implemented safety and security protocols in accordance with CLERY guidelines and other federal, state, and local regulations. The organization conducts training regularly, and emergency procedures are published in the Student Handbook, Employee Handbook, and Faculty Handbook. An Emergency Plan and Safety Brigade have also been created at each location. It is concluded that the institution meets this standard satisfactorily.

**2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

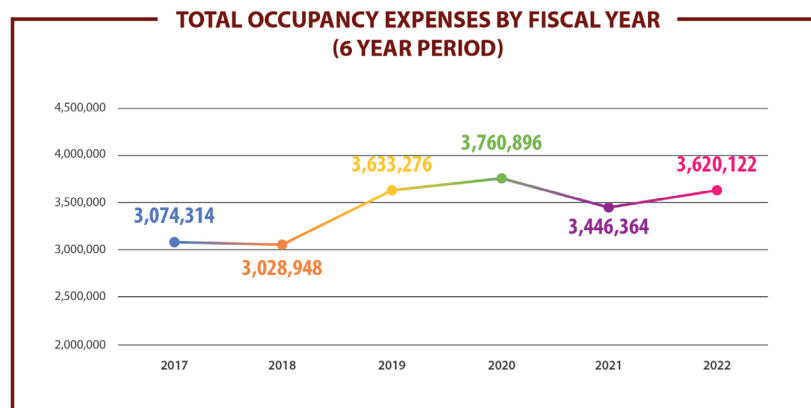
### EVIDENCE OF MEETING THE STANDARD

LIBI conducts ongoing planning and resource allocation based on its mission and goals. The administration of the college has in place a budget allocation system that allows it to channel financial re-

sources to the areas that need improvements in a priority order. The Facility Management and the IT Department develop objectives to help the institution achieve its goals.

All three LIBI's locations are housed in leased facilities. The college administration includes a proper budget for occupancy expenses based on lease payment schedules and institutional strategic planning. The NYC Extension Center lease is one of the most recent contractual agreements for facilities and expires in 2030. The Flushing Campus buildings have been leased for more than 20 years, and strategic planning has identified these resources as essential for indefinite time. Facility leases are renewed taking into consideration strategic planning derived from market analysis and projected revenue. The facility lease for the Commack Campus has been renewed on a two-year basis considering a close evaluation of the market and enrollment trends. This allows flexibility without engaging in long-term commitments and enables the organization to adjust plans as it deems necessary. *Please refer to B-1B Flushing, Commack, and NY Lease in appendix Standard III.*

The College Integrated Planning system ensures the needs of programs and services are considered for institutional planning. The general administration works in collaboration with the Facilities Management Department and participatory governance committees to identify needs and issue recommendations. Plans are developed considering operational requirements that are derived from capacity management analysis, ensuring proper level of resources for academic and administrative operations.



The following criteria is utilized to determine the physical resources needs for programs and services:

- **Adequate Classroom Capacity:** maintaining utilization rate below 80% to allow flexibility.
- **Administrative Offices requirements:** Total number of departments, staff members per department, confidentiality level, and departments' service capacity and demand.
- **Extracurricular activities:** classroom idle time, activity classification, confidentiality level, and structural settings.
- **Student Support Services:** staff members per department, confidentiality level, and departments' service capacity and demand.
- **Connectivity, Commute, and Accessibility:** consider users' needs and requirements. Possible data sources for considerations: students & faculty zip codes, faculty teaching loads, number of unique class sections per term, etc.

Evidence of this process is the relocation of the NYC Extension Center. The NYC Extension Center was relocated to Times Square in 2018, reducing travel time between the main campus and the extension center for students and faculty. The relocation project included two budgets – relocation costs and construction budget. A total budget of US\$255,000 was allocated to modify the blueprint as the facilities were built and utilized by a defunct college for classrooms and offices. Appropriate permits and certificates of occupancy for school facilities had already been issued for this location, offsetting conditioning costs. The construction project was necessary in order to adjust classroom settings and space distribution based on LIBI's operation requirements and instructional needs. A total budget of US\$175,000 was allocated to cover costs associated with moving operations and equipment installations. The Connectivity, Commute, and Accessibility criterion was applied for consideration of strategic location and other criteria determined the space distribution for classrooms, offices, and student services centers. *Please refer to B-2A - Proposal for Construction & Floor Plans - NYC Extension Center in appendix Standard III.*

Another evidence of this process is the additional improvements made in 2019 to increase capacity at the IRS Volunteer Income Tax Assistance (VITA) office in the NYC Extension Center. Each year, students from the Accounting and Business departments at both the Main campus and the Extension Center, are trained and certified to prepare taxes for low-to-moderate income individuals, persons with disabilities, the elderly, and limited English speakers. A space redistribution was completed to increase service capacity at the VITA Office in order to serve more patrons and increase student participation.

These adjustments increased the capacity to serve more students during peak times – such as scheduling periods – in student services offices and extracurricular programs, and reduced travel time between the main campus and the extension center.

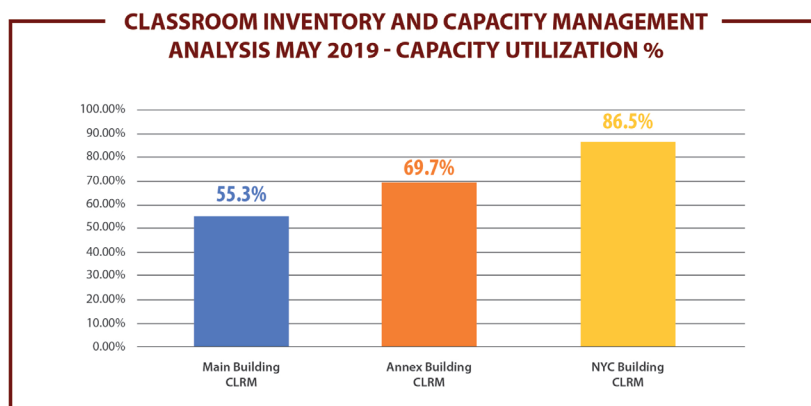
Equipment replacement and maintenance is conducted as needed. As stated previously, all LIBI locations are housed in leased facilities, in multi-office and multipurpose buildings. All 3 locations feature a building management office that provides services to tenants in the arrangement of contractors for maintenance services. Maintaining a campus environment conducive for student learning and normal operations of the college is the primary goal of the Facility Department. The Facilities Manager conducts periodic inspections of campus facilities to ensure proper functionality of equipment such as HVAC, cleaning devices, bathrooms equipment, safety, and security devices, and other. As stated previously, a semi-annual inspection of Fire Safety Devices is conducted by a certified provider to ensure proper functionality of equipment.

## **ANALYSIS AND EVALUATION**

The institution engages in an Integrated Planning process to assess the needs of programs and services. The assessment results are then utilized to make recommendations and draft institutional budgets. All college facilities have been carefully designed to support administrative and academic operations, and ongoing assessment and planning informs capacity management and distribution of physical resources.

As stated previously, the relocation of the NYC Extension Center in 2018 serves as evidence of this process. The capacity utilization of the NYC Extension Center reached 86.5% exactly one year after the project was completed. The strategy to relocate the campus to reduce travel time between the main campus and the extension center enabled students to select class schedules that were more convenient

for them. *Please refer to B-2B - Classroom Inventory and Capacity Management Analysis May 2019 in appendix Standard III.*



LIBI’s strategy to lease facilities provides flexibility and long-term stability with contractual agreements. All facilities feature an in-house maintenance crew and a facility manager that oversees this department’s operations. Periodic inspection of facilities ensures reliability of equipment and steady support for normal operations. It is concluded that the institution meets this standard satisfactorily.

**3. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

### EVIDENCE OF MEETING THE STANDARD

As stated previously, the Director of Operations oversees the Facilities Department and is responsible for coordinating all administrative activities for capacity and demand management. The Director works in collaboration with the Facilities Manager and the Maintenance crew to collect and analyze data regarding facilities condition, occupancy utilization, and safety and security protocols.

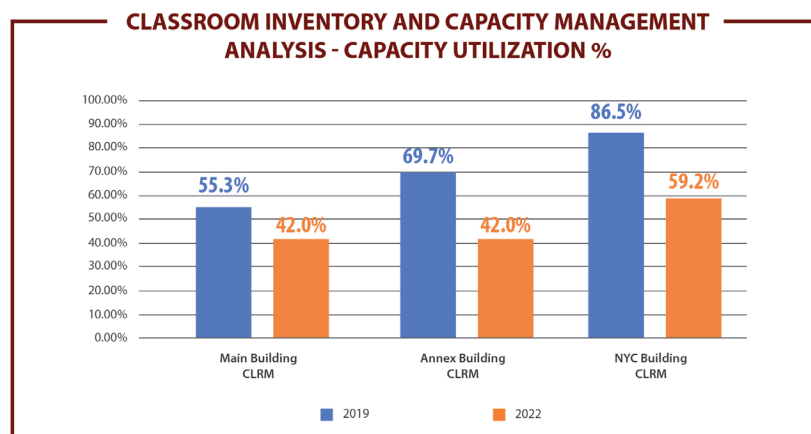
Evidence of this process is the weekly/daily inspection sheets used to guide and record regular inspection of facilities. The college operations have remained online since March 2020, and recent completed inspection sheets are not available for evidence. The Classroom Inventory - Weekly Cleaning Checklist is provided in the appendix. This check list is utilized to identify, track, and document any actions required for repairs, maintenance contingency plans, and cleaning operations effectiveness. *Please refer to B-3 Classroom Inventory - Weekly Cleaning Checklists in appendix Standard III.*

A Classroom Inventory and Capacity Management Analysis is completed every year to assess appropriateness of capacity based on projected student enrollment by program and remedial level. The college has determined a capacity utilization rate of 80% per campus as a threshold for reevaluating needs and contingency plans. This strategy provides flexibility for redistribution of physical resources when needed and supports extracurricular activities when temporary classroom assignments are requested. The institution continues to reevaluate its physical resources needs in preparation of a return to the

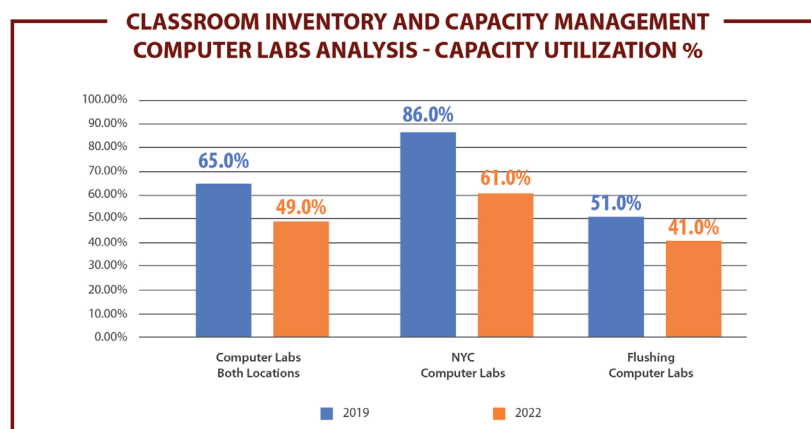
campus in hybrid learning format during academic year 2023-2024. The most recent analysis of classroom utilization was conducted in November 2022. This analysis was based on a simulated assignment of classrooms as classes remained online as of November 2022. The objective of this simulation was to evaluate the current capacity utilization if classes were to return to an in-person format sooner than expected or planned, and to reevaluate strategic planning for leasing facilities and operations requirements. *Please refer to B-1E Classroom Inventory and Capacity Management-Analysis Fall 2022 and B-3C Management of Classroom Availability Sample in appendix Standard III.*

## ANALYSIS AND EVALUATION

The institution conducts periodic evaluations of classroom utilization and general capacity management. The results of these evaluations inform strategic planning and allocation of resources. Based on the comparison analysis of academic years 2019 and 2022, the institution deems appropriate its classroom capacity and utilization rates.



Although higher utilization rates were observed at the NYC Extension Center in 2019, surpassing the 80% threshold, the institution recognizes that this surplus is due to the temporary increased demand of computer labs for extracurricular activities. Thus, creating a temporary reduction of flexibility for space redistribution for other activities. It is concluded that the institution meets this standard satisfactorily.



#### 4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

##### EVIDENCE OF MEETING THE STANDARD

As stated previously, all three LIBI's locations are housed in leased facilities. The organization's strategic plan foresees continuing this practice long-term. The institutional budget for the current fiscal year contemplates a total budget of US\$ 3,660,000 to cover occupancy expenses. As of today, the institution does not own any of the premises it operates, and it has been a strategic decision to lease the facilities required for operations, taking into consideration market fluctuations and adaptability to changes in the sector. *Please refer to D-2E Budget Projections 2022-2023 in appendix Standard III.*

The organization has established long-term contractual agreements for the facilities that house the Flushing Campus and the NYC Extension Center. Enrollment projections and market analysis reflect an increased need, considering other institutions that served the same student population in the area are no longer serving the community since 2022. *Please refer to B-1B Flushing, Commack, and NY Lease in appendix Standard III.*

The organization has enough financial resources to support short-term and long-term physical resources plans. LIBI's Acid Test Ratio is solid – the institution's acid test ratio for the past 3 fiscal years has been maintained well above 1:1. The unrestricted fiscal reserves have been adequate to meet financial emergencies, as the evidence herein stated verified. The ending balance of unrestricted funds for the past 3 fiscal years have been adequate to meet financial obligations and institutional challenges and needs. *Please refer to D-11, LIBI Acid Ratio 2019-2022 and D-1A, LIBI's Audited Financial Statements in appendix Standard III.*

The Institutional Integrated Planning process ensures that all projects are aligned with institutional goals and mission. LIBI's allocation of resources model is driven by the Institutional Integrated Planning System, taking into consideration institutional needs and requirements. As part of the operations for closing the fiscal year, and to prepare documentation for the annual fiscal audit, the CFO finalizes the Budget vs Actual Analysis. This analysis is also then compared with previous fiscal years to assess fiscal management performance, observe variances, and to conduct an evaluation of Expenditure per FTE student. This evaluation informs the administration's decisions in improving fiscal management and adjusting procedures. *Please refer to D-2B & G Integrated Planning Flow Chart & Participatory Governance and Integrated Planning Manual in appendix Standard III.*

##### ANALYSIS AND EVALUATION

Based on the information herein discussed, the institution assesses the effectiveness of long-range capital planning and the results from these assessments inform recommendations for improvement and strategic planning. The college has established clear planning processes to ensure that projects support the mission of the college and institutional goals.

The institution has identified long-term plans to meet its operations requirements for facilities, equipment, and other resources. Long-term contractual agreements (facilities lease) are evidence of this process. It is concluded that the institution meets this standard satisfactorily.

## CONCLUSIONS ON STANDARD III - B: PHYSICAL RESOURCES

The institution engages in an Integrated Planning process to assess the needs of programs and services. The assessment results are then utilized to make recommendations and draft institutional budgets. All college facilities have been carefully designed to support administrative and academic operations, and ongoing assessment and planning informs capacity management and distribution of physical resources.

The institution conducts periodic evaluations to assess classroom capacity and other physical resources and has established proper procedures and policies for the reporting of unsafe resources. The college has implemented safety and security protocols in accordance with CLERY guidelines and other federal, state, and local regulations.

All projects are evaluated as per guidelines established in the Participatory Governance and Integrated Planning Manual. Long-range capital planning takes into consideration recommendations issued by participative governance committees based on assessment results and in alignment with institutional goals and the mission of the college.

### IMPROVEMENT PLAN(S)

N/A

### EVIDENCE LIST

- B-1A Fire Safety Inspections
- B-1B Flushing, Commack, and NY Lease
- B-1C emergency Response Plans
- B-1D Safety & Security Documents
- B-1E Classroom Inventory and Capacity Management-Analysis Fall 2022
- B-1F Incident Report Location on the website- Screenshot
- B-1G Use of School Property - Employee Handbook
- B-1H Student Orientation Agenda and Presentation
- B-2A - 1 Proposal for Construction - NYC Extension Center
- B-2A - 2 Final 9TH FLOOR LAYOUT
- B-2A - 3 Final 10TH FLOOR LAYOUT
- B-2A - 4 Layout for faculty room
- B-2A - 5 Main Office Layout
- B-2B - Classroom Inventory and Capacity Management Analysis May 2019
- B-3A - Classroom Inventory - Weekly Cleaning Checklist – NYC
- B-3B - Classroom Inventory - Weekly Cleaning Checklist – FL
- B-3C - Management of Classroom Availability Sample



## C. TECHNOLOGY RESOURCES

[Note: Suggested Length for Standard III.C is 7 pages.]

**1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.**

### EVIDENCE OF MEETING THE STANDARD

The Information Technology Department is responsible for the strategic planning, development, and execution of the institutional and educational technology, support services, cybersecurity, and communication systems. The IT department provides support and maintenance to the technology infrastructure commensurately with strategic plan for preventive and mitigation actions, and timely response to emergencies as outlined in emergency procedures, or in accordance with the latest developments as per institutional strategic planning and direction.

The Technology Committee (TC) works in collaboration with the IT Department to assess the current state of technology utilization across the college and recommend areas where expansion is needed to enhance instructional delivery, academic programs, and more efficient operations of the college. The TC collects data across the institution and utilizes the data collected by the Institutional Assessment Committee (IAC) to evaluate, prioritize, and recommend technology proposals for implementation. This committee drafts technology proposals to be included in LIBI's strategic plan. This process facilitates the appropriate assessment of institutional technology needs, by identifying areas of development and technology requirements for all institutional endeavors outlined in strategic plans. An Information Technology Plan is prepared by the IT Department and Technology Committee to conduct periodic evaluations of institutional technologies and to establish a technology strategic plan in support of institutional goals. *Please refer to C-1A – Information Technology Plan 2022-2024 in appendix Standard III.*

The administration analyzes data on a regular basis to review and adjust the Information Technology budget. These reviews occur at the end of each academic year (June-July), allowing sufficient time to adjust the budget for the following fiscal period that begins on September 1. The data is obtained using two different methods –through surveys that measure the community perception, and the collection of data from all LIBI's databases. Part of the analysis takes into consideration the number of computer classes offered, number of IT Help Tickets submitted during the same period, student academic performance, etc. To determine the appropriateness of computer labs capacity, the administration utilizes student enrollment projections and caps. Currently, there are 10 computer labs between the Flushing Campus and NYC Extension Center. The average capacity of computer labs is 25 students. *Please refer to C-1B –Technology Inventory in appendix Standard III.*

Evidence of this process is the restructuring of the technology infrastructure completed during the academic years 2019-2020 and 2020-2021, in accordance with new technology requirements for distance education. The COVID-19 pandemic pressed institutional development plans for technology, as programs and services were quickly and successfully developed for remote learning and virtual support. The institution continues to develop its digital infrastructure for the delivery of instruction and to provide services and academic support. The implementation of a new Learning Management System

(CANVAS) and the upgrade of the Student Information System (Anthology SIS) were pivotal in this restructuring process. These technology improvements enhanced delivery of instruction, allowed digital conditions for the creation and development of new student portals, facilitated system automations, and improved assessment and analytics. As the institution continues to develop the technology infrastructure, assessment tools are being revised in accordance with long-distance education requirements, and to improve the overall performance of our systems.

A Disaster Recovery Plan is also outlined in the IT Plan and the Learning Management Usage Policy. These plans provide specific guidelines and provisions for the assembling of a disaster recovery team in the event of a disaster (natural or manmade). The recovery team will include an IT Manager from each location, and all Administrative Functional Heads. The meeting will take place at one of the LIBI locations, if possible; otherwise, video conference will be utilized to convene. When facing a foreseeable natural disaster, the team will meet as soon as the first forecast is received before the event. A Backup Procedure is also outlined in the IT Plan and LMS Usage Policy. This procedure includes a schedule for periodic backups and outlines the responsibilities of the IT staff. Systems backups are conducted daily, and verification procedures conducted by the IT Managers ensures integrity of procedures. *Please refer to C-1A – Information Technology Plan 2022-2024, Section VI, and C-1C Learning Management System Use Policy, Section IV in appendix Standard III.*

The technology infrastructure has been carefully designed to support traditional teaching and learning and distance education. The Learning Management System (CANVAS) is the official LMS utilized and supported by the organization. This platform facilitates student and faculty interaction, delivery of instruction, and tracking and reporting of educational courses and learning outcomes. This platform complies with all federal, local, and security regulations and standards that the institution abides by. The Learning Management System Usage Policy outlines the basic guidelines for the operations of the system. This policy outlines internal regulations regarding the use of the Learning Management System (CANVAS) and its accessibility, maintaining compliance with applicable regulator's policy, procedures, and law (accrediting agencies, federal and state government, & other regulating bodies, herein referred to as the regulators). This policy addresses fundamental considerations in the use of the Learning Management System (LMS) at the Long Island Business Institute (LIBI). The Technology Committee, led by the Associate Dean of Instruction, works in collaboration with the Information Technology Department to ensure optimal performance, manage user accounts, safeguard user privacy and data, and provide technical support to faculty and students. The Information Technology Department, the Associate Dean of Instruction, and the Program Coordinator for Institutional Technologies support instructional staff efforts to utilize Canvas for delivering, tracking, and managing LIBI's course instruction. These incumbents provide technical support, training, and instructional resources to faculty in best practices of online course development and instructional technology implementation. *Please refer to C-1C Learning Management System Use Policy in appendix Standard III.*

The Student Information System (Anthology Student) features modern functionality and empowering features that lead to better learning outcomes. This implementation facilitated the creation of new student portals, system automations, and improved assessment and analytics capabilities.

Furthermore, a Microsoft 365 virtual environment facilitates online videoconference, virtual collaboration, information distribution, and platforms for student support services. Classes are hosted live via MS Teams, and automations are in place to record all class sessions to support asynchronous learning activities. MS Teams is also utilized for individual and group tutoring sessions. The Academic Success

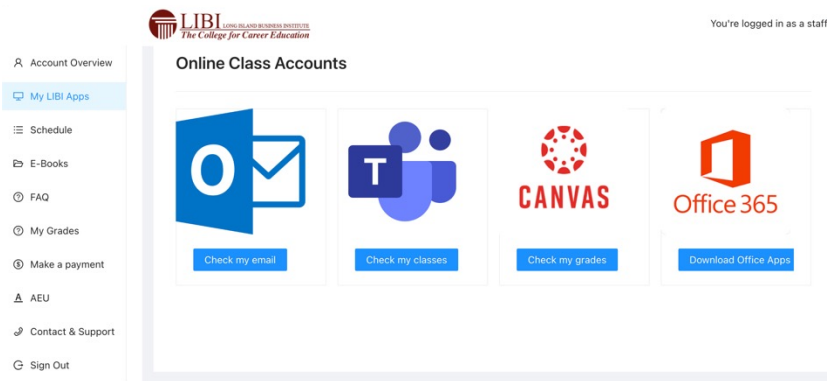
Center (Tutoring Center) features study groups where students can convene to study together and interact with faculty from each program. A faculty member from each program is scheduled at least once per week to meet with students in an open forum (study group), assisting students in understanding certain topics, preparing for tests, and completing assignments.

## **ANALYSIS AND EVALUATION**

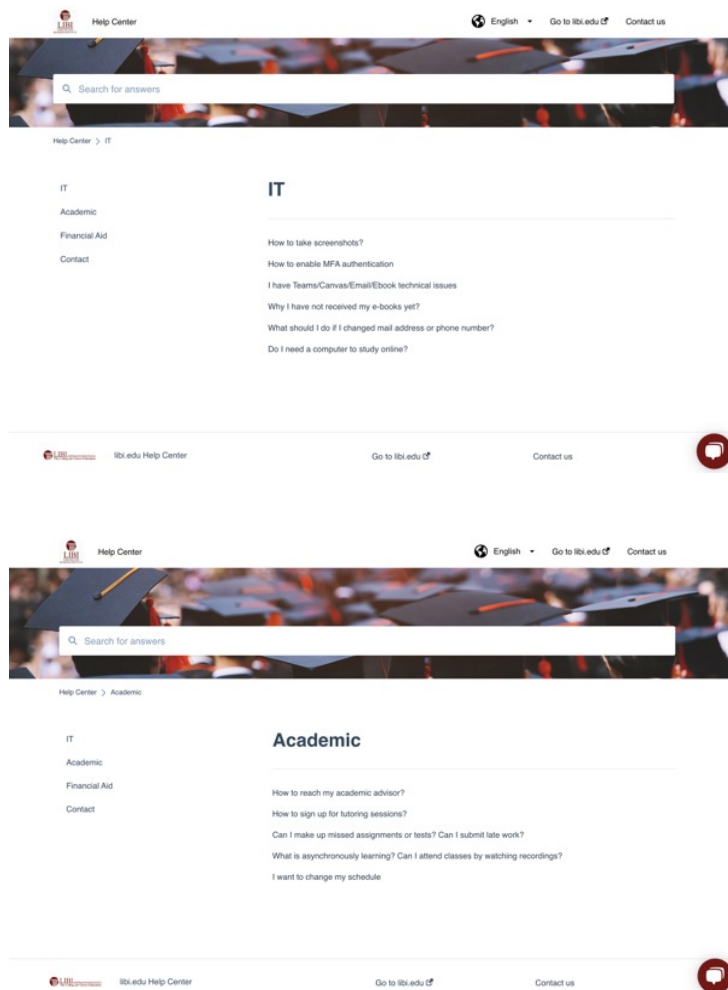
The Information Technology Plan serves as a central document for the strategic planning, development and execution of institutional technologies and related projects – considering cybersecurity, user’s technology readiness, institutional goals and requirements, and students’ needs. This plan also serves as an assessment tool for the systemic evaluation of the technology infrastructure, programs & services of the Information Technology Department, and the instructional technology.

The technology infrastructure of the organization is appropriate to support traditional teaching and learning and distance education. The technology inventory is appropriate to support a hybrid learning model, featuring 10 computer labs and two learning centers.

The digital infrastructure in place features multiple platforms that are integrated as part of a learning environment to support instruction, student services, and institutional support. The creation of the new student portal centralized important resources for the students, simulating a one-stop shop to access E-books, Schedules, Instructional Apps, Grades, Payment Systems, Technical Support & Help Center, Adult Education Units, and instructions to download software required for instruction and extra-curricular activities.



The creation of the Help Center was designed taking into consideration frequently asked questions (FAQ), providing immediate technical support solutions for the students 24/7, and facilitating direct access to academic support services.



A systematic evaluation of technology infrastructure and technology services include the input from end users. This input or feedback is collected through student surveys, IT Support Ticket System, and qualitative information available via other institutional assessment activities. The institution uses strategic planning for the distribution of its technology resources and regularly evaluates the effectiveness of programs and services. It is concluded that the institution meets this standard satisfactorily.

**2. The institution continuously plans for, updates, and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.**

**EVIDENCE OF MEETING THE STANDARD**

As stated previously, the IT plan serves as a central document for the strategic planning, development, and the systematic evaluation of institutional technology. This plan is prepared by the Information Technology Department, in collaboration with the Director of Operations and Associate Dean of Instruction – collectively referred to as the Technology Committee. The Technology Committee, as a college participatory governance unit, participates in institutional assessment efforts and is responsible

for the systematic assessment of the programs and services of the Information Technology Department, Instructional Technology, and Cybersecurity. The committee makes recommendations based on assessments results, and carefully plans the strategic development of the college technology infrastructure. *Please refer to C-1A – Information Technology Plan 2022-2024 in appendix Standard III.*

The following systematic assessment guidelines informs the course of action of periodic evaluation:

- a. **Information Technology Surveys:** an institutional IT survey is conducted annually to evaluate user’s technology readiness and satisfaction with programs and services; gather insights on software tools; and to gather information related to cybersecurity.
- b. **Data analysis of user activity:** gather insight about users’ activity by analyzing data from software usage reports (e.g., Microsoft 365 Reports in the admin center).
- c. Review data related to student learning outcomes from introductory computer courses such as Introduction to Computers (COM100), to inform design of technology support services.
- d. Assess students’ technology readiness through faculty feedback.
- e. Collect and analyze data from the Technical Support Ticket System.
- f. **Evaluation of processes and procedures:** holistic evaluation of college processes (academic/administrative) supported by current technology, to identify areas of improvement.

The assessment results outlined in the IT Plan are then utilized to make recommendations for technology improvements and new acquisitions. The assessments are focused on analyzing technology requirements in order to support institutional goals established in the most recent Institutional Effectiveness Plan (IEP), as part of an Integrated Planning System.

Evidence of this process is the recent evaluation of institutional technologies to support academic integrity in learning activities. The Technology Committee assessed the technical requirements to support instruction for a hybrid delivery of instruction model taking into consideration the TPACK framework. According to the TPACK framework, specific technological tools (hardware, software, applications, associated information literacy practices, etc.) are best used to instruct and guide students toward a better, more robust understanding of the subject matter. The three types of knowledge – TK, PK, and CK – are thus combined and recombined in various ways within the TPACK framework. Technological pedagogical knowledge (TPK) describes relationships and interactions between technological tools and specific pedagogical practices, while pedagogical content knowledge (PCK) describes the same between pedagogical practices and specific learning objectives; finally, technological content knowledge (TCK) describes relationships and intersections among technologies and learning objectives. These triangulated areas then constitute TPACK, which considers the relationships among all three areas and acknowledges that educators are acting within this complex space<sup>[56]</sup>.

The committee rejected lockdown browsers as a software solution to support academic integrity based on the following observations:

1. It is extremely difficult to install in different operating systems, especially when some students are using very old systems such as Windows XP.

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56 Dr. Kurt (2018). TPACK: Technological Pedagogical Content Knowledge Framework. Educational Technology.

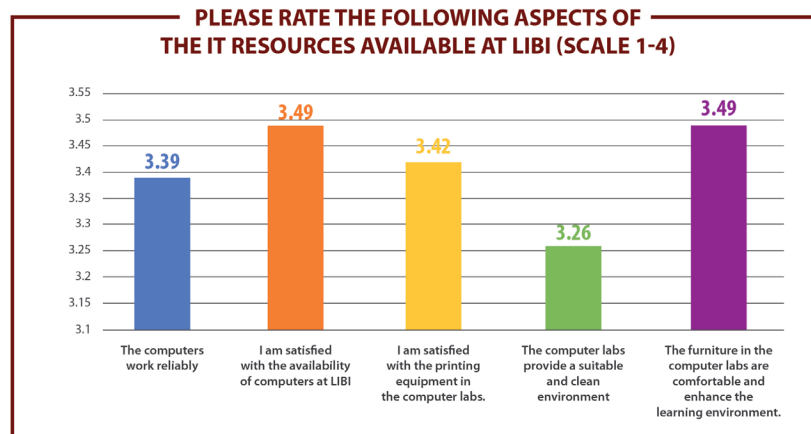
2. Lockdown Browsers provide limited technical support.
3. Students and faculty will not be able to access Canvas exams if their devices do not meet the requirements.

In order to support current academic integrity practices, the Technology Committee strongly recommends the integration of a plagiarism detection software. Upon completion of a careful review of different solutions, the committee identified two options for final review and consideration. *Please refer to C-1A – Information Technology Plan 2022-2024- Section 3.2.2 in appendix Standard III.*

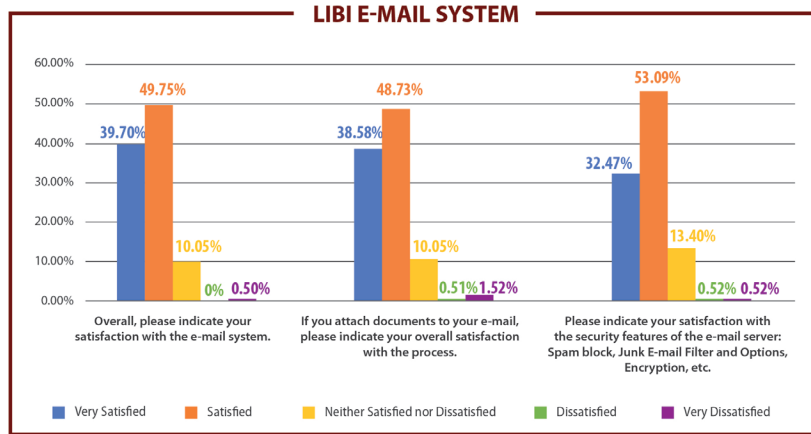
LIBI continuously updates its technology hardware to provide a high-quality service to its students. LIBI routinely replaces and upgrades audio-visual equipment for instructional purposes. In 2021 CampusVUE, the student database used by the college, was upgraded from local college-owned servers to a cloud-based system.

### ANALYSIS AND EVALUATION

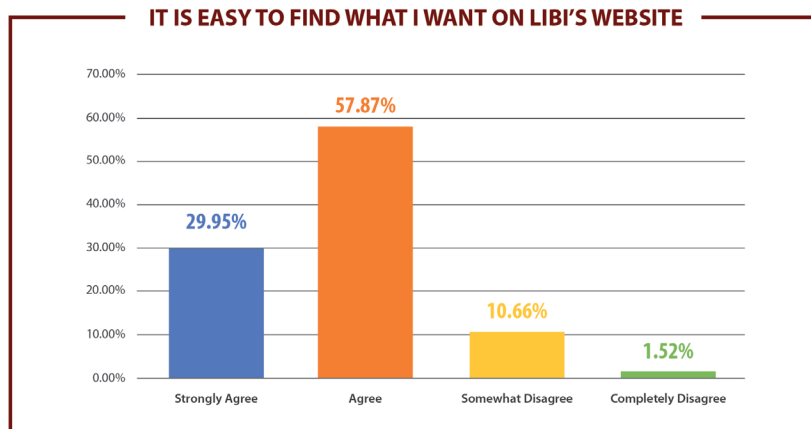
A pre-pandemic IT Survey gathered information about the certain aspects of LIBI’s technology resources. The responses received represent 40% of the student population, and rated the IT resources in 3.41 average in a scale 1-4 (4-Excellent, 3-Good, 2-Adequate, 1-Poor)



The most recent IT Surveys do not include data about IT resources available on campus, as all activities remain virtual since the beginning of the pandemic. However, the IT survey conducted in academic year 2021 collected data about digital resources. 89.45% of the respondents indicated their overall satisfaction with the LIBI Email system as Very Satisfied and Satisfied.



Another survey question gauged the students’ satisfaction with LIBI’s website. 87.82% of the respondents indicated that it is easy to find what they are looking for on the website. This information informed the design of the new student portal, taking into consideration users’ feedback for improvement. The new student portal seeks to lower the number of users that were dissatisfied with the design of the website (12.18%), centralizing all students' information in one hub. *Please refer to C-2 - LIBI Information Technology Survey – Academic in appendix Standard III.*



Taking into consideration students’ feedback and their technology readiness is of paramount importance for technology evaluation and strategic improvement. The systematic assessment for institutional technologies ensures that institutional technology requirements are met and informs decisions for improvements and new acquisitions in order to keep the technology infrastructure current and reliable. It is concluded that the institution meets this standard satisfactorily.



**3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.**

**EVIDENCE OF MEETING THE STANDARD**

The Information Technology Department conducts periodic evaluation of systems and equipment to ensure proper functionality and reliability. A protocol is in place to conduct daily checkups of the college servers to ensure security and reliability. These guidelines are established in the IT Plan, and specific actions required for improvements are included in the strategic plan section of this document. The IT department also conducts periodic evaluation of computer labs, instructional equipment, and administrative computing devices.

The IT Department also utilizes data from the IT Support Ticket System to identify equipment and systems that required significant support during a specific cycle. This process allows the IT Department to engage in mitigating strategies to prevent or reduce technical malfunctions, increasing the productivity of equipment and systems. This information is also vital in determining appropriate budgets and allocation of resources taking into consideration sustainability and cost-benefit analysis. Evidence of this process is the most recent evaluation of the technology infrastructure in preparation for a hybrid return during the academic year 2023-2024. One of the goals of the IT Strategic Plan 2022-2024, is to update the technology plan and infrastructure considering a hybrid return. *Please refer to C-1A – Information Technology Plan 2022-2024 and C-3 - IT Support Ticket Form in appendix Standard III.*

The IT Support Ticket Form can be accessed from the SharePoint Faculty & Staff Resources. The system tracks user information to identify department, user classification (student/faculty/staff), and other important data for analytic purposes. *Please refer to C-3 - IT Support Ticket Form in appendix Standard III.*

**ANALYSIS AND EVALUATION**

The technology inventory includes information regarding the lifespan of each equipment, indicating the remaining years of service. This information is utilized by the IT Department to draft budgets and send recommendations to the Resources Advisory Committee (RAC) for fiscal considerations. Institutional equipment is replaced or upgraded based on these cycles. The institution has not engaged in significant operations for the upgrade or replacement of computers in the computer labs of all three locations, as learning activities have remained online since March 2020. The IT Department identified other institutional priorities during the past two academic years to develop the digital infrastructure. It is concluded that the institution meets this standard satisfactorily.

**4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

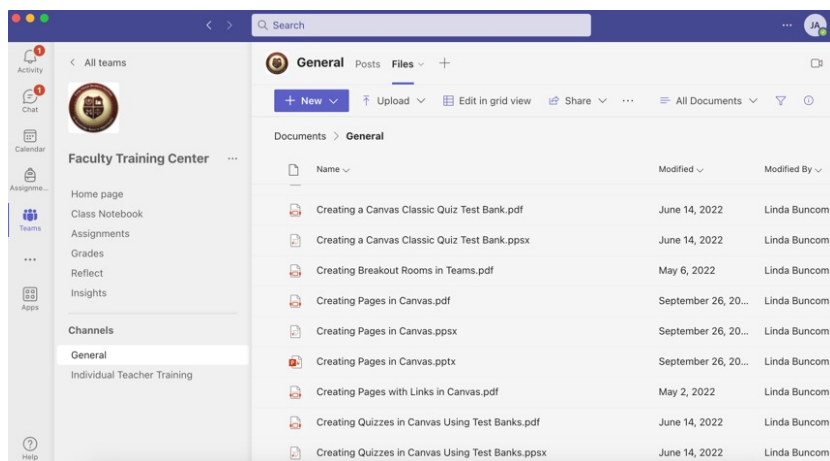
**EVIDENCE OF MEETING THE STANDARD**

The Information Technology Department, the Associate Dean of Instruction, and the Program Coordinator for Institutional Technologies conduct periodic assessment of community training needs and user

technology readiness by analyzing data from the Technical Support Ticket System. The ticket system aggregates data in the following categories for further review and analysis of needs. The ticket system captures users' ID/emails, so that we can identify users by academic status, groups, demographics, academic programs, previous education, and other information of interest for systematic assessment.

The Technology Committee also conducts IT surveys periodically to gauge user's technology readiness, and to collect information about users' devices and operating systems. Other methods of assessment include evaluation of student academic performance in Introduction to Computers, identifying areas of development and community strengths. The results from this systematic assessment must then be utilized for the design of training, faculty professional development and self-service tools and resources, aiming to curtail the demand of technical support. Recorded training sessions can be accessed from the Student Help Center and Faculty Resources SharePoint. *Please refer to C-4 Technical Training for Instructional Staff in appendix Standard III.*

A Faculty Training Center was created in MS Teams to host technical training for faculty and all instructional staff. The Associate Dean of Instruction in collaboration with the Program Coordinator for Institutional Technologies plan and conduct technical training regarding different LMS software features, Microsoft Office, SharePoint, and other important tools.



A training calendar is posted in the homepage of the Training Center (MS Teams Group), and training sessions are recorded for asynchronous learning activities. The faculty training center can be accessed from the Faculty Resources SharePoint and each faculty member dashboard in MS Teams.

The student onboarding process includes a pre-orientation to provide students with assistance in activating their students accounts and a basic training to navigate these applications. The training agenda includes activation of MS Office 365 Account and Canvas, and a basic training for the following applications: Outlook, MS Teams, Office 365, and Canvas. Students are also guided to download MS Office and written instructions are provided with the training. Students that are not able to join the live training sessions can watch the recordings in the following page: <https://libi.edu/orientation>. *Please refer to C-4B - Online Pre-Orientation Webpage -Student Onboarding for Instructional Apps in appendix Standard III.*

Students are also provided with a digital brochure that explains how to access their instructional applications, perform basic functions such as submitting academic assignments, and instructions to down-

load software required for instruction. This brochure is distributed during orientation, and students can also access it from the student portal and CANVAS. *Please refer to C-4D MyLIBI - Quick Student Guide in appendix Standard III.*

The Information Technology Department also conducts training for the administrative staff regarding specific software functions related to each job position. All staff members are required to receive training regarding the recording of student contact activities in the Student Information System (Anthology Student). All employees with access to Anthology SIS are provided with the Basics Guide developed by Anthology. *Please refer to C-4C Basics Guide 220-Anthology Students in appendix Standard III.*

## **ANALYSIS AND EVALUATION**

A systematic assessment of community training needs and user technology readiness is in place to identify training materials and resources, and to inform the design of training. This information is gathered through different assessment methods and provides key insight about faculty, staff, and student needs.

The organization has in place a training program for instructional applications as part of an onboarding process for students, faculty, and staff. All members of the community receive proper training for the use of computer applications and systems required for instructional activities, student learning, and administrative responsibilities. It is concluded that the institution meets this standard satisfactorily.

### **5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.**

## **EVIDENCE OF MEETING THE STANDARD**

The institution publishes policy in different institutional handbooks to provide guidelines and expectations regarding the usage of technology resources and systems. These policies are disseminated through the Student Handbook, Faculty Handbook, Employee Handbook, LIBI's Website, Student Portal, Faculty and Staff Resources SharePoint, and LSM system. Each publication is intended for a specific audience addressing related activities for which the respective users engage to satisfy responsibilities, complete work assigned, participate in learning activities, and to interact in LIBI's environments: virtually and physically.

The Technology Usage Policy outlines general expectations for users, and provides specific guidelines to maintain the integrity, safety, and security of LIBI's technology resources and infrastructure; and to regulate users' interactions in accordance with Title IX regulations and ethical and conduct policies outlined in all community handbooks. This policy also provides specific guidelines regarding FERPA and student information. *Please refer to C-5C - Technology Usage Policy in appendix Standard III.*

The Employee Handbook outlines specific policies for all LIBI's employees regarding the usage of technology resources, job related functions, and security protocols to comply with all related policies. Employees receive regular training regarding these policies and the new employee onboarding process requires new employees to review and discuss these policies with the onboarding facilitator. *Please refer to C-5A - Employee Handbook 2021-2023 (Technology related policies) in appendix Standard III.*

The Faculty Handbook also outlines specific guidelines and expectations for the faculty regarding the use of technology resources and ethical use of technology. The policy provides guidelines to maintain the congeniality of student information and educational records stored or transmitted through the use of computers, facsimile machines, telephones, voicemail, answering machines and other electronic or computer technology. *Please refer to C-5B - Faculty Handbook 2020-2022 (Ethical Use of Technology) in appendix Standard III.*

The LMS Usage Policy is intended to outline internal regulations regarding the use of the Learning Management System (CANVAS) and its accessibility, maintaining compliance with applicable regulator's policy, procedures, and law (accrediting agencies, federal and state government, & other regulating bodies, herein referred to as the regulators). This policy addresses fundamental considerations in the use of the Learning Management System (LMS) at the Long Island Business Institute (LIBI). The Technology Committee, led by the Associate Dean of Instruction, works in collaboration with the Information Technology Department to ensure optimal performance, manage user accounts, safeguard user privacy and data, and provide technical support to faculty and students. *Please refer to C-1C Learning Management System Use Policy in appendix Standard III.*

### **ANALYSIS AND EVALUATION**

The institution has established proper procedures to ensure the appropriate use and distribution of technology resources. Specific guidelines are provided to all members of the community outlining expectations and policies. Policies are updated regularly and disseminated throughout the college. It is concluded that the institution meets this standard satisfactorily.

## **CONCLUSIONS ON STANDARD III - C: TECHNOLOGY RESOURCES**

The College has established proper procedures and processes to conduct systematic assessment of its technology infrastructure, equipment, and technology programs and services. A participative governance committee has been assigned to the IT Department to assist the administrative functional heads in the periodic assessment of the department's services and programs, and institutional technologies. Strategic planning derives from institutional goals and the mission of the college, providing support for instructional operations and student learning, enhancing delivery of academic instruction and institutional effectiveness.

### **IMPROVEMENT PLAN(S)**

N/A

## EVIDENCE LIST

- C-1A Information Technology Plan 2022-2024
- C-1B Flushing - Technology Inventory-Breakdown in classrooms and NYC - Technology Inventory - Breakdown in classrooms.
- C-1C Learning Management System Use Policy
- C-2 LIBI Information Technology Survey - Academic
- C-3 IT Support Ticket Form
- C-4A Technical Training for Instructional Staff
- C-4B Online Pre-Orientation Webpage -Student Onboarding for Instructional Apps
- C-4C Basics Guide 220-Anthology Students
- C-4D MyLIBI - Quick Student Guide
- C-5A Employee Handbook 2021-2023 (Technology related policies)
- C-5B Faculty Handbook 2020-2022 (ETHICAL USE OF TECHNOLOGY)
- C-5C Technology Usage Policy

## D. FINANCIAL RESOURCES

*[Note: Suggested Length for Standard III.D is 16 pages.]*

### *Planning*

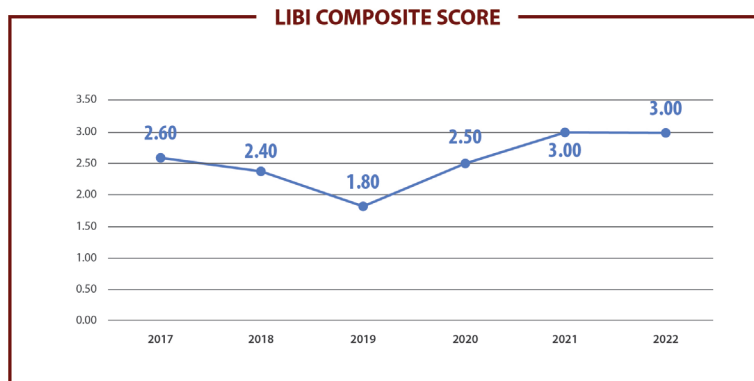
**1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

### EVIDENCE OF MEETING THE STANDARD

LIBI's strategic allocation of resources is centered around maintaining the appropriate level of support for the normal operations of the college while also allowing appropriate distribution of resources for development and improvement. LIBI's evidence of meeting this standard include LIBI's Composite Score and the two most recent Budget vs Actuals Analysis.

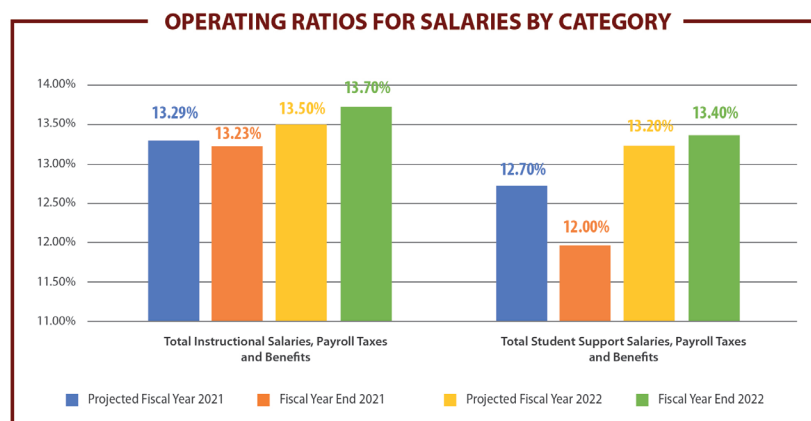
Over the past five fiscal years, Long Island Business Institute has consistently reported a Federal financial responsibility composite score greater than the 1.5 minimum required score. This 1.5 level is the minimum threshold at which the Department of Education considers for-profit and non-profit institu-

tions financially responsible within the standards of financial responsibility necessary to participate in the Title IV programs. *Please refer to D-1A, LIBI's Audited Financial Statements in appendix Standard III.*



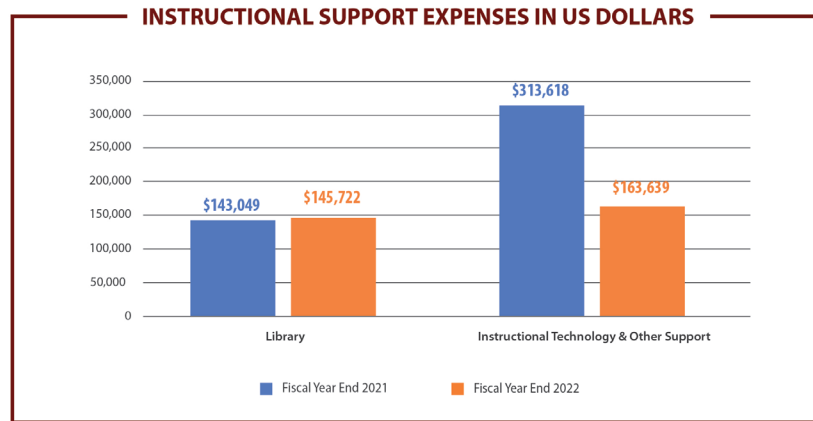
According to the Department of Education, “the composite score reflects the overall relative financial health of institutions along a scale from negative 1.0 to positive 3.0. A score greater than or equal to 1.5 indicates the institution is considered financially responsible.”<sup>[57]</sup> For the past two years, LIBI achieved the maximum 3.0 score.

The appropriate allocation of resources is a critical component of fiscal responsibility, and the stewardship of the college monitors the effectiveness of budgeting procedures by analyzing the budget versus actuals operating ratios. Including a sufficient core of faculty and student support services staff is vital to support and sustain student learning programs and services. The two most recent Budget vs Actual Analysis are evidence that LIBI’s budgeting processes and procedures are effective, and that proper allocation of resources is monitored commendably. A negative variance of 0.06% was observed in the projected versus actual operating ratio of instructional salaries in the Fiscal Year 2020-2021, while a positive variance of 0.2% was observed in Fiscal Year 2021-2022. *Please refer to D-1B, LIBI Budget vs Actual Analysis 2020-21 & 2021-22 in appendix Standard III.*



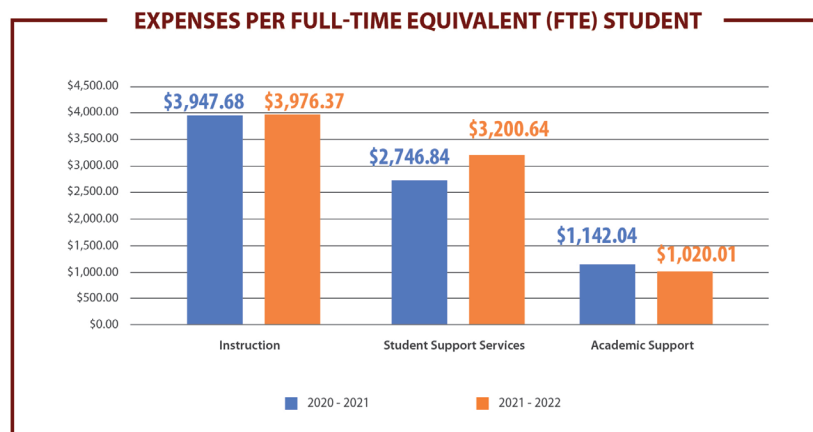
57 Financial Responsibility Composite Scores. Federal Student Aid. US DOE. Extracted on November 1, 2022, from: <https://studentaid.gov/data-center/school/composite-scores>.

A significant investment in instructional technology was made during the Fiscal Year 2020-2021 to improve the organization infrastructure in support of the academic affairs. This investment enhanced instruction and academic operations with the integration of a new learning management system (CANVAS) and the upgrade of our Student Information System (Anthology SIS). LIBI's allocation of resources model is driven by the Institutional Integrated Planning System, taking into consideration institutional needs and requirements. The Information Technology Plan for the cycle July 2022 – June 2024, also contemplates further investment in support of technology infrastructure development in accordance with institutional strategic plans for a hybrid return. *Please refer to D-1C, Information Technology Plan in appendix Standard III.*



## ANALYSIS AND EVALUATION

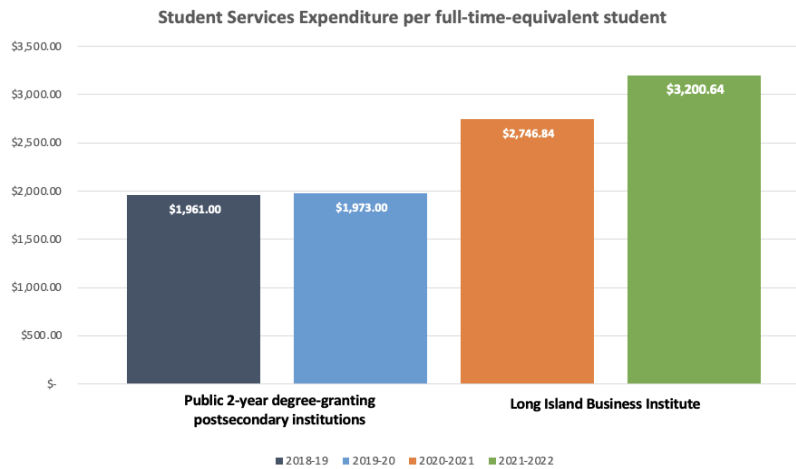
LIBI's expenses per full-time equivalent student in Instruction, Student Support Services, and Academic Support are continuously monitored each year to compare institutional expenditure in these areas in comparison with similar institutions. This comparison analysis is performed to aid the administration in the evaluation of resource allocation, taking into consideration appropriateness of capacity based on student enrollment.



The expenditure per Full-time Equivalent Student in Instruction has been maintained at a steady level, as seen in the budget analysis of the last two fiscal years. LIBI's Expenditure per FTE-student in Student Support Services is greater than the expenditure in public 2-year degree granting postsecondary institutions. LIBI's stewardship has managed to allocate an adequate budget for the Academics department.

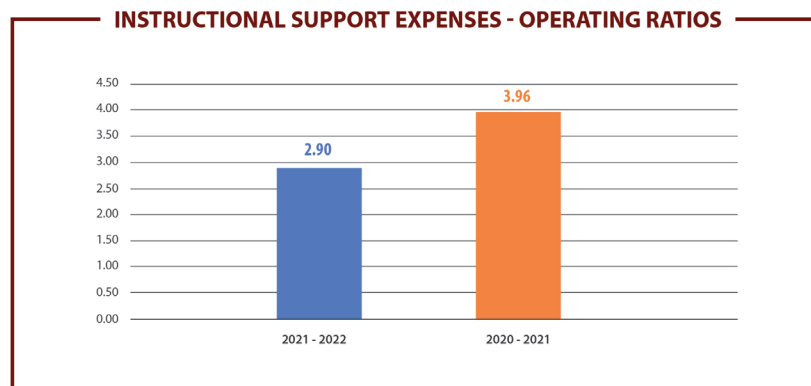


ment and Student Support Services during the past two years, despite fluctuations in enrollment trends and market uncertainty due to the COVID-19 pandemic.



Source: [https://nces.ed.gov/programs/digest/d21/tables/dt21\\_334.10.asp?current=yes](https://nces.ed.gov/programs/digest/d21/tables/dt21_334.10.asp?current=yes)

The organization budget and allocation of resources model has been able to quickly gauge rapidly changing environments, adjusting plans and reallocating resources based on students and institutional needs, and in support of program and services during the past two economically turbulent years. The rapid developments during the COVID-19 pandemic forced LIBI’s budget allocation process to adapt quickly amid a high-level of uncertainty, while maintaining a healthy cash flow, and an outstanding (maximal) composite score. LIBI’s composite score of Fiscal Year 2020-2021 was 3.0. The organization quickly leveraged key resources to maintain a healthy positive cash flow during fiscal year 2019-2020, a period of enormous disruptions, where the organization stopped receiving State Student Financial Aid. The composite score for that corresponding year was 2.50. LIBI’s fiscal capacity was appropriate during the last two turbulent years and exceeded demands by making significant investments to improve technology infrastructure in response to rapid-changing institutional needs, significantly increasing the operating ratio of Instructional Support Expenses.



It is concluded that the organization effectively meets this standard, with sufficient financial resources to support and sustain student learning programs and services and improve institutional effectiveness.

**2. The institution’s mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

### **EVIDENCE OF MEETING THE STANDARD**

The institution engages in integrated planning, participatory governance, and strategic development in function to the mission and goals of the organization. An Institutional Effectiveness Plan is conducted every year engaging college committees, departmental functional heads, administrators, and faculty to assess institutional progress towards goals and overall performance of programs and services. The Institutional Effectiveness Plan (IEP) outlines goals and benchmarks by departments and administrative units. The IEP then becomes the program that guides institutional planning, providing guidelines for projects needed to execute institutional plans and meet annual institutional objectives. *Please refer to D-2A, B, & G Institutional Effectiveness Plan, Integrated Planning Flow Chart, & Participatory Governance and Integrated Planning Manual in appendix Standard III.*

The Institutional Effectiveness Plan is completed congruently with the academic year (July 1-June 30), allowing sufficient time for the review of assessment results to inform the following fiscal year planning. The institutional fiscal year begins on September 1st and ends on August 31st. The Institutional Budget is prepared by the CFO in collaboration with each functional departmental heads, college committees, the President, and the board of directors. *Please refer to D-2C, Organizational Chart – Participatory Governance in appendix Standard III.*

The Education Master Plan is the main institutional plan that ensures faithful fulfillment of the college Mission. The Provost and the Institutional Assessment Committee (IAC) share the responsibility for developing the Education Master Plan every three years. The Institutional Assessment Committee (IAC) is responsible for spearheading the efforts for annual self-evaluation through the Institutional Effectiveness Plan and collaborates with each department and college committee to ensure departmental objectives align with institutional goals. The Annual Institutional Budget is completed commensurately with enrollment trends and projections. Projected operating ratios are based on projected revenue derived from enrollment projections. *Please refer to D-2D, Enrollment Trends & Projections in appendix Standard III.*

Using the results of the assessment and any new trends that may be developing based on the data analyzed, the IAC compiles an executive summary to be shared with the executive staff and the Board of Directors and forms the basis of deliberation for the Resources Advisory Committee (RAC) to help prioritize long-term and short-term budget needs. These considerations are then utilized by the CFO to finalize the budget for the following fiscal year, before submitting it to the Board of Directors for feedback and final approval.

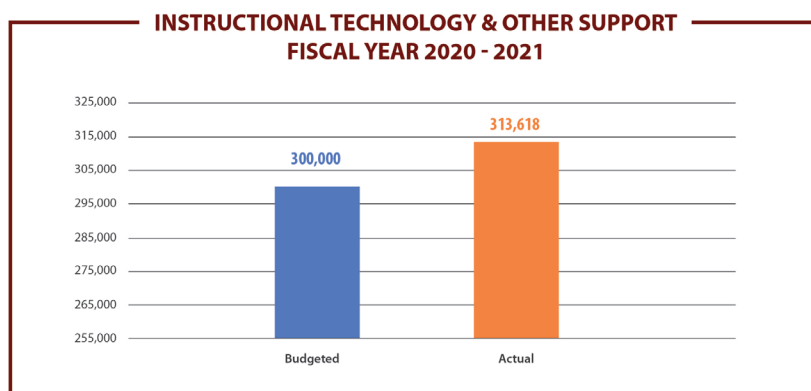
### **ANALYSIS AND EVALUATION**

The allocation of institutional resources is directly informed by the mission and organizational goals. Evidence of this process is the most recent investment to improve the technology infrastructure in fis-

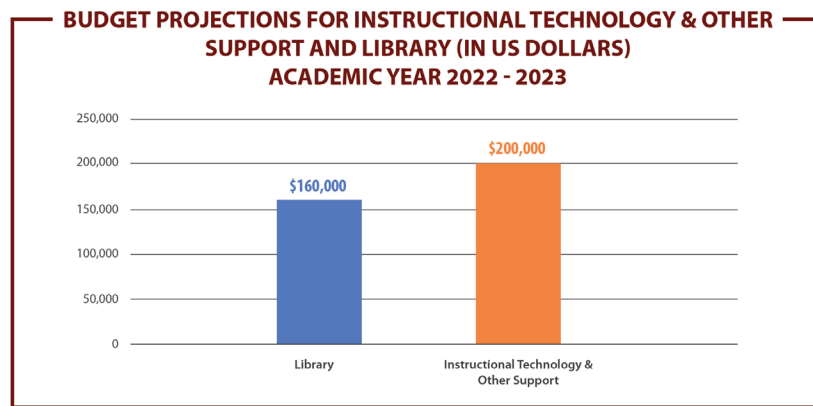
cal year 2020-2021, and the further improvements outlined in the Information Technology Plan 2022-2024. *Please refer to D-1C, Information Technology Plan in appendix Standard III.*

LIBI's Integrated Planning system is the foundation for the strategic planning of the organization and provides specific guidelines for the participative governance committees and administrative units in conducting assessment in order to use evaluation results to inform decisions and allocate resources. The Institutional Effectiveness Plan evaluates each administrative unit in function of meeting its responsibilities and gauges progress towards established goals in support of the mission of the college. Evidence of this process can be observed in the most recent Information Technology Plan. Two of the main goals of the IT department are: support the academic operations with the implementation of instructional technologies to improve instruction and student learning, and to promote a technological environment within the college community that supports the students' computer literacy development. These goals are directly linked to the mission of the college, delivering direct support in providing a culturally diverse student body with current and relevant career and technical training that leads to new employment opportunities, as well as providing a well-rounded educational experience for the development of a broader range of skill sets required to succeed in today's complex and challenging business environment. The students' computer literacy development is one of the main priorities of our programs, and the global economy is increasingly digitalized. Oxford Economics estimated that in 2016 the digital economy accounted for 22.5 percent of global gross domestic product (GDP). Going forward, analysts at the research firm IDC have estimated that as much as 60 percent of global GDP will be digitalized (meaning largely impacted by the introduction of digital tools) by 2022. Countries that wish to successfully compete in the global digital economy must cultivate workforces possessing the requisite digital skills so that industries, enterprises, and even individuals can thrive in the digital environment.<sup>[58]</sup>

To continue the rapid development of LIBI's technology infrastructure – considering a return to the campus in a hybrid learning format for the delivery of instruction and services – the Technology Committee completed an assessment of technical requirements in the most recent IT plan for service design and to inform the strategic vision of the Information Technology Department. This initiative was propelled by the Board of Directors Strategic Vision 2022-2024. *Please refer to D-2F, Board of Directors Strategic Vision 2022-2024 in appendix Standard III.*



58 Ezell, S (2021). Assessing the State of Digital Skills in the U.S. Economy. Information Technology & Innovation Foundation. Extracted on December 14, 2022, from: <https://itif.org/publications/2021/11/29/assessing-state-digital-skills-us-economy/>



In support of the short-term and long-range plans outlined in the Information Technology Plan 2022-2024, a budget of US\$360,000 has been allocated in the corresponding administrative units for Fiscal Year 2022-2023. (Please refer to appendix Standard III-D 2E, Budget Projections 2022-2023). Based on the information herein discussed, it is determined that the organization meets this standard.

**3. The institution clearly defines and follows its guidelines and processes for financial planning and budget development, with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.**

**EVIDENCE OF MEETING THE STANDARD**

As stated previously, the organization’s Integrated Planning System is the foundation for strategic planning. These guidelines drive the institution’s process for financial planning and budget development. The CFO is the responsible individual who drafts the institutional budget based on enrollment projections, appropriate operating ratios, and resources requests that are prioritized based on institutional needs that have been properly assessed through the institutional assessment activities and processes. The participatory governance committees participate in the financial planning process by providing feedback based on assessment results and making recommendations accordingly. The Institutional Effectiveness Plan is completed at the end of the academic year (July 1-June 30), allowing sufficient time for the review of assessment results to inform the following fiscal year planning (September 1st – August 30th). *Please refer to D-2C, Organizational Chart – Participatory Governance in appendix Standard III.*

The initial draft for the institutional budget is completed prior to the beginning of the fiscal year (September 1st) and is shared with all administrative functional heads, who then provide updates to the committees connected to their corresponding units for final feedback. Evidence of this process is the most recent financial resources request from the Technology Committee in support of the plans outlined in the IT Plan 2022-24. *Please refer to D-3A, Meeting Minutes 10-18-22 – Technology Committee in appendix Standard III.*

## ANALYSIS AND EVALUATION

The Institutional Effectiveness Plan is completed by different administrative units in a joint institutional effort engaging participative governance committees in the analysis and evaluation processes of institutional programs and services. Findings and results are then discussed in college committee meetings to determine course of action for further analysis and review, and to inform the strategic vision of the corresponding administrative unit.

For instance, in this analysis we provided as evidence the recent planning and resources request from the Technology Committee (TC) and Information Technology Department. This administrative unit received immediate feedback from its corresponding participative governance committee (TC) and conducted further analysis and review of performance metrics and data derived from the Institutional Effectiveness Plan 2021-22. The Information Technology Plan 2022-24 was then informed by institutional strategic planning, and recommendations were made by the Technology Committee to integrate other software solutions with current technology in order to reinforce and enhance current academic integrity practices, improve the collection of Student Surveys for the Evaluation of Instructors & Courses, enhance communications and analytics, prepare for a hybrid learning model, and to redesign a continuous improvement process based on data analysis for the Information Technology Department.

Based on the information herein discussed, the institution clearly defines and follows its guidelines and processes for financial planning and budget development. It is determined that the organization meets this standard satisfactorily.

### *Fiscal Responsibility and Stability*

#### **4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

## EVIDENCE OF MEETING THE STANDARD

The initial Institutional Budget prepared prior to the beginning of the fiscal year becomes the active document to monitor and report ongoing financial developments. The CFO updates the Budget vs Actual Analysis for the ongoing fiscal year every 4 months, monitoring operating ratios, expected revenue, and fiscal capacity. This analysis is sent to the functional administrative heads for review, and to determine budget adjustments as necessary based on enrollment trends, fiscal commitments, and appropriate capacity. *Please refer to D-4A, Budget vs Actual Analysis – Fiscal Year 2022-23 in appendix Standard III.*

LIBI's main source of revenue is student tuition, and continuous monitoring of enrollment levels aids the college stewardship in determining revenue projections. Revenue projections are calculated by the CFO employing Generally Accepted Accounting Principles (GAAP). These projections are included in the Budget vs Actual Analysis, and the college stewardship conduct regression analysis to forecast student enrollment by remedial levels, status, and academic programs. This information is then utilized to compare results from both analyses, providing the Board of Directors with two different sets of data to inform decisions, and to report the institution's fiscal condition to the Departmental Functional

Heads and participative governance committees. *Please refer to D-2D, Enrollment Trends & Projections in appendix Standard III.*

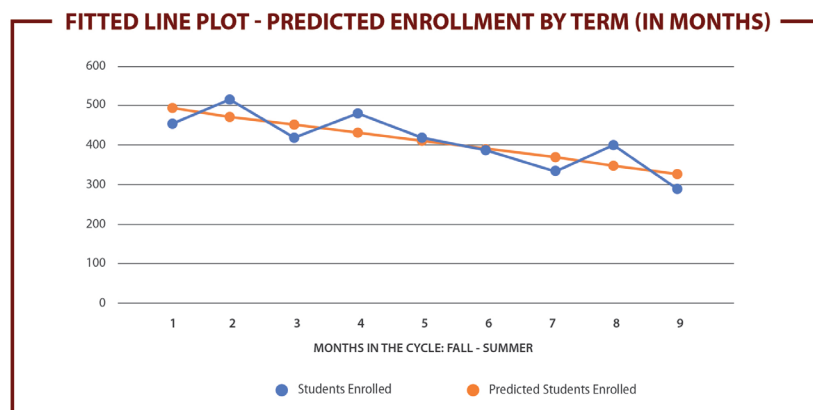
As part of the operations for closing the fiscal year, and to prepare documentation for the annual fiscal audit, the CFO finalizes the Budget vs Actual Analysis. This analysis is also then compared with previous fiscal years to assess fiscal management performance, observe variances, and to conduct an evaluation of Expenditure per FTE student. This evaluation informs the administration’s decisions in improving fiscal management and adjusting procedures.

## ANALYSIS AND EVALUATION

Sound financial planning is critically dependent on the ability to forecast student enrollment accurately, and the ability to meet student recruitment goals as the institution’s main source of revenue is student tuition. Enrollment trends and projections are evaluated every semester.

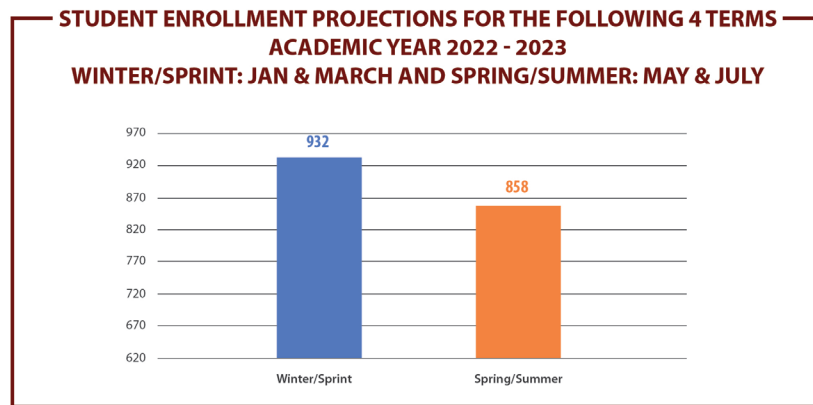
It is to be noted at this juncture that LIBI’s semesters run in two different tracks: A and B. The Track A Semester has three starts per academic year: September, January, and May. The Track B Semester also has three starts per academic year: November, March, and July. This system provides flexibility to potential students to begin their academic journeys as soon as admissions criteria are met every two months and allows flexibility to students facing extenuating circumstances – preventing them from continuing their studies – to switch tracks and continue without major disruptions. It is also to be noted that the advising department exploits all other avenues before allowing students to switch semester tracks.

Therefore, LIBI’s enrollment trends and projections are monitored and reviewed every two months. A regression analysis is conducted every two months to assess enrollment forecasts, and to confirm revenue projections. The most recent regression analysis for student enrollment was based on a predicting model of 82.4% of accuracy.

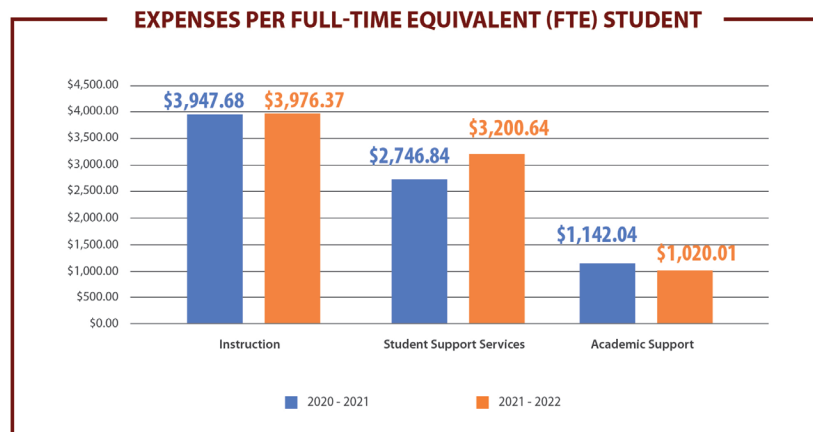


The regression statistics analysis tells us that there is a somewhat strong correlation between these two variables of 82.4%, and that 67.9% of the variation in the number of students enrolled can be explained by the months in the cycle. This is visually observed in the Fitted Line Plot listed above. The slope of the variable x (months in the academic year) has a P-value of 0.006, which is lower than alpha (0.05). This tells us that this variable is a somewhat good predictor of the performance of variable Y. With this, we can establish that student enrollment declines Fall-Summer. Based on these projections, the

institution expects a total revenue of US\$13,310,000 by the end of fiscal year 2022-23. *Please refer to D-2D and 4A, Enrollment Trends & Projections and Budget vs Actual Analysis – Fiscal Year 2022-23 in appendix Standard III.*



Based on previous analysis of LIBI’s expenditure per FTE students, the college deems financial resources for fiscal year 2022-23 appropriate and sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The total revenue of Fiscal Year 2021-22 was observed at US\$13,829,300 with a slightly higher FTE student enrollment.



The institution’s sound financial planning is based on realistic expectations of financial resources, derived from student enrollment trends and projections. It is concluded that the institution successfully meets this standard.



**5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

### **EVIDENCE OF MEETING THE STANDARD**

LIBI's CFO is a seasoned accountant with more than 30 years of experience in the field of finance and accounting. The CFO is the responsible individual that prepares financial documents and statements and ensures accurate and timely dissemination of financial information to the college stewardship. The CFO is the designated individual that oversees the services provided by the CPA and Auditing agency that conducts the annual fiscal audit. *Please refer to D-5A, Management Assertion & Non-attest Agreement Letter in appendix Standard III.*

The CFO monitors financial performance and stability by generating monthly cash flows statements. The CFO then utilizes this information to generate cash flow projections, and to inform the Budget vs Actual Analysis for the ongoing fiscal year. As mentioned previously, the Budget vs Actual Analysis document is an active artifact that is disseminated among key institutional leadership and participative governance committees. The Budget vs Actual Analysis for the ongoing fiscal year does not include any update about this year's expenditure or actual revenue, as at the moment this self-study is being finalized the first four months of the current fiscal year have not been completed (September 1st - December 31st). A template displaying operating ratios for projected expenditure, and projected revenue is provided in the appendix. A copy of the previous fiscal year Budget vs Actual Analysis has been provided in other portions of this document. *Please refer to D-4A, Budget vs Actual Analysis – Fiscal Year 2022-23, D-1B, LIBI Budget vs Actual Analysis 2020-21 & 2021-22 in appendix Standard III.*

Upon completion of the Annual Fiscal Audit, the CFO disseminates the audited financial statements throughout the college, including audit results, fiscal condition, and auditor's notes.

### **ANALYSIS AND EVALUATION**

LIBI's financial statements are prepared and audited by a certified public accountant specialized in Title IV Compliance Audits. LIBI's financial audited statements are presented to the Resources Advisory Committee (RAC) by the CFO every year. The CFO provides key insights to the RAC by interpreting results and information contained in the report. The Resources Advisory Committee (RAC) then uses this information to inform planning and decision-making processes. *Please refer to D-1A, LIBI's Audited Financial Statements in appendix Standard III.*

Financial resources requests are submitted to the Resources Advisory Committee (RAC) for considerations in the current or following fiscal year budget. This ensures proper internal control, and recommendations and requests are prioritized based on institutional needs. An electronic resources request form has been created to enhance documentation procedures and transparency.

Based on our assessment and observations, the institution meets this standard. The institution prepares accurate financial statements through the application and maintenance of adequate internal controls.

**6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

#### **EVIDENCE OF MEETING THE STANDARD**

Upon completion of the annual fiscal audit, the independent auditor meets with the CFO to discuss the notes in the auditor's report. The financial audited statements and the audit report serve as a source of information for the annual evaluation of financial management practices and performance. As mentioned earlier, LIBI's CFO is a certified public accountant with more than 30 years of experience in accounting and finance. The CFO prepares a Budget vs Actual Analysis each year, and comparisons are made with the corresponding expenditure categories in the financial audited statements to corroborate the validity of the analysis.

Evidence of this process is the Budget vs Actual Analysis for fiscal year 2020-21. A total revenue of US\$14,450,000 was forecasted for that corresponding year, and a total actual revenue of US\$14,493,757 was reported in the financial audited statements. Expenses in the audited income statement reflect an accurate representation of aggregated expenditure in the Budget vs Actual Analysis. *Please refer to D-1A and 1B, LIBI's Audited Financial Statements and LIBI Budget vs Actual Analysis 2020-21 & 2021-22 in appendix Standard III.*

#### **ANALYSIS AND EVALUATION**

Based on the two most recent Budget vs Actual Analyses, the aggregated expenses categories in the audited income statement, corroborate the planned expenses outlined in the Institutional Budget. This confirms that funds are allocated as shown in the budget and that allocation of financial resources support the institution's stated goals for student learning.

The institutional budget is accurate, and an established procedure ensures the integrity of the budget development process. A financial audit conducted by an independent certified auditor scrutinizes the institution's financial statements and processes in accordance with Title IV compliance, GAAP, and other regulations.

The institution meets this standard satisfactorily.

**7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.**

#### **EVIDENCE OF MEETING THE STANDARD**

LIBI's financial audits have been uneventful since 2017, when we had to address discrepancies in our NSLDS enrollment roster. The errors identified in the 2017 audit had already been recognized

and corrected by the organization prior to the audit. A letter was sent immediately, upon receiving the findings, to the Certified Public Accountant conducting the audit – addressing the identified concerns and providing a timely response explaining corrections and current mitigating strategies employed to prevent such mistakes in the future. *Please refer to D-7A, LIBI's Response Letter - Audit Findings in appendix Standard III.*

It is to be noted at this juncture that LIBI's current CFO, Joshua Hartman, was an independent auditor specialized in Title IV compliance audits prior to joining LIBI in 2018. Joshua Hartman, CPA, conducted the FS and SFA compliance audits prior to employing Andrew Pieri's services. LIBI employed the auditing services of Andrew Pieri, CPA, beginning in 2017. *Please refer to D7-B, Andrew Pieri, CPA, for FS and SFA Audit 2017 in appendix Standard III.*

### **ANALYSIS AND EVALUATION**

The institution addresses audit findings timely and dependably. The college stewardship responds to auditors' findings as soon as these concerns are brought up to the attention of the administration, and immediately addresses identified issues – correcting irregularities and explaining anomalies based on findings from self-regulating activities. LIBI's self-regulating activities are overseen by the President of the College, and internal audits are part of regular and frequent procedures that aids the administration in identifying and mitigating risks associated with compliance and organizational integrity.

It is concluded that the administration meets this standard satisfactorily, and that the institution's self-regulating activities proactively remediates findings highlighted in annual fiscal audits. LIBI's fiscal audits have not identified any concerns in the past 5 years, demonstrating a strong financial management that corrects issues proactively.

**8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.**

### **EVIDENCE OF MEETING THE STANDARD**

LIBI's financial control systems mandate regular internal audits as part of institutional self-regulating activities. As mentioned in the previous section, LIBI's self-regulating activities are overseen by the President of the College, and internal audits are part of regular and frequent procedures that aid the administration in identifying and mitigating risks associated with compliance and organizational integrity.

The most recent five financial audits have been uneventful, and the auditor's report has not identified any issues or concerns in LIBI's financial control system. *Please refer to D-1A, LIBI's Audited Financial Statements in appendix Standard III.*

The CFO conducts periodic evaluation of accounting procedures to ensure proper categorization of expenses and prepares a Budget vs Actual Analysis to monitor institutional ongoing financial resources and progress towards established goals. Furthermore, an Internal Auditor conducts periodic review of records, verifying proper procedures for the management of Title IV funds and institutional financial acumen.

## ANALYSIS AND EVALUATION

LIBI's Annual Financial Statement Audit and SFA Programs Audit are conducted by an independent auditor. In conducting an audit, a school or servicer and its auditor should use the Department of Education's latest SFA Audit Guide, the accounting and recordkeeping manual for the SFA Programs (known as The Blue Book), and the ED Payment System User's Manual. The auditor or auditing firm the school or servicer uses for its required nonfederal audit may be the same one that usually audits the school's or servicer's fiscal transactions. To produce unbiased conclusions, the auditor must be independent of those authorizing the expenditure of SFA Program funds. The criteria for independence are given in Chapter IV Section B of the GAO Standards for Audit of Governmental Organizations, Programs, Activities, and Functions.<sup>[59]</sup>

The annual audits include a written report addressing the Board of Directors of the school, issuing the independent auditor's unbiased opinion and an emphasis-of-matter about LIBI's financial responsibility.

*Please refer to D-8, Andrew Pieri, CPA, Engagement Letters - Audit 2018 in appendix Standard III.*

Based on the information herein discussed and this evaluation and analysis, it is determined that the institution meets this standard. However, the organization recognizes that the CFO must conduct an annual program review for the Finance Department to properly document evaluation of effectiveness and internal findings. The organization will prioritize the completion of a program review for this unit.

**9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.**

## EVIDENCE OF MEETING THE STANDARD

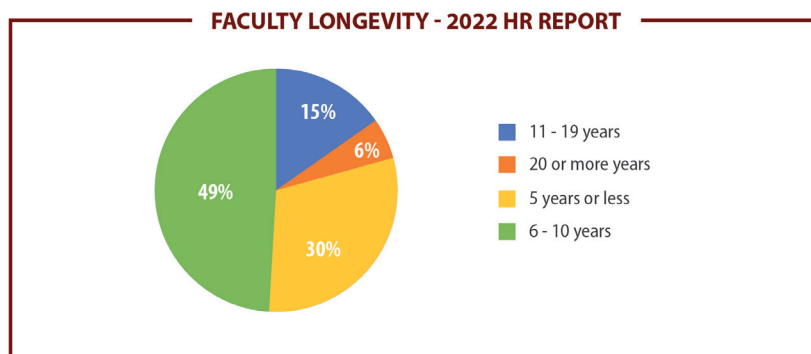
As stated previously, the organization quickly leveraged key resources to maintain a healthy cash flow during fiscal year 2019-2020, a period of enormous disruptions, where the organization temporarily stopped receiving State Student Financial Aid due to NY State budget constraints. The composite score for that corresponding year was 2.50. LIBI's fiscal capacity was appropriate during the last two turbulent years and exceeded demands as management made significant investments to improve technology infrastructure in response to rapid-changing institutional needs, significantly increasing the operating ratio of Instructional Support Expenses. The audited cash flow statement for that corresponding year reflected a total cash balance of US\$3,845,147, resulting in an Acid Test Ratio of 1:1.88. *Please refer to D-1A, LIBI's Audited Financial Statement 2020 in appendix Standard III.*

LIBI's financial strategic planning has been centered in maintaining the appropriate level of institutional support based on student enrollment levels, utilizing the Expenditure per FTE student in Instruc-

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59 Institutional Eligibility and Administrative Requirements - Program Reviews and Audits (2022). Federal Student Aid, USDOE. Extracted on December 18, 2022 from: <https://fsapartners.ed.gov/knowledge-center/library/handbooks-manuals-or-guides/1998-07-29/institutional-eligibility-and-administrative-requirements-program-reviews-and-audits>

tion, Student Support Services, and Academic Support as a guide to ensure the quality of programs and services are not affected by adjustments made in response to institutional needs and challenges. LIBI's current faculty/student ratio is 1:13, and faculty longevity is 8 years average in service, confirming steady quality support for instructional operations.



LIBI is also properly insured with a Commercial General Liability Insurance Policy with the following coverages: Commercial Property Coverage, Commercial General Liability, Commercial Crime, Business Owners, Directors and Managers, and Workers Compensation. *Please refer to D-9, General Liability Insurance, Workers Comp., and Health Benefits Policies in appendix Standard III.*

Regular internal audits and the institutional review of financial management performance are also part of the procedures for risk management, enhancing compliance, analytics and predicting models.

### **ANALYSIS AND EVALUATION**

The unrestricted fiscal reserves have been adequate to meet financial emergencies, as the evidence herein stated verified. The ending balance of unrestricted funds for the past 3 fiscal years have been adequate to meet financial obligations and institutional challenges and needs.

The institution's procedures to monitor Budget vs Actual expenses every 4 months provide the college leadership a detailed overview of the college finance performance. The Budget vs Actual analysis for the past two fiscal years, are evidence of the college institutional financial performance. *Please refer to D-1A and 1B, LIBI's Audited Financial Statements and LIBI Budget vs Actual Analysis 2020-21 & 2021-22 in appendix Standard III.*

The institution insurance policies also provide another layer of reserve for extenuating and impactful circumstances, and appropriate risk management is in place through self-regulating activities and procedures. It is concluded that the administration satisfactorily meets this standard.

**10. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.**

#### **EVIDENCE OF MEETING THE STANDARD**

The most recent audits of LIBI's financial statements and SFA programs are evidence of effective oversight for financial aid. The recent reports from the independent auditor demonstrate that LIBI's financial management is responsible and effective. This demonstrates that the institution is in full compliance with Title IV regulations.

The institution's established processes for budget development, control, and monitoring are effective and assess use of financial resources. Evidence of these effective processes can be demonstrated in the two recent Budget vs Actual Analysis for Fiscal Years 2020-21 and 2021-22. *Please refer to D-1A and 1B, LIBI's Audited Financial Statements and LIBI Budget vs Actual Analysis 2020-21 & 2021-22 in appendix Standard III.*

#### **ANALYSIS AND EVALUATION**

LIBI's systematic assessment of financial resources is centered around the continuous monitoring of institutional performance, evaluation of progress towards goals, and proactive systems for adjustment in accordance to fluctuating needs. This strategy and flexibility provide the institution enough information and conditions to make decisions based on assessment results, informing effective strategic vision with actual data and predicting models. This model also provides the basis for continuous improvement, informing decisions for institutional development and infrastructure improvements.

It is concluded that the organization meets this standard. However, the organization recognizes that the CFO must conduct an annual program review for the Finance Department to properly document evaluation of effectiveness and internal findings. The organization will prioritize the completion of a program review for this unit.

#### ***Liabilities***

**11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.**

#### **EVIDENCE OF MEETING THE STANDARD**

LIBI's CFO prepares cash flow forecasts based on student enrollment projections and planned expenditure. This forecast aids the administration in understanding both short-term and long-term financial

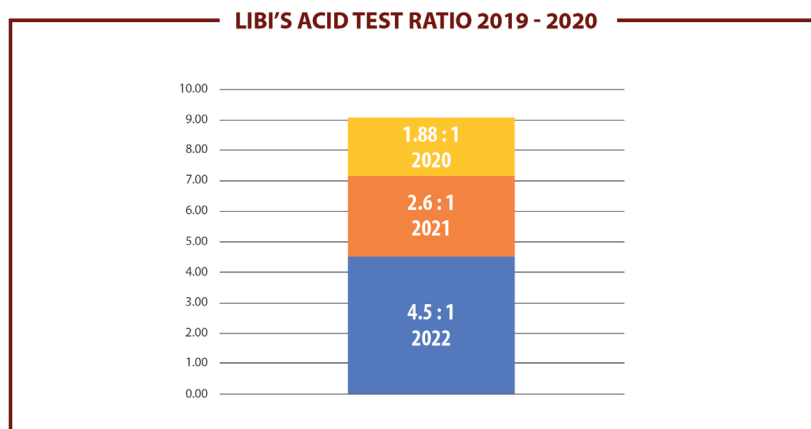
solvency. The cash flow projections are utilized to update the Budget vs Actual Analysis for the ongoing fiscal year every four months.

The Budget vs Actual Analysis includes projected operating ratios for each major expense category, such as Employees' Salaries and Compensation, Occupancy, Administrative Expenses, Instructional Support, etc. These projected operating ratios are monitored every four months, providing insights about progress towards planned expenditure and updates about actual revenue versus projected revenue. As mentioned previously, the Budget vs Actual Analysis document is an active artifact that is disseminated among key institutional leadership and participative governance committees. The Budget vs Actual Analysis for the ongoing fiscal year does not include any update about this year expenditure or actual revenue, as at the moment this self-study is being finalized the first four months of the current fiscal year have not been completed (September 1st - December 31st). *Please refer to D-4A, Budget vs Actual Analysis – Fiscal Year 2022-23 in appendix Standard III.*

The CFO also monitors the organizational acid test ratio as part of self-regulating activities and annual financial management evaluations, measuring the institution's short-term liquidity—the ability to pay its bills as they come due. Evidence of the institution's solvency is the acid test ratio derived from the audited financial statements for the past three fiscal years.

## ANALYSIS AND EVALUATION

The institution's acid test ratio for the past 3 fiscal years has been maintained well above 1:1. It is important to note that a ratio of 2 implies that the organization owns \$2 of liquid assets to cover each \$1 of current liabilities. The high acid test ratio during pandemic years is a reflection of conservative spending, dissolution of previous long-term liabilities, and funds from the Paycheck Protection Program forgiveness acknowledged as revenue based on the IRS guidelines. *Please refer to D-11, LIBI Acid Ratio 2019-2022 in appendix Standard III.*



Based on the information herein discussed, the institution continually assesses its capital structure and cash management strategies. It is determined that the organization meets this standard satisfactorily.



**12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.**

#### **EVIDENCE OF MEETING THE STANDARD**

Other Postemployment Benefits (OPEB) are benefits (other than pensions) that U.S. state and local governments provide to their retired employees. As a private institution, LIBI does not have an agreement to provide OPEB to its employees. The institution is not required to provide these benefits to retired employees.

#### **ANALYSIS AND EVALUATION**

N/A.

**13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.**

#### **EVIDENCE OF MEETING THE STANDARD**

The institution has implemented effective financial risk management by conducting periodic evaluations of credit risk. As mentioned previously, the CFO conducts an annual evaluation of financial management upon completion of the Annual Fiscal Audit. This process allows the college stewardship to conduct an evaluation based on the audited financial statements to increase accuracy of assessment methods. Part of this evaluation includes a risk analysis that takes into consideration the organization's Acid Test Ratio to measure the institution's ability to pay its bills as they come due.

Other than a \$240,000 SBA Cares Act loan & \$400,000 HSBC Business Line of Credit loan, there were no conventional notes payable between year-end 08/31/19 and 08/31-2021. The \$400,000 HSBC business line of credit was paid off 09/03/19 and was not renewed. The \$240,000 SBA Cares Act Loan was paid off on 04/16/21. *Please refer to D-13, HSBC Business Line of Credit – Completed Payments Schedule in appendix Standard III.*

#### **ANALYSIS AND EVALUATION**

The organization has implemented a rigorous evaluation system for its financial management. This system includes a credit risk analysis and a holistic evaluation to determine the organization's ability to meet its debt, cost of credit, and total risks considering optimistic and pessimistic scenarios.

Upon completion of this analysis and evaluation, it is determined that the organization meets this standard. The organization has been responsible for managing its debt during the past 6 fiscal years and has successfully completed payment schedules as planned or even before schedule. LIBI's Acid Test Ratio is evidence of this solvency and liquidity and demonstrates that the organization assesses its debt repayment obligations and implements proper planning to meet its financial and debt obligations.

**14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.**

#### **EVIDENCE OF MEETING THE STANDARD**

As stated previously, the institution's main source of revenue is Student Financial Aid (Title IV Funds). The institution does not receive endowments or any privately funded grants. A Title IV Compliance audit is completed by an independent auditor annually. The College participates in most Federal and State Financial Aid programs (Pell Grants, Federal Direct Loans, Federal Supplemental Educational Opportunity Grant, and Federal Work Study). A substantial portion of the students attending the College rely on these Federal and State Financial Aid programs to meet their tuition needs. Changes in the programs may have a direct impact on the College. The audit performs tests of compliance as set forth in the Guide for Audits of Proprietary Schools and For Compliance Attestation Engagements of Third-Party Servicers Administering Title IV Programs, issued by the U.S. Department of Education, Office of Inspector General (the Guide) including those relating to related parties and percentage of revenue derived from Title IV programs. The auditor's report is an integral part of the audit performed in accordance with Government Auditing Standards in considering the institution's internal control and compliance.

Furthermore, to be Title IV-eligible, schools must have a current program participation agreement (PPA). After being certified for FSA program participation, the College must administer FSA program funds in a prudent and responsible manner. A Participation Program Agreement contains critical information such as the effective date of a school's approval, the date when the approval expires, and the date by which the school must reapply for participation; the PPA also includes the FSA programs in which the college is eligible to participate.

The auditor's report in the past 6 audits demonstrate that the organization is in compliance with Title IV programs, and LIBI's Participation Program Agreement (PPA) is in good standing and current. *Please refer to D-14, PPA 2022-2023 in appendix Standard III.*

Upon completion of this annual audit, the institution undergoes a financial management evaluation to assess effectiveness of practices and planning. This evaluation takes into consideration different factors to determine appropriate use of funds, by measuring the expenditure per FTE student in different areas such as Instruction, Student Support Services, Academic Support, Occupancy, Administrative Expenses, Institutional Support, etc. The Resources Advisory Committee (RAC) works in collaboration with the CFO to complete this evaluation. The Director of Operations leads the evaluation process of the assessment components assigned to the RAC. The DOO composes a report with the expenditure

per FTE student and compares this expenditure with institutions with similar student populations and remediation levels.

## **ANALYSIS AND EVALUATION**

The institution's Title IV Programs are audited annually in compliance with federal and state regulations and standards. The institution's most recent audits and independent auditor's report confirm appropriate use of funds, internal control, and institutional compliance.

An evaluation of financial management is conducted every year upon completion of the annual fiscal audit. This evaluation measures the accuracy of financial forecasts and effectiveness of resources allocation and assesses administration practices and adequacy of resources in each key area of the College, in function to the institutional mission, students' needs, and strategic goals.

The institution satisfactorily meets this standard. However, the organization recognizes that the CFO and RAC must conduct an annual program review for the Finance Department to properly document evaluation of effectiveness and internal findings. The organization will prioritize the completion of a program review for this unit.

**15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.**

## **EVIDENCE OF MEETING THE STANDARD**

LIBI has implemented a default management plan consistent with Title IV regulations. This plan applies to all Title IV borrowers that adhere to the requirements listed in the Department of Education Default Prevention and Management Plan. This plan requires borrowers to complete an entrance and exit counseling session with a financial aid specialist who provides them with vital information and educates them to become responsible borrowers. Students are informed about how the Master Promissory Note works, the importance of repaying the loan and the consequences of default. Borrowers are offered sample monthly repayment amounts and encouraged to borrow only what is needed to cover education costs. Students are also advised to inform their Service Provider about any change of address, telephone number, name, or social security number as soon as possible. Transfer students with prior loans are advised about in-school deferments and the interest that accumulates on their existing loans. *Please see D-15 LIBI Financial Aid Handbook in appendix Standard III.*

An additional entrance counseling is held 30 days after the semester starts, and borrowers are reminded about their responsibilities and information that has been provided to them to make sound decisions. It is to be noted at this juncture that only a very limited of LIBI students receive loans.

## Exit counseling

LIBI identifies students who have withdrawn and sends an exit package via mail that includes an exit guide, the NSLDS loan history, information regarding the servicer, letter regarding delinquency and default, and a forbearance form. All borrowers are required to complete an exit counseling session, where students are reminded about their rights and responsibilities regarding various repayment plans and forbearance and deferment options.

A Financial Aid Manual of Procedures has been developed to provide clear guidelines for the department and in accordance with Title IV compliance. The manual has also been provided to the independent auditor of FSA and Title IV audits for evaluation and risk assessment. The Associate Director of Administration and Financial Aid is responsible for evaluating the three-year cycle report for default rates. The Associate Director utilizes the Loan Detailed Record Report to assess and certify results. Any discrepancies noted in the report are submitted to the DOE within the provided timeframe. *Please see D-15 LIBI Financial Aid Handbook in appendix Standard III.*

## ANALYSIS AND EVALUATION

LIBI has established policies and procedures to manage and mitigate loan default rates in accordance with Title IV compliance. Clear guidelines are provided in the Financial Aid Manual and a default management plan is in place to ensure borrowers understand their responsibilities and have access to vital information regarding repayment options and forbearance and deferments applications and eligibility.

The Loan Detailed Record Report is accessed via NSLDS, and the Associate Director of Administration and Financial Aid is responsible for reviewing and certifying results. Discrepancies are addressed as established in Title IV procedures and guidelines. LIBI is experiencing certain difficulties in accessing the most recent report published and released during the Fall 2022. Support requests have been submitted to the help desk, and NSLDS specialists are currently assisting LIBI's representatives.

Based on the information herein discussed, and this evaluation and analysis, the institution satisfactorily meets this standard.

### *Contractual Agreements*

**16. Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution and the quality of its programs, services, and operations.**

## EVIDENCE OF MEETING THE STANDARD

The institution has specific written policies for independent contractors and freelance workers in its most recent Employee Handbook (2021-2023). Contractual Agreements must be evaluated and approved by the President and/or a designated representative from the Board of Directors (usually the Board Chair).

Contractual agreements are in almost all instances the result of resources requested through the Institutional Integrated Planning process. This ensures that the resources requested to satisfy the financial obligations from these agreements are in support of the mission and goals of the College. *Please refer to D-2B, Integrated Planning Flow Chart in appendix Standard III.*

All contracts with independent contractors and freelance workers are at-will. The institution reserves the autonomy to terminate these contracts as deemed necessary in accordance with institutional plans and strategic goals, and in support of the mission of the college. *Please refer to D-16 - Employee Handbook 2021-2023 (Section 2.3 Extracted) in appendix Standard III.*

## **ANALYSIS AND EVALUATION**

The institution's contractual agreements are consistent with institutional mission and goals. New contractual agreements are evaluated as part of an integrated planning process for the institutional planning. The established procedure is overseen by the President of the College and/or the Board of Directors. Contractual agreements are in almost all instances the result of resources requested through the Institutional Integrated Planning process, ensuring proper alignment with the institution's mission and goals.

The institution meets this standard satisfactorily. However, the administration recognizes the importance of centralizing all financial policies and procedures. The institution will prioritize the creation of manual procedures for Finance and Procurement.

## **CONCLUSIONS ON STANDARD III - D: FISCAL RESOURCES**

The institution engages in Institutional Integrated Planning to inform the budgetary decisions and processes. An integrated Planning manual outlines specific procedures and timelines for the development of budgets based on results from assessments of institutional needs and strategic planning. *Please refer to D-2G Participatory Governance and Integrated Planning Manual in appendix Standard III.*

Institutional Integrated Planning is the cornerstone of decision-making processes and allocation of resources at the Long Island Business Institute. The integrated Planning manual provides broad guidelines for participatory governance and administrative functional heads to plan and execute institutional plans in accordance with the college mission and institutional goals. The process outlined in this document provides general guidelines for participative governance committees to participate in and contribute to short-term and long-term planning.

The institution conducts periodic evaluation of financial management practices based on audited financial statements to evaluate and analyze the effectiveness of financial programs and budgeting processes. Key metrics such as Expenditure per Full-time Equivalent student (FTE) in different institutional areas provide holistic information to assess LIBI's expenditure and compare

it against expenditure at other institutions. This ensures quality of programs and facilitates a system to monitor appropriate reallocation of resources when needed, enabling fiscal flexibility and financially sound practices.

Based on these conclusions, and the evaluation and analysis herein discussed, it is determined that the institution meets this standard satisfactorily.

### **IMPROVEMENT PLAN(S)**

N/A

### **EVIDENCE LIST**

- D-1A LIBI's Audited Financial Statements
- D-1B LIBI Budget vs Actual Analysis
- D-1C Information Technology Plan 2022-2024
- D-2A INSTITUTIONAL EFFECTIVENESS PLAN 21-22
- D-2B Integrated planning
- D-2C PARTICIPATORY GOVERNANCE STRUCTURE
- D-2D Enrollment Trends & Projections 2021-2023
- D-2E Budget Projections 2022-2023
- D-2F Board of Directors Strategic Vision 2022-2024
- D-2G Participatory Governance and Integrated Planning Manual
- D-3A 10-18-22 Minutes of the Technology Committee Meeting
- D-4A Budget vs Actual Analysis – Fiscal Year 2022-23
- D-5A Management Assertion & Non-attest Agreement Letters
- D-7A Letterhead-LIBI Response Letter - Audit Findings
- D-7B Andrew Pieri, CPA, for FS and SFA Audit 2017
- D-8A Andrew Pieri, CPA, Engagement Letters - Audit 2018
- D-8B Andrew Pieri, CPA, Engagement Letters - Audit 2018
- D-9A Commercial Lines Policy - PKG Policy
- D-9B For-profit Management Liability Policy
- D-9C COI
- D-11 LIBI Acid Ratio 2019-2022
- D-13 LIBI - History of HSBC BLOC Payoff
- D-14 PPA 2022-2023
- D-16 Employee Handbook 2021-2023 (Section 2.3 Extracted)

## STANDARD IV: LEADERSHIP AND GOVERNANCE

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

### A. DECISION-MAKING ROLES AND PROCESSES

*[Note: Suggested Length for Standard IV.A is 7 pages.]*

**1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.**

#### EVIDENCE OF MEETING THE STANDARD

LIBI's mission is very specific about serving diverse student populations. In order to ensure that the college accomplishes its mission, it needs to invite diverse perspectives into institutional conversations and decision making.

LIBI has a flat organizational structure which simplifies communication and allows for voices to be heard regardless of titles attached to the voices. Because there are fewer administrative layers, the speed at which suggestions can be considered and implemented allows the college to pivot quickly and to be responsive.

The president and the provost hold standing weekly meetings with advising staff and the registrar. These departments have the most significant amount of contact with students and their perspectives are very important when it comes to changing student policies or college processes. The advising and registrar staff give ongoing feedback to the president and the provost about various student issues and the types of problems students are facing. These weekly conversations give a unique perspective to executive staff and frequently result in immediate problem solving as the provost is able to weigh in with a solution. This example of LIBI's flat structure allows student perspectives and staff who work



with students every day to affect change in the organization, to make suggestions that are adapted, and to have unfiltered conversations about improvements. *Please see 4.1 Advising Meetings in appendix Standard IV.*

Suggestions that will result in new policies or updates to policies must be submitted through the institutional website (under the Faculty and Staff link in the footer of every webpage). Submissions are logged in and begin the participative governance processes.



Engaging the participative governance processes allows for thoughtful planning and resource allocation to ensure the success of new policies and processes.

The work of committees within the participative governance structure also provides a platform for a wide range of community members across the college to provide their perspectives and to suggest innovative solutions that improve the functioning of the college.

Another, more anonymous way that LIBI has tried to foster the free exchange of ideas between executive staff and employees, is through Officevibe, a “people-first employee experience platform”. President Foote was one of the early adapters of this platform and LIBI has been using it consistently since January of 2015. This platform sends weekly check-ins through quick and simple surveys that engage the community and allow each recipient to send anonymous messages and comments directly to the president. The college has used this tool to help encourage the exchange of ideas, it allows employees to ask questions anonymously that perhaps they would not normally feel comfortable asking, and it asks employees what else is on their mind at the end of each survey. This feature has yielded many fruitful institutional conversations. This tool has been successful because the president has been committed to personally answering each respondent. With consistency and unwavering commitment to answering each question and acknowledging every suggestion, this tool has given the community another path to inviting all members to have a conversation about institutional improvement.

## **ANALYSIS AND EVALUATION**

As an institution with a flat organizational structure, LIBI is committed to evolving and improving, whether it is through assessment and data analysis or through observations and suggestions of community members. LIBI’s leadership and the board strongly subscribe to the notion that outside of the students themselves, faculty and staff with closest interactions with the students have the most information on how to improve student experiences. There are various ways in which the members of the

LIBI community can make suggestions for improvements. LIBI encourages and enables innovation that leads to improved outcomes.

**2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

## **EVIDENCE OF MEETING THE STANDARD**

LIBI respects and values the participative governance process in place at the college and takes care to ensure that diverse voices are included in decision-making processes. The college publishes a decision making guide that was approved by the board of directors and outlines how LIBI goes about involving constituents in decision making and policy changes. *Please refer to 1.8 Decision Making & Planning in appendix Standard I.*

The college also publishes how policies are to be proposed, how changes to policies are to be handled. All of these documents show that members of the community are involved in decision making that affects their functional areas and the interests of their departments and the students. *Please refer to 1.11 Policies in appendix Standard I.*

Through the participative governance processes important decisions such as new programs, changes to programs, deactivating programs, even non-substantive changes to programs all have an authorized set of procedures that ensure that faculty are responsible for decision-making that involves them directly. *Please refer to 1.E New program Policy in appendix Introduction, 1.12 Curriculum Changes in appendix Standard I, and 4.2 Deactivating Programs in appendix Standard IV.*

The committees and how they function are evaluated by constituents so that changes can be made based on feedback. This is done to ensure access for all voices in decision-making. *Please refer to 4.3 Shared Governance Self-Evaluation Report 2022 in appendix Standard IV.*

LIBI's students have always had a strong voice in institutional planning and improvement. Each year, through the work of the Institutional Assessment Committee (IAC) LIBI extensively surveys its students. Students are asked for feedback on the effectiveness of the administrative departments with which they come into regular contact. *Please refer to 4.4 Student Surveys in appendix Standard IV.* Students also provide feedback on their classroom experiences by being asked to fill out anonymous student-faculty evaluations. *Please refer to 4.5 Student Teacher Evaluations in Appendix Standard IV.*

Students have access to an internal email address, [libipresident@libi.edu](mailto:libipresident@libi.edu), located on LIBI's website, which easily enables them to send the president of the college emails with suggestions and complaints.

## Feedback to the President

LIBI is constantly seeking new ways to meet the needs of our students and the college community as a whole. In an effort to increase our understanding of the issues important to our students, alumni, employees, and the community we serve, we encourage and welcome your thoughts about the college.

Sharing your thoughts and ideas, suggestions, and experiences will help LIBI meet our unwavering commitment to excellence and to service. Please provide your comments and suggestions to [LIBIpresident@libi.edu](mailto:LIBIpresident@libi.edu).

**Graduates are invited back to sit on advisory boards and to provide feedback on their experiences at LIBI.** Graduates are asked to fill out graduate satisfaction surveys and the career services staff conducts “exit interviews” with those who are finishing. These results are also used to improve future student experiences. *Please refer to 4.8 Graduate Satisfaction Survey in appendix Standard IV.*

Additionally, the very flat nature of LIBI’s organizational structure allows students to have direct contact with the provost and the dean without interference from “gatekeepers”. Students are freely able to email academic leaders or schedule time to speak with them. This is done to help students develop American-style self-advocacy skills and allows the college to have important student feedback so that changes to operations or the processes, if warranted, can occur.

## ANALYSIS AND EVALUATION

LIBI demonstrates that it values shared decision making through participative governance processes in place. The college publishes and makes available all documents that outline how constituents participate in decision-making that is of interest to them or their departments. The Board has approved, and executive staff has ensured the availability of the decision-making manual to the general community. All constituents have mechanisms that enable them to bring forward ideas and to work together with others on appropriate policy, planning, and special-purpose committees.

**3. Administrators and faculty, through policy and procedures, have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise.**

## EVIDENCE OF MEETING THE STANDARD

All LIBI employees have clearly written job descriptions that describe their functions within their departments, and the employee and faculty handbooks explain the roles of employees at all levels. The Participatory Governance and Integrated Planning manual clearly defines roles in institutional governance, policies, planning, and budgets. *Please refer to 4.6 PARTICIPATORY GOVERNANCE AND INTEGRATED PLANNING MANUAL in appendix Standard IV.*

All employees are expected to take a responsible approach to helping LIBI meet its stated mission. This includes taking an active role in helping the college articulate and refine its policies, engage in

planning efforts, and participate in discussions of budget allocations for their areas. *Please refer to 4.9 Job Descriptions in appendix Standard IV.*

Although the faculty and academic support staff are largely responsible for student learning and support, LIBI has, through participative governance, established policies and processes to include all constituents in establishing general college policies, in planning processes, and in budget discussions that pertain to their areas of responsibility and expertise. All employees are encouraged to become involved and to provide input in ways in which they are comfortable. Beyond being involved in the committee work within the participative governance structures, regularly scheduled department meetings allow members of the community who do not sit on college committees, to participate in a free exchange of ideas and to contribute their suggestions for consideration. Open forums scheduled by the Faculty Governance Council prior to votes on significant policy changes or new proposals that would significantly change how LIBI operates, are effective ways for all employees to be included in institution-wide discussions and to contribute their opinions and thoughts for consideration and further discussions within the participative governance structures. *Please refer to 1.8 Decision Making & Planning in appendix Standard I.*

## **ANALYSIS AND EVALUATION**

LIBI publishes formal policies and guides approved by the board that outline the participatory governance processes in place at the college. These documents clearly describe the role all constituent groups have in establishing college policies, participating in the planning processes, and in budgeting. Through its mission, LIBI is committed to ensuring that diverse voices are heard and have a place at the “institutional table”, especially regarding policies, planning and budgeting that specifically relate to those constituents. LIBI demonstrates that it not only welcomes but encourages participation from all members of the college community. The Decision Making and Planning manual is written and published with the intent that it is to be easily understood and not needlessly convoluted to ensure that all constituents, across all levels, feel encouraged to participate. The Participatory Governance and Integrated Planning Manual approved by the board provides further guidance and clarifies the roles of constituents in policy, planning and budgeting. *Please refer to 1.8 Decision Making & Planning in appendix Standard I and 4.6 PARTICIPATORY GOVERNANCE AND INTEGRATED PLANNING MANUAL in appendix Standard IV.*

**4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

## **EVIDENCE OF MEETING THE STANDARD**

LIBI’s faculty are responsible for the curriculum that the college offers; however, suggestions for changes can be brought forward by administrators, due to assessment results, advisory board suggestions, program reviews, and other sound reasons. Faculty job descriptions indicate faculty have responsibility for curriculum and its currency. *Please refer to 4.10 Faculty Job Description in appendix*

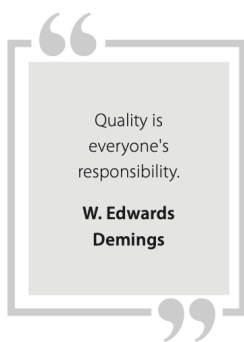
**Standard IV.** The career services staff’s job descriptions clearly indicate that they have a responsibility to bring forward curriculum change and student program recommendations that will enhance the employability of LIBI’s graduates. This department in particular has a special responsibility to communicate recommendations to the faculty as they have extensive contact with employers and routinely receive feedback about graduates’ qualifications. *Please refer to 4.11 career Services Job Description in appendix Standard IV.* The academic advising office staff has the most extensive one-on-one contact with students and is uniquely positioned to offer recommendations to student learning programs and services. The college has institutionalized the right to offer recommendations for the improvement of learning programs and services in the job descriptions of the academic advising staff. *Please refer to 4.12 Student Success Advisor Job Description in appendix Standard IV.*

Staff engaging in assessment for the Institutional Effectiveness Plan (IEP) have the right and responsibility to bring forward, to the attention of the provost and to the faculty, any academic changes that should be considered. Similarly, those conducting program reviews are responsible for suggesting changes based on assessment results.

Additionally, the new program policy as well as changes to curriculum policies make a formal provision for members of the college community to be able to suggest changes to curriculum. *Please refer to 1.E New program Policy in appendix Introduction, 1.12 Curriculum Changes in appendix Standard I, 2.21 program review in appendix Standard II, and 4.2 Deactivating Programs in appendix Standard IV.*

The excerpt below from the 2020-2022 faculty handbook encapsulates the formal structures in place at LIBI that allows everyone to contribute their voice to the improvement, not just of the curriculum, but overall quality of the institution through policies, planning, and resource allocation.

### 2.9 The Role of Faculty in Shared Governance



During times of change, an effective and responsive college governance system is vitally important to ensure a common institutional purpose. Sharing governance provides pathways to communication between the academic and administrative departments and lessens organizational silos. Shared governance allows LIBI to address issues around curriculum, resources, and retention, and helps the college to respond better to nationally prominent (and/or regulatory) issues, such as pressures for higher graduation rates, graduate job attainment, college affordability, and accessibility.

In order to align institutional efforts to address most expediently the realities of the rapidly changing landscape of higher education, LIBI’s shared governance framework rests on the work of the committees described further in this section. The committees form the backbone and provide structure and processes through which faculty, staff, and members of the executive team participate in the development of policies and decisions that affect the institution.

LIBI’s shared governance model:

- provides well defined areas of authority that are the primary responsibility of each of the institutional components (i.e., Faculty, administrative staff, executive staff, and the Board of Directors)
- recognizes that all areas of the college are interrelated and that all components have a stake in the overall governance of the institution
- provides for, and encourages, collegial and cooperative relationships among all components.

At the heart of what we do is the aim to create a vibrant and supportive environment within which the work of teaching and learning can be carried out at a high level, and while the Board of Directors has ultimate authority with respect to the strategic institutional direction, the other components of LIBI’s shared governance structure are expected to take the lead in areas of their expertise, and their authority is respected. Within this context, the role of the faculty is integral to shared college governance. It is the faculty’s responsibility to oversee and to maintain appropriate academic curricular standards. In cooperation with the college administration, the faculty assures internal and external stakeholders that students are held to standards commensurate with the degrees they pursue. Working within the

## ANALYSIS AND EVALUATION

LIBI demonstrates that it meets this standard by having formal policies and procedures in place that clearly define how various constituencies have responsibility for recommendations about curriculum and student learning programs and services.

**5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

## EVIDENCE OF MEETING THE STANDARD

Although LIBI's relatively flat organizational structure allows for frequent direct conversations between constituent groups, LIBI, nevertheless, has a well-defined system of governance. All major areas of the college are organized by function into departments or units, and each has a manager or functional leader responsible for the daily work of that area and for working toward achieving the goals established for that department within the institutional framework. All functional leaders report to executive staff. The president reports to the board. Meetings between departments and executive staff occur regularly so that expertise and voices of the various constituencies can be given due consideration in decision-making. *Please refer to 4.7 LIBI Organizational Chart.*

Faculty and staff at all levels understand that the work of each department, academic division, and administrative unit is interrelated and in order to prevent silos, frequent communication is necessary.

Within the participative governance structures, the committees meet with the president, the provost and other senior managers as necessary to further the work of those committees and whenever executive staff needs to seek the perspectives or expertise of specific constituencies. The Faculty Governance Council (FGC) is the main body that represents the interests of faculty. This is the main entity that the president and provost most frequently work with when it comes to policies that involve the faculty, academic student policies, and general college policies. *Please refer to 1.8 Decision Making & Planning in appendix Standard I.*

## **THE BOARD OF DIRECTORS**

- **Chairperson of the Board**

The chairperson works with the president in defining the Board's responsibilities and setting the strategic direction for LIBI. The Board chair is expected to know and understand the policies and to make sure that the Board operates on a **policy level**. The chairperson serves as a liaison between the Board and the executive staff. The Board is responsible for strategic planning and oversight of the president, who is responsible for carrying out the plans of the Board.

Under the leadership of the chairperson, the trustees offer advice and counsel to the president. The Board is responsible for reaffirming/approving the college mission, strategic goals and



objectives, and establishing policies related to programs and services. The Board reviews and adopts an institutional budget, periodically reviews fiscal progress, hires external auditors, and reviews the findings of the audit.

The Board also has the responsibility for overseeing executive management, which consists of the president, the provost, and the chief financial officer. In turn, executive management oversees the duties of mid-level managers (directors, associate directors, deans, registrars). Mid-level managers carry the highest level of responsibility, and they make most impactful decisions throughout the college.

- **The Faculty**

LIBI's faculty have the authority to review the conditions for general admissions to the college and to set specific requirements for degrees and programs as they see necessary or appropriate. They are responsible for writing, approving, and assessing curriculum, both on the course and program level. The faculty have full control of grading policies and through the Faculty Governance Council (FGC), they have the power to revoke degrees. Through the Conduct Committee, the faculty have the responsibility of setting academic conduct policies; and through the conduct hearing process, they have the authority to enforce those policies. The Board, the president, and the provost rely on the faculty for developing recommendations that have or will have a significant effect on them. Through the FGC, the faculty have the authority to participate in any policy making or changes that affect their terms of employment, evaluations, and professional development. The faculty also have the responsibility to recommend the resources needed to support the curriculum and their work in the classrooms. Through the FGC, the faculty provides feedback on the performance of administrators and the shared governance processes. Detailed information about the rights and responsibilities of the faculty are available in the Faculty Handbook.

The faculty, through the work of the individual departments and the Curriculum Standards Committee (CSC) processes, make curricular decisions and changes based on course level and program level assessments, program reviews, feedback from career services staff, those who employ LIBI graduates, gainful employment studies, and advisory boards. Results of these assessments and their interpretation is then used by the executive staff in helping them ensure that LIBI's results continue to align with the mission of the college. Results and recommendations are formally presented and made available to the community for review. Suggestions stemming from the review by the community are taken for further consideration by appropriate stakeholders. Annual assessment results are shared with members of the board. This allows the board to make informed suggestions and decisions regarding academic programs.

- **Governance Groups**

Responsibilities of Members:

Individuals appointed/elected to the governance groups have the explicit responsibility to share the views and feedback of their constituents with the members of the governance groups.

They also have the same responsibility of sharing information about the work being done and the issues being considered in these groups with their constituents. When properly done, this system ensures broad involvement from the community.



Governance groups derive their authority from the Board of Directors. The Board of Directors has also delegated said authority to the president.

- **Faculty Governance Council (FGC)**

The Council is composed of faculty elected to their posts and represents both full-time and adjunct members of the faculty. The FGC is the most senior and broadly reaching governing body representing the faculty. The Council members are elected for two-year terms and may serve multiple terms, if re-elected. The provost and the dean serve ex-officio.

The Council considers various policies, not just specifically academic ones, in detail for recommendations back to the executive staff and the Board. It is through the Council that the faculty have the direct opportunity to express their opinions and thoughts with the explicit assurance that those will be discussed and shared with the executive staff and the Board. The FGC ensures that faculty views and opinions are given every reasonable consideration.

Because the scope of the FGC's authority is very wide, the Council appoints ad hoc committees when an item or policy will require more voices.

The Presidential Advisory Board is made up of senior managers who oversee the institutional operations. This group meets regularly to go over the "institutional to-do list" to ensure all departments continue to work on pre-set priorities and that information is shared between departments. This group works very closely with the Institutional Assessment Committee (IAC) and the annual assessment process. This group discusses resources management, and student satisfaction with services. This group is charged with ensuring that feedback, recommendations, and policies that originate from the work of the various committees is integrated into daily operations, as applicable. This group plays an operational role in making sure that LIBI is carrying out its mission. In response to regulatory changes, this group reviews institutional policies that need to be referred to appropriate departments or committees within the governance structures. The members also provide status reports to the president regarding the operations of the college to be shared with the board of directors. In turn, this group determines how to most effectively translate board decisions into departmental actions.

When routine requests or suggestions for improvement are made to department heads, the college asks that the department staff consider the suggestion internally and determine whether it is going to benefit the students, employees, or further the mission of the college. If adhering to the suggestion does not require policy changes, the college encourages the functional leader working with their staff to enact it. If the suggestion has policy implications or will alter operations, the functional head brings it to the Presidential Advisory Board. There, the determinization of next steps for addressing the suggestion are made. For example, suggestions that are within the purview of participative governance are referred to appropriate committees, while suggestions that do not require a formal process but still must be agreed upon, are discussed by the Advisory Board.

The focus of the Institutional Assessment Committee (IAC) is providing data to the executive staff and the Board of Directors for the purposes of strategic planning. Members of this committee monitor the development and assessment of student learning outcomes. Data is shared first with the appropriate committee that has jurisdiction over the area under review. Once data have been validated by that constituent group, arrangements are made to distribute the results community-wide.

This group has primary responsibility for producing and distributing the annual Institutional Effectiveness Plan, which forms the basis for institutional planning and budgeting.

This committee also assists faculty and the Curriculum Standards Committee with labor market research information for curriculum development. Working with academic departments this committee helps conduct research in fulfillment of the Pathway Program and Gainful Employment requirements.

As this committee's functions demonstrate, LIBI ensures appropriate consideration of relevant perspectives and decision-making that is aligned with expertise and responsibility.

- **Conduct Committee (CC)**

The responsibility of the CC is as follows:

- Periodically review the Student Code of Conduct to ensure that old policies have been deleted from published materials and updates have been distributed.
- Serve as the lead group in drafting new student conduct-related policies.
- Serve as a lead group for drafting policy revisions related to student conduct.
- Engage in a participatory role, in drafting new employee conduct policies.
- Take part in a participatory capacity, in revising existing employee conduct policies.
- Assemble a hearing board, free of any conflict of interest, that is responsible for reviewing cases of students who have been sanctioned by the conduct officer for violations of the Student Code of Conduct.
- Assemble an Academic Integrity Board (AIB) if the reported transgression involves an academic integrity matter, such as cheating, turning in a paper or an assignment written, in whole or in part, by someone else, plagiarizing, or any other academic dishonesty prohibited by the college.
- Determine conduct transgression sanction levels (warning to dismissal).
- Determine appropriate educational sanctions (anger management workshops, counseling, community service, research papers, etc.).
- Ensure that students' rights of institutional due process are applied fairly, consistently, and effectively.
- Collaborate with college constituents to address student behavioral issues.

Upon receiving a report of an alleged conduct violation, the CC convenes to review the available documentation and to make a decision on whether the case qualifies for a review, and whether or not LIBI's conduct policies were violated. If the CC determines that a violation has occurred, the members assemble a hearing board that will be free of any conflict of interest (faculty members who are teaching the student at the time of the alleged transgression are automatically disqualified, even if the incident did not take place in their course). The selected members of the ad hoc hearing board will meet with the chair of CC to be given all documentation pertinent to the case. The chair will help the ad hoc board identify the areas of the conduct that have been violated and advise them on the range of sanctions available for the level of transgression should the student be found responsible. The ad hoc committee conducts a hearing process and selects a chair to produce a written decision. The written decision is given to the CC for review. The CC is responsible for ensuring that all

protocols were followed as written. If the CC is satisfied that all steps were followed, they will submit everything to the conduct officer who will notify the student of the decision. The CC has the authority to meet with the student before and/or after the hearing.

If the allegation is an academic integrity violation, the CC will follow a similar format, but will, instead, assemble members who have received training on academic dishonesty. These members generally come from the Curriculum Standards Committee (CSC).

The CC works closely with the members of the Safety and Security Committee (SSC) to draft and revise all conduct policies related to transgressions under the Clery Act, VAWA, Enough is Enough, and Title IX. The CC also works with human resources staff in a consultative role when employee conduct policies in these areas are being drawn up or amended.

Standing members of the CC include faculty and staff. Because the CC must have a roster of available members to appoint to the ad hoc conduct boards, the members of the CC sponsor regular training sessions for those interested in serving in that capacity. Serving on a hearing board involves attending at least one formal training session and being familiar with the code of conduct. Specialized hearing boards (AIB and the sexual violence conduct boards) have additional training requirements.

The work of this committee also illustrates how LIBI's institutional policies ensure appropriate consideration of relevant perspectives and decision-making that is aligned with expertise and responsibility.

- **Technology Committee (TC)**

The Technology Committee (TC) derives its authority from the president, who is the person designated by the Board of Directors, to have this right. The TC works closely with the Curriculum Standards Committee (CSC) and the Institutional Assessment Committee (IAC).

This committee assesses the current state of technology utilization across the college and recommends areas where expansion is needed to enhance instructional delivery, academic programs, and more efficient operations of the college. The TC collects data across the institution and utilizes the data collected by the IAC to evaluate, prioritize, and recommend technology proposals for implementation. This committee drafts technology proposals to be included in LIBI's strategic plan.

These examples demonstrate that LIBI has established structures across the academic and administrative departments that encourage diverse and relevant perspectives in decision-making. The college ensures that the appropriate consideration is given to those with appropriate expertise and responsibility.

## **ANALYSIS AND EVALUATION**

LIBI demonstrates that appropriate consideration of relevant perspectives is part of the institutional fabric. The various committees within the participative governance derive their authority from the board of directors. The board recognizes that faculty and staff play important roles in institutional decision-making that are aligned with their respective expertise and responsibility. This allows the college to set priorities and to act in a timely manner on institutional plans, policies, curricular change, and other key considerations.

## 6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

### EVIDENCE OF MEETING THE STANDARD

The processes for decision-making at the college are compiled into several published documents and made widely available to the community through SharePoint. Board policies provide for decision-making through the participative governance processes. *Please refer to 1.8 Decision Making & Planning in appendix Standard I and 4.6 PARTICIPATORY GOVERNANCE AND INTEGRATED PLANNING MANUAL in appendix Standard IV.*

There are clear published guidelines on decision-making regarding new programs, program deactivations, and program closures. Program review guidelines and non-substantive program changes clearly outline the process of how decisions surrounding these processes are made. There are also written guidelines on proposing new policies and changing existing ones.

The president attends various departmental meetings, including all-faculty meetings when institutional news must be shared, policy discussions must be had, or when the faculty have requested to speak to the president in person. The president is also periodically invited to the meetings of the Faculty Governance Council when important topics must be discussed, and the Council feels that the president would be a helpful resource. The president, in turn, also requests to meet with the members of the Council when a faculty perspective is needed in institutional considerations.

LIBI ensures that decisions are widely communicated to the constituent groups impacted by policies or decisions by making formal provisions for those groups to be part of the dialogue as the decisions are being made. Meetings and emails are the two most widely used methods to ensure decisions are widely communicated.

It must also be underscored that LIBI's size and flat organizational structure allows for frequent informal exchanges that facilitate idea sharing that in larger environments would require extensive scheduling to achieve. Although the college follows formal decision-making processes, the brainstorming and clarifying that is possible in a small environment expedites those formal processes.

The college also places documents, assessment results, and all other college related materials, including policy changes and recent decisions into SharePoint with the explicit intention of ensuring that all important information is widely communicated across the institution. *Please refer to 4.13 Faculty Resources SharePoint in appendix Standard IV.*

### ANALYSIS AND EVALUATION

LIBI demonstrates that it makes the published decision and planning booklets available to all faculty and staff. All constituents have opportunities and are encouraged to participate in the decision-making process that affects them or their departments. Information is shared in multiple ways, using email, through meetings, and SharePoint. All faculty and staff, including adjunct faculty and part-time staff, have access to the SharePoint which contains documents the college deems important for everyone to have access to, including employee handbooks, assessment results, meeting minutes, and other documents that help the college be transparent about institutional decisions.

**7. Leadership roles and the institution’s governance and decision-making policies, procedures, and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.**

### **EVIDENCE OF MEETING THE STANDARD**

The college has, despite its small size, established a structure of participative governance that ensures all constituents have the opportunity to take part in college decision-making. LIBI understands that in order to meet its mission, the college must keep current, be responsive to all its external and internal stakeholders, and, to quote one recent board publication – “be fearless” about improvement. Regular and transparent evaluation of leadership roles, governance structures, and decision-making policies is the only way to assure their integrity and effectiveness.

It is with this philosophy in mind that LIBI conducts community evaluations on the performance of executive and senior staff, on the performance of the Faculty Governance Council (FGC) and other committees within LIBI’s participative governance structure. *Please refer to 4.3 Shared Governance Self-Evaluation Report.* These evaluations are sent to the community and are anonymous. The chairperson of the FGC validates the results of the executive performance evaluations. After the results are validated, the Institutional Assessment Committee (IAC) works with the FGC to aggregate the results and sends them to the graphic designer to ensure that the presentation of results is clear, easy to read, and engaging. The final product is shared with the executive staff, the entire community through SharePoint, and sent to the board.

The evaluations of the FGC and other committees are handled by the IAC and a similar process is followed. Once the data is aggregated and sent to the graphic designer, the results are available to the entire community on SharePoint.

Although publishing results of community evaluations of the president, provost, campus director, and dean, openly to the entire community may produce some anxiety for the administrators, it is the only way to ensure that the college is being transparent and serious about always improving. This sends an extremely strong signal to the rest of the community that the college is, in fact, fearless about improvement in all facets of the organization. Demonstrating humility in this way leads the organization to accept that everyone will have to be open to feedback – and constructive feedback leads to increased effectiveness.

The most recent community evaluations of executive and senior staff are attached, as are the results of the most recent evaluation of the FGC. All evaluations also include direct questions on decision-making processes and their execution by the various components of the participative governance structures.

### **ANALYSIS AND EVALUATION**

LIBI’s leaders and the governance committees as well as the college’s decision-making processes are evaluated regularly, and the results are widely shared with the community. Results are used by each stakeholder to make personal commitment to addressing issues of concern. For example, after the last

evaluation cycle of the FGC by the faculty, the council drew-up a plan addressing the short-comings discovered in the assessment process. *Please refer to 4.14 FGC in appendix Standard IV.*

LIBI utilizes SharePoint, e-mail, and meetings to communicate results of evaluation and to share plans for improvement.

## CONCLUSIONS ON STANDARD IV - A: DECISION-MAKING ROLES AND PROCESSES

Through the president's commitment to servant leadership and collaborative core principles such as shared power and non-positional relationships, the college is able to draw many diverse voices to important decision-making conversations. Constituent groups across the college are recognized for the valuable and relevant perspectives and expertise they bring to institutional problem-solving processes, planning, and policymaking. In order for the community to engage in a trusting way, the president and the board must lead with authenticity, demonstrating through actions that inclusion of voices, regardless of rank or title, is important to the college and it is valued. The board, working with the president, has established a system of collaboration to ensure that the college is meeting its mission, and that everyone feels empowered to contribute their perspectives in various ways. The Decision Making and Planning manual clearly lays out how members of the community can engage in LIBI's participative governance structures.

The roles of stakeholders and their areas of expertise are formally acknowledged in college publications and backed by the actions of the board. The system in place ensures that all stakeholders have the opportunity to participate and work collaboratively with other members of the college to ensure that they are represented in decision-making that involves them or their departments. LIBI demonstrates through meeting minutes that decision-making is aligned with expertise and responsibility.

LIBI's leaders, governance committees, and decision-making processes are evaluated anonymously by members of the community. Results are published and shared with the community to ensure transparency and to demonstrate that the college is authentic in its intent to function with integrity and to always work toward a better version of itself. Results of these important evaluations form the basis of improvement plans that ensure active progress toward institutional goals.

### IMPROVEMENT PLAN(S)

N/A



## EVIDENCE LIST

- 4.1 Advising Meetings
- 4.2 Deactivating Programs
- 4.3 Shared Governance Self-Evaluation Report
- 4.4 Student Survey
- 4.5 Student Teacher Evaluations
- 4.6 Participatory Governance and Integrated Planning Manual
- 4.7 LIBI Organizational Chart
- 4.8 Graduate Satisfaction Survey
- 4.9 Job Descriptions
- 4.10 Faculty Job Description
- 4.11 Career Services Job Description
- 4.12 Student Success Advisor Job Description
- 4.13 Faculty Resources SharePoint
- 4.14 FGC

## **B. CHIEF EXECUTIVE OFFICER**

*[Note: Suggested Length for Standard IV.B is 5 pages.]*

**1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting, and developing personnel, and assessing institutional effectiveness.**

### EVIDENCE OF MEETING THE STANDARD

The president was appointed by the board of directors and reports to the chair of the board and has the autonomy and authority to carry out her duties, implement the strategic plans of the college, and allocate resources to meet the stated mission of the institution. Bylaws provide for the independent functioning of the college without the board of directors' interference in the day-to-day operations of the college. The president serves as the Chief Executive Officer of the college and has the primary responsibility for ensuring that LIBI is meeting its mission. *Please refer to 4.15 President Job Description in appendix Standard IV.*

Board policies give a broad definition of the president's delegated responsibilities, while the job description provides more detail of functional responsibilities of the role. Broadly, the board delegates



to the president the authority of hiring qualified staff that will in turn have oversight of line positions, of ensuring that all regulatory and accreditation requirements are met, and of making sound financial decisions that support and further the mission of the college.

As evidenced by the last evaluation done by the members of the community, the president is a trusted leader, with 90% of the anonymous respondents either strongly agreeing (65%) or agreeing (25%) that President Foote provides transparent and effective leadership. Additionally, 92.5% of the anonymous respondents indicated that they had confidence in the president's ability to perform her current role, only 2.5% indicated that they were not at all confident and another 5% indicating that they were only somewhat confident. The full summary of the results of this survey which was conducted and validated by the Faculty Governance Committee (FGC) is attached. *Please refer to 4.3 Shared Governance Self-Evaluation Report in appendix Standard IV.*

Pre-pandemic, President Foote had a famously open-door policy supplemented by anonymous Officevibe surveys which are released to the community once per week as a "check-in" with the community. The president answers all the questions and comments she receives through Officevibe herself which helps her better understand what the community is feeling and thinking "real-time". In remote work settings, the president has relied on regularly scheduled Teams meetings, impromptu meetings, increased use of email, and now, even texting from staff used to being able to stop by her office to get a quick clarification or to offer a suggestion. A strong believer in servant leadership, the president values and seeks feedback and understanding of issues from those facing challenges and implementing the vision set-forth by the board and the president.

Benefiting greatly from its small size, the college community has extensive contact with the president who is personally, on a daily basis, able to personally develop staff and provide clear leadership and guidance without the typical over-reliance on a middle layer of managers commonplace at larger institutions. The president strongly supports formal professional development to augment the training and development the college provides internally to all of its employees. For example, at the onset of the pandemic, on the recommendation of the president the board approved funding for faculty to enroll in a nationally recognized certificate program in effective online teaching practices offered by the Association of College and University Educators (ACUE). Participation was made widely available to all LIBI faculty, but because the certification required an extensive time commitment, a cohort of **30 faculty members** participated and **25** completed the entire multi-unit certification. This program is the first such initiative designed for higher education faculty that leads to a nationally recognized distinction in Effective College Instruction "that has been independently validated and endorsed by the American Council on Education (ACE)." According to ACUE, 24,500 faculty have gone through the program, and thanks to the strong commitment of President Foote to learning and development, that number includes 25 of LIBI's faculty. *Please refer to 4.19 ACUE Certifications in appendix Standard IV.* Upon completion of the 9-month training, President Foote showed up to the completion ceremony held online, with her official graduation regalia on to celebrate those who obtained the ACUE certification.

The president works closely with all committees within LIBI's participative governance structure and takes a very active role in using assessment to improve the effectiveness of the college. She draws on the expertise of others to ensure that those who have the responsibility for particular areas are heard and have the opportunity to actively participate in conversations that involve those areas. The president has served in her current role since September 2008 and brings a highly reliable level of stability to the institution.

## ANALYSIS AND EVALUATION

As president and Chief Executive Officer of LIBI, President Foote is responsible for ensuring that the college is meeting its mission. The president's authority is delegated to her by the board of directors. President Foote works closely with all committees within the participatory governance framework to ensure the college meets its stated goals by engaging in assessment activities, hiring qualified staff, engaging the community in planning activities, and effectively budgeting to ensure resources for identified priorities.

**2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.**

## EVIDENCE OF MEETING THE STANDARD

The board of directors has delegated the power of staffing to the president of the college. The president, in collaboration with senior staff, determines LIBI's hiring needs. The overarching priorities in determining proper staffing are -- ensuring effective functioning of the college and providing quality education to the students. The president delegates authority to staff based on the responsibility and autonomy required by the position. *Please refer to 4.16 Employee Handbook Employee Authority in appendix Standard IV.*

Although LIBI's organizational structure is flat by the standards of larger institutions, the college is organized by departments with each department having a designated functional leader. Staffing determinations are made by analyzing assessment data, satisfaction surveys, and student feedback. Feedback from departments on workflow and manageability is shared with the president during departmental meetings. Resources are allocated based on the needs, and how well the departments are achieving their departmental missions and contributing to the fulfillment of institutionally set goals.

The annual Institutional Effectiveness Plan (IEP) helps the president initiate resource allocation discussions. The Resource Allocation Committee (RAC) which is comprised of the Chairpersons, or their designees, of each committee within the participative governance structure, makes recommendations to the president how resources should be allocated in fulfillment of the mission and established goals. Together, these processes along with departmental feedback on workflow issues, represent a collaborative effort of determining budget allocation for staffing and human resources.

## ANALYSIS AND EVALUATION

The president derives her authority to hire staff consistent with furthering the mission of the college and ensuring students receive a quality education, from the board of directors. LIBI has written policies and procedures that delineate how the president delegates authority to other departmental leaders and staff based on their responsibilities and level of autonomy required to effectively carry out their duties. LIBI's small size requires the president to determine the appropriate level of staffing and authority for individuals working in smaller departments. These decisions are taken based on considerations such

as ability to meet workflow requirements, student needs, faculty needs, compliance requirements, assessment results, satisfaction surveys, and the recommendations of the RAC.

**3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**

- **establishing a collegial process that sets values, goals, and priorities;**
- **ensuring the college sets institutional performance standards for student achievement;**
- **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
- **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
- **ensuring that the allocation of resources supports and improves learning and achievement; and**
- **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

**EVIDENCE OF MEETING THE STANDARD**

LIBI's board of directors has delegated authority to the president for institutional planning to guide institutional improvement of the teaching and learning environment. To carry out this responsibility the president meets with the provost weekly and works closely with the Institutional Assessment Committee (IAC) to collect data necessary for the college to determine where there are equity gaps that need to be addressed in teaching and learning. The president also works collaboratively with the Curriculum Standards Committee and the Faculty Council to better understand the challenges the institution faces in the classrooms so that she can provide guidance and initiate improvement requirements and allocate appropriate funding, if needed.

Most recently, in order to set the achievement goals for retention and course completion rates discussed in the Institutional Effectiveness Plan (IEP), the president worked closely with the academic advising staff, the academic departments, and the members of the IAC to determine, based on current baselines and past assessment results, what appropriate and reasonable goals should look like for the next three years. These discussions involved many perspectives and drew spirited, but collegial, discussions which ultimately resulted in goals that everyone was able to agree on. This is just one example of how President Foote puts her philosophy into action by assembling appropriate constituent groups and ensuring that everyone has the opportunity to lend their experience and expertise to a solution that involves identifying priorities and goal setting. *Please refer to 1.2B IEP Part III in appendix Introduction.*

LIBI engages in extensive data collection and evaluation for the purposes of ensuring that institutional planning activities are based on high quality research and analysis of external and internal conditions. The academic departments in conjunction with the IAC conduct periodic gainful employment studies that link the specific needs of employers with the curriculum being taught in each program. The roadmaps created for the students are posted on the college website and are attached as evidence in this

section. *Please refer to 1.2 Career Pathway Maps in appendix Standard I.* This important assessment of external conditions helps the college plan for curricular changes that are responsive to the job marketplace and allows the college to plan properly for the resources that will need to be allocated to ensure the changes take place with reasonable speed.

Program reviews are another vehicle by which the college is able to ensure that educational planning is integrated with resource planning and allocation to support student achievement and learning. *Please refer to 2.21 Program Review in appendix Standard II.*

The IAC collects data about retention, course completions, placement rates, survey results, and other data that the president or any of the committees may request. The president, the presidential advisory board, and the faculty and staff in departments data is being collected about or for, review and evaluate the results and discuss in their respective groups what improvements may be necessary. A list of proposed actions is compiled based on feedback from groups evaluating the results and a collective decision is made to pursue the most sound and agreed upon plan. Once a plan is established and resource allocation determined, the proposal is taken to the board of directors.

The Participatory Governance and Integrated Planning manual published for the LIBI community with input from all constituent groups with vested interests, brings together LIBI's organizational and educational priorities with resource allocation planning. *Please refer to 4.6 Participatory Governance and Integrated Planning Manual in appendix Standard IV.*

## ANALYSIS AND EVALUATION

The president ensures that planning and decision-making are based on high quality research and evaluation of internal and external conditions. Gainful employment studies and program reviews demonstrate that the college utilizes various methods to ensure that a broad perspective is used to determine goals and standards. Program reviews illustrate that the intent of proper resources allocation is to support and improve student learning and achievement.

**4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

## EVIDENCE OF MEETING THE STANDARD

The board of directors has vested in the president the responsibility for accreditation. The president, in turn, named an institutional liaison officer (ALO) to coordinate institution-wide accreditation efforts for LIBI. Due to the unusual and pressing circumstances LIBI was placed in when its current accreditor decided not to seek a new grant from the DE, the board of directors met to authorize any additional funding the president may need to organize an ISER effort in a much shorter time frame than LIBI has been required to do previously. *Please refer to 4.17 Board of Resolution in appendix Standard IV.*

Due to these extenuating circumstances, the college convened a steering committee that worked closely with other subcommittees to complete sections pertinent to their areas more energetically than in past self-study efforts. A visual representation of the ISER effort is attached. *Please refer to 4.18 Self-Evaluation Organization of Process in appendix Standard IV.* The president, although not assigned to any particular part, worked closely and tirelessly with each group to clarify, advise, and assist with ensuring that all pertinent information was discussed and presented in each section and that additional resources were rerouted or provided to assist groups that may have gotten stuck or off-track.

LIBI is an institution in good standing with its current accrediting body and it is the president's responsibility to ensure that all regulatory requirements, eligibility requirements, accreditation standards, and commission policies are followed. If accredited, it is the sincerest intent of the college to ensure that all ACCJC accreditation standards are similarly met without reservation. Although the president takes the ultimate responsibility for ensuring that all requirements are met, the president delegates authority to appropriate individuals with responsibilities most closely aligned to accreditation requirements within each area to assure compliance with accreditation conditions.

## **ANALYSIS AND EVALUATION**

LIBI views accreditation not as a singular event, but rather as a way of life. All constituent groups know and understand that processes in place must be followed continuously so that the college has reliable data which it uses to inform improvements, institutional planning, and resource allocation. This is why the Institutional Assessment Committee (IAC) plays an important role in LIBI's operations. This committee works with the president to ensure that each year, with the production of the Institutional Effectiveness Plan (IEP), the college continues to remind all constituent groups across the institution that maintaining compliance with accreditation standards is the responsibility of all members of the college community.

As groups engaged with the questions in the ISER, the president, in fulfillment of her responsibilities as the accreditation leader, worked with each area to ensure that she clarified, advised, and assisted in a constructive and reassuring manner. The president was authorized to deploy additional funding if necessary to ensure resources were available to support efforts to meet the tight deadline. LIBI demonstrates that it meets this standard.

**5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.**

## **EVIDENCE OF MEETING THE STANDARD**

Board policies are reviewed periodically to ensure responsiveness to changing regulations, legal statutes, accreditation conditions, or simply to ensure continued alignment with the mission. The president is charged with ensuring that board policies are implemented across the college operations. The president is also charged with ensuring that the college updates its operations and policies in response to changes in regulations, statutes, accreditation, or NYS ED requirements.

In accordance with board policies, the president works closely with the chief financial officer (CFO) to ensure that projected expenditures are appropriately controlled and monitored based on cash flow realities. While the CFO is primarily responsible for the fiscal administration of the college, the president has the final authority to approve resource allocation.

LIBI's six semester starts necessitating that the president and the CFO review financials after each start and adjust as necessary. The board of directors is kept apprised accordingly. The president's advisory board is given status reports and may be asked to monitor or adjust departmental budgets in response to the CFO's report.

### **ANALYSIS AND EVALUATION**

LIBI's board vests in the president the responsibility and authority to assure the implementation of statutes, regulations, and governing board policies. The president is responsible for regularly reviewing the budget and for working with the CFO to ensure that revenues and expenditures are in line with projections. The president has final authority to approve resource allocations and does so responsibly and based on need and to further the college mission. The president shares budget updates throughout the year with the board and managers.

## **6. The CEO works and communicates effectively with the communities served by the institution.**

### **EVIDENCE OF MEETING THE STANDARD**

As a college serving large immigrant and local communities, LIBI maintains good relationships with local businesses and employers. The college participates in supporting various social causes and the president is always present at community walks. The president also fosters professional relationships with senior colleges to enable LIBI graduates to transfer to 4-year colleges. As a recognized leader in the two-year college sector, the president has been asked on several occasions to provide professional testimony for City Council hearings on issues that pertain to higher education in New York City, including veteran education and ability-to-benefit students, or those without high school diplomas.

The president works well with the board of directors and serves as the body's professional advisor. As evidenced by the community evaluation of the president, she is a visible and available presence. *Please refer to 4.20 Evaluation of Senior Administrators in appendix Standard IV.*

### **ANALYSIS AND EVALUATION**

LIBI meets this standard. The president works effectively with the communities served by the college. The president is involved in community events and represents the college professionally to external stakeholders.



## CONCLUSIONS ON STANDARD IV - B: CHIEF EXECUTIVE OFFICER

By job description and the board's actions, the president is responsible for the quality of the education offered by LIBI, and for the fulfillment of the institutional mission. The president works collaboratively with other units of the participative governance structure to ensure that institutional planning and the evaluation of LIBI's progress toward the fulfillment of stated goals includes diverse voices from all areas of the college. The president works with college constituent groups to ensure the budgeting process includes the community. The president works closely with the CFO to track projected revenues and expenditures, and keeps all stakeholders apprised of LIBI's financial status. The president approves resources for hiring staff and develops personnel to ensure qualified individuals lead LIBI's departments. The president works closely with various committees to ensure effectiveness of the college in supporting its mission.

LIBI's administrative departments are organized to help ensure that the college is responsive to the needs of the students and with sufficient staffing to ensure full compliance with all regulatory requirements. The president delegates authority to positions and functions based on defined areas of responsibility and the level of autonomy needed.

LIBI's assessment and planning cycles assure that the college is continuing to keep institutional priorities at the forefront of institutional operations. The president's servant leadership philosophy ensures that all constituents with functions and expertise in the areas under consideration can be present for discussions and decision-making processes.

The president makes it clear to the entire college community that the expectation of compliance with accreditation guidelines is everyone's responsibility, and it is a way of life at LIBI. The president is an effective communicator and conveys information to the entire community frequently through emails, scheduled meetings, many impromptu meetings, and by working with the committees within the participative governance structure.

### IMPROVEMENT PLAN(S)

N/A

### EVIDENCE LIST

- 4.3 Shared Governance Self-Evaluation Report
- 4.6 Participatory Governance and Integrated Planning Manual
- 4.15 President Job Description
- 4.16 Employee Handbook Employee Authority
- 4.17 Board of Resolution
- 4.18 Self-Evaluation Organization of Process
- 4.19 ACUE Certifications
- 4.20 Evaluation of Senior Administrators
- 1.2B IEP part III (Introduction appendix)
- 1.2 Career Pathways (Standard I appendix)
- 2.21 Program Review (Standard II)



## C. GOVERNING BOARD

[Note: Suggested Length for Standard IV.C is 10 pages.]

**1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)**

### EVIDENCE OF MEETING THE STANDARD

LIBI recognizes that the composition of its Board of Directors is critical to its operations on multiple levels. The original board was created in 2004 coinciding with the change of ownership, when the LIBI Corporation was established as the new owners of the Long Island Business Institute. The board was changed in 2010 to reflect the evolving needs of the college and to meet expectations of the NYSED.

Members of the current board bring with them business experience, prior fiduciary oversight, cultural and linguistic understanding specific to LIBI's student population, in addition some have employed LIBI graduates while others possess employment experience related to LIBI's programs.

Members of LIBI's board of directors must be nominated by current board members in good standing. Once selected they sit on the board for three years. Upon assumption of office, all board members agree to uphold the Mission and Vision of the college and sign a No Conflict-of-Interest policy.

In accepting a role as members of LIBI's board, individuals agree to assume responsibility for the quality of the college and the programs that it offers. Members of the board must be committed to serving vulnerable student populations.

*The Board of Directors shall have and shall exercise the corporate powers prescribed by law. Its primary function shall be policy making and providing responsibility for sound management of the corporation (referred to as "the College"). The Board of Directors shall further work with the President to ensure that general, educational, and financial policies are followed as prescribed. The Board shall have the power to carry out any other functions, which are permitted by these bylaws or by the Articles of incorporation, except as limited by law. **Please refer to 4.21 By Laws in appendix Standard IV.***

Although during the course of meeting discussions, the board may offer feedback and suggestions to the president they feel will contribute to improving the quality and effectiveness of LIBI's programs, student support services, and the management of resources to maximize their effectiveness toward the achievement of the college mission, the board is not involved in any daily operations. The board's responsibilities include, but are not limited to, selecting the president, quality of educational programs, student success, enrollment, institutional planning, broad human resource policies, fiscal health of the college, and ensuring that the college is responsive to all of its regulatory stakeholders.

### ANALYSIS AND EVALUATION

The board of trustees is not responsible for the day-to-day operations or decisions of the institution; rather members of the board consider and have authority over policies that assure the academic quality,

integrity, and effectiveness of the student learning programs and services and the financial stability of the institution.

**2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.**

### **EVIDENCE OF MEETING THE STANDARD**

Members of the board are expected to adhere to the highest standards of integrity. In instances when situations or conflict arise, it is the board member's responsibility to recuse themselves from the discussion where even the appearance of conflict could be possible.

The first and most important responsibility of LIBI's governing board is protecting the interest of the students and the taxpayers who make it possible for LIBI to award financial aid to those who desperately need access to higher education. LIBI serves some of the most vulnerable student populations when making decisions the members of the board are expected to hold the interest of the public above the interest of the shareholders.

A majority of the board must be present to constitute a quorum (3 of 5 for non-financial decisions). The minimum to vote on financial matters requires 4 of the 5 members of the board when the board is at its minimum number, and 7 when the Board is at its maximum number of 9. The president, who acts as professional advisor to the board on all matters related to the institution and to regulations that the college must adhere to, may be required to vote in instances when a quorum is not possible because members abstain from voting due to conflict of interest.

The board gathers relevant information and ensures that proper discussions occur before the board vote occurs to ensure consensus is strong. Once the board reaches a decision all members are required to support it, and the president is required to ensure that the decision is implemented at the institutional level.

### **ANALYSIS AND EVALUATION**

Members of LIBI's board are dedicated to the success of the college. The board understands that all opinions are important and a healthy discussion with diverse points of view and voices benefits the college. The board holds discussions and understands that their decisions must be made jointly. Once the board reaches a required numerical consensus, each member of the board demonstrates support of the final decision.

### **3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.**

#### **EVIDENCE OF MEETING THE STANDARD**

The board has the responsibility for hiring a qualified individual to serve as president and chief executive officer (CEO). President Foote serves at the appointment of the board of directors. The board policy on presidential searches is attached. *Please refer to 4.22 Guidelines for Presidential Searches in appendix Standard IV.*

The board policy clearly defines how the president will be selected. The Job description approved by the board clearly delineates the areas of the president's responsibility and what she will be held accountable for. This forms the basis of what the president is evaluated on. *Please refer to 4.15 President Job Description in appendix Standard IV.* In addition, in pursuit of improving LIBI's stated outcomes, members of the community are invited to complete anonymous evaluations of senior administrators, including the president. *Please refer to 4.23 Evaluation of the President in appendix Standard IV.*

The president's authority is vested through the board of directors and includes responsibilities for all college educational and managerial matters, including establishing the term, compensation, and conditions of employment for all senior officers of the college consistent with LIBI's compensation policies. The president serves as a professional advisor to the board members on all matters related to the college and regarding regulatory matters the college may be facing. The President reports to the board.

In the absence or disability of the president for an extended period of time, the board of directors will appoint and support the provost to perform the duties of the president until such time that the president is able to return.

#### **ANALYSIS AND EVALUATION**

The board has established a policy on presidential searches. It details the responsibilities of the search committee and includes clear guidelines, as well as contingencies for selecting a president. In addition to the board's constructive feedback on the president's performance, the community engages in an evaluation of the president's performance in key areas.

### **4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)**

#### **EVIDENCE OF MEETING THE STANDARD**

Board Policy on Governance Commitment, BRD-101, spells out that LIBI's board is committed to the institution's educational quality and policies made by the board reflect interests of the public. *Please refer to 4.24 Board Policy on Commitment to Governance in appendix Standard IV.*

The board specifies the qualities it would like to have members embody.

Specific qualifications for membership include:

- Personal interest in LIBI and an understanding of privately held institutions as an industry.
- Possession of qualifications needed to strengthen the College.
- Sound character and strong intellectual ability.
- Willingness to devote adequate time and effort to the office.
- Tact and natural aptitude to work with others.

Apart from one member of the board who is a shareholder in LIBI Corp, which owns the college, the board is comprised of independent members who serve to ensure that the college is fulfilling its mission and providing the highest quality education to a highly vulnerable student population. The board's responsibility is to establish policies that are in keeping with LIBI's mission to serve a diverse student population that has been historically underserved by higher education. The board's orientation package clearly spells out the mission and vision while emphasizing that the college values, and does not wish to jeopardize, its role as a respected and reliable college of choice for the local communities. Although not a community college by legal classification, the communities surrounding LIBI's main campus have come to rely on LIBI as a place where they can obtain a high-quality education without incurring student loan debt (only about five percent of students leave with student loans). The board, thereby, is responsible for making policies that are responsible to the students the college serves, to the taxpayers that provide the ability for the students to access Pell and NYS Tuition Assistance Program (TAP). The board establishes policies to assure the integrity of the mission, the effectiveness of the student learning programs and services, and fiscal stability of LIBI. The board keeps the best interest of the students it serves at the center when making policy decisions.

The following excerpt is taken from the board orientation package and demonstrates how members of the board are to protect the college from undue influence. ***Please refer to 4.25 Governing Board Orientation in appendix Standard IV.***

*Members of LIBI's Governing Board are expected to adhere to the highest standards of integrity. In instances when situations or conflict of interest arise, it is the member's responsibility to recuse themselves from the discussion where even the appearance of conflict could be possible. The first and most important responsibility of LIBI's Governing Board is protecting the interest of the students and the taxpayers who make it possible for LIBI to award financial aid to those who desperately need access to higher education. LIBI serves some of the most vulnerable student populations; when making decisions the members of the board are to hold the interest of the public above the interest of the shareholders.*

*In accepting a role as members of LIBI's Board, individuals agree to assume responsibility for the quality and integrity of the college and the programs that it offers. Members of the Board must certify, as necessary, to regulatory bodies that the college is in compliance with accreditation standards and that the institution is executing in good faith its responsibilities under the USDE Program Participation Agreement. The members must agree to disclose any information required by the New York State Board of Regents and Commissioner of Education (LIBI's accreditor).*

Members are:

- responsible for appointing and supporting the President of the institution and for delegating sufficient power and autonomy to that person so as to enable the individual to work to successfully achieve the college mission;
- responsible for ensuring that the shareholders do not play an active role in the day-to-day operations such as to override any of the policies of the college;
- responsible for making sure that LIBI is “living its mission”;
- responsible for fulfilling the Board’s fiduciary responsibilities;
- responsible for communicating any changes in accreditation status to stakeholders;
- asked to assist with generating resources that are needed to improve the institution;
- asked to periodically participate in the assessment activities, including effectiveness of institutional leadership and governance;
- responsible for assessing the Board’s effectiveness in meeting its responsibilities.
- Members of the Board are expected to support the work of the leadership team and to help ensure that the institution’s core values and vision are fulfilled through institutional policies and through the actions of the executive team.

## ANALYSIS AND EVALUATION

With the exception of one director, the board is comprised of independent individuals who have no financial stake in the college. The directors attest in writing that no conflict exists with their appointment to LIBI’s board. The board orientation makes it clear that the directors must act with the good of the students in mind. As fiduciaries of taxpayers’ money, the board acts responsibly and ensures that the college is transparent and accountable to the public and the students the college serves.

**5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.**

## EVIDENCE OF MEETING THE STANDARD

*The Board of Directors shall have and shall exercise the corporate powers prescribed by law. Its primary function shall be policy making and providing responsibility for sound management of the corporation (referred to as “the College”). The Board of Directors shall further work with the President to ensure that general, educational, and financial policies are followed as prescribed. The Board shall have the power to carry out any other functions, which are permitted by these bylaws or by the Articles of incorporation, except as limited by law.*

*These powers shall include but shall not be limited to:*

- *appoint and support the President who shall be the Chief Executive Officer of the College;*
- *approve major changes or innovations in the educational programs that would alter the spirit and outcomes of the existing programs;*
- *authorize the initiation of new degree programs;*
- *authorize progressive disciplinary action against the President in case of documented and just cause;*
- *review and take appropriate action with respect to the budget, which shall be submitted to it upon recommendation of the President;*
- *review audited financial statements annually;*
- *concur in the appointment by the President the fiscal manager and chief financial officer;*
- *authorize major renovations of existing facilities, infrastructure, or campus location moves;*
- *authorize purchase of buildings for the use of the College;*
- *authorize the incurring of debts by the college and the securing thereof by mortgage and pledge of real and personal property, tangible and intangible, owned or to be after-acquired of the College.*
- *authorize any changes in tuition and fees proposed by the President;*
- *determine and periodically review the mission and vision of the College;*
- *assure continuous assessment and long-range planning.*

*Degree granting powers rest with the Board of Directors.*

## **ANALYSIS AND EVALUATION**

The board establishes policies consistent with the college mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability. In addition to the bylaws, board policies such as BRD-101 on Commitment to Governance and BRD-202 on Supporting Accreditation demonstrate that the board concerns itself with the quality of the academic programs and the effectiveness of student support services. ***Please refer to 4.24 Board Policy on Commitment to Governance and 4.29 Board Policy on supporting Accreditation in appendix Standard IV.***

**6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

**EVIDENCE OF MEETING THE STANDARD**

LIBI's board publishes its bylaws which specify the size of the board, the structure and the operating procedures. Bylaws address the new member election process, length of member terms, the presence of a quorum, resignation process, and the process of removing members. The president of the college has the right to nominate members of the Board as do the other members. *Please refer to 4.21 By Laws, 4.26 BOARD POLICY on VACANCIES ON THE BOARD, and 4.27 Board Policy on Duties of the Chairperson in appendix Standard IV.*

Hard copies of the board bylaws and policies are available by request from the office of the director of operations.

**ANALYSIS AND EVALUATION**

The board of directors publishes its bylaws and policies. The bylaws and policies are available on LI-BI's website and accessible to the public.

**7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.**

**EVIDENCE OF MEETING THE STANDARD**

The decisions and policies made by the board are a collective effort that entails cooperation, discussions, and deliberations so that, when approved, the directors can speak with one voice. LIBI's board of directors governs through the policies it adopts.

The board's policies undergo the same revisions as all college policies. Like all other policies, they are a living document updated in response to new regulations, accreditation mandates, and evolving needs of the college. New policies, updates, modifications or revisions may be approved by the board at any meeting as long as a majority is present. It is the responsibility of the chairperson and the president to ensure that policies are reviewed and updated periodically. *Please refer to 4.27 Board Policy on Duties of the Chairperson and 4.28 Board Policy on Policy Updates in appendix Standard IV.*

**ANALYSIS AND EVALUATION**

LIBI's board governs by the policies it approves. The board does not interfere with the daily operations of the college, rather it ensures that the president, the administration and the faculty have the required



support and latitude to carry out the policies the board has set. As per board policy, BRD-120, board policies are evaluated and modified as necessary in response to regulatory updates, accreditation requirements, and other operational needs and circumstances.

**8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

### **EVIDENCE OF MEETING THE STANDARD**

The president and the Institutional Assessment Committee (IAC) regularly compile reports for the board that include key performance indicators, including enrollment data, retention data, course completions, placement, graduation, and once per year, when official loan default rates are released by ED, loan repayment data. Additionally, the board receives the Institutional Effectiveness Plan (IEP) published for the community annually. The IEP is a comprehensive document that takes a holistic approach to institutional assessment. It tracks disaggregated student performance data and includes a robust analysis of LIBI's performance within the higher education landscape, so that the board is able to easily see a clear picture of where the college is successfully meeting its goals and benchmarks, and where it is falling short. The IEP gives all members of the community, including the board, a clear indication of how the college did over the previous year in terms of accomplishing its goals for student success.

Board Policy on Role of the President, BRD-116, includes the following directive:

*The President must provide the Board with regular reports on the state of the college and provide all relevant student performance data to help members better understand where improvement is necessary and where funding may need to be redirected. Any data reports provided to one member of the Board must be provided to the entire Board. **Please refer to 4.30 Board Policy on Role of the President in appendix Standard IV.***

### **ANALYSIS AND EVALUATION**

In addition to the key performance indicators that the board receives regularly from the IAC, the board also receives updates from the president during board meetings. Along with these, the board receives the IEP prepared annually for distribution to the community.

**9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

### **EVIDENCE OF MEETING THE STANDARD**

The Board of Directors Orientation Handbook and accompanying materials are intended to acclimate new members of the board of directors to the college and to provide important information new members will need to know as they begin their terms. The handbook discusses the roles and responsibilities of LIBI's Governing Board, the bylaws governing the actions of the board, and other information necessary to the fulfillment of the position.

The Board of Directors Orientation Handbook is intended to be a "living document" that is reviewed and updated regularly so that it retains its relevance and usefulness. Members of the board are highly encouraged to suggest additions to this handbook they feel are relevant to their positions.

A new member of the board will receive:

- LIBI's Board of Directors Orientation Handbook
- Most current institutional budget
- Most current Institutional Effectiveness Plan (IEP)
- Organizational Chart
- Self-study criteria
- Most recently ratified bylaws
- Meeting Schedule

Board policies provide for continuity of board membership and staggered terms. *Please refer to 4.26 BOARD POLICY on VACANCIES ON THE BOARD in appendix Standard IV.*

### **ANALYSIS AND EVALUATION**

The board has a formal orientation developed for new members. The board also has a formal process for continuity of board membership and staggered terms of office.

**10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.**

#### **EVIDENCE OF MEETING THE STANDARD**

LIBI’s board has a formal written policy that establishes processes for evaluating the board’s effectiveness in promoting and sustaining academic quality and institutional effectiveness. The policy that makes this provision is attached. *Please refer to 4.31 Board of Self-Assessment Policies in appendix Standard IV.* The policy includes a provision for publishing the results of the self-assessment.

Board Policy on the Duties of the Chairperson outlines the responsibility the board chair has to ensure that the board regularly evaluates its practices and performance. *Please refer to 4.27 Board Policy on Duties of the Chairperson in appendix Standard IV.*

#### **ANALYSIS AND EVALUATION**

LIBI’s board has an established process for board evaluations which is outlined in Board Self-Assessment Policy, BRD-104.

**11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)**

#### **EVIDENCE OF MEETING THE STANDARD**

Only one member of the board of directors is a shareholder. The board has a clearly defined policy on ethics and conflict of interest. *Please refer to 4.32 Board Policy on Conflict of Interest in appendix Standard IV.* Board Policy on Ethical Governance encapsulates the code of ethics that members of the board must abide by. *Please refer to 4.33 BOARD POLICY ON ETHICAL GOVERNANCE and 4.34 Conflict of Interest Policy in appendix Standard IV.* The board has an established policy on Board Code of Ethics Violations, BRD-117, which clearly outlines how the board will handle behavior that violates its code of ethics. The policy outlines the processes and the sanctions associated with ethical breaches by board members. *Please refer to 4.35 Board Policy on Board Code of Ethics Violations in appendix Standard IV.*

## ANALYSIS AND EVALUATION

LIBI's board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. All policies pertaining to ethics and the board are published and available to the public. Only one member of the board is a shareholder, and all conflict of interest policies are published. The board adheres to the published policies on governance and integrity.

- 12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.**

## EVIDENCE OF MEETING THE STANDARD

The Board of Directors delegates to the President, who is also the Chief Executive Officer, the responsibility and authority to administer the college consistent with the laws of the State of New York, federal laws, accreditation mandates, and policies adopted by the Board of Directors. The Board of Directors, in consultation with the President, develops, formulates, and adopts policies of the institution. The President, as the CEO, carries out these policies. The President is responsible for formulating and implementing regulations to administer the policies of the Board. At the operational level, the President has administrative authority over all matters affecting the college, including authority to delegate administrative authority to ensure uninterrupted college operations. *Please refer to 4.30 Board Policy on Role of the President in appendix Standard IV.*

## ANALYSIS AND EVALUATION

The board sets policies and the president, as the chief executive officer, supported by executive staff, carries out the policies. The board has delegated to the president all administrative responsibility to carry out the decisions of the board. The board does not interfere in the day-to-day operations of the college.

- 13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.**

## EVIDENCE OF MEETING THE STANDARD

The board has an established policy on accreditation. Board Policy, BR-118, outlines the expectations the board has with respect to LIBI's accreditation status, the accreditation processes, and the relationship it expects the college to have with its accreditor.

Although the policy is referring to LIBI's current accreditor, it stipulates that

“LIBI’s President has the responsibility of notifying the Chair and Members of the Board of all scheduled visits and actions taken by the New York State Board of Regents and the Commissioner of Education that pertain to LIBI’s compliance certification or any status reports. Further, the President is required to provide the Board with an executive summary of any accreditation reports received by the college and of the actions taken to address recommendations.”

Board Policy on Supporting Accreditation, BRD-202, outlines the Board’s commitment to be available and responsive to accreditation processes, including evaluation of governing board roles and functions. *Please refer to 4.29 Board Policy on Supporting Accreditation in appendix Standard IV.*

## **ANALYSIS AND EVALUATION**

The responsibility of keeping LIBI’s Board of Directors informed of Eligibility Requirements, Accreditation Standards, Commission policies, and all other accreditation processes rests with the president. The Board has expressed and continues to provide support to the college as LIBI works toward achieving accreditation.

## **CONCLUSIONS ON STANDARD IV - C: GOVERNING BOARD**

LIBI’s board of directors governs by policies which it reviews regularly on the recommendation of the president, and to ensure responsiveness to regulatory changes and accreditation mandates. The board has established appropriate policies to exercise its authority in assuring the quality and integrity of student learning programs and services and to ensure that resources are available for improvement of these programs and services. The Board has established policies that support its efforts in ensuring financial stability of the college.

The president has administrative authority over all matters affecting the college. The board delegates to the president the authority to establish administrative procedures and make decisions in support of board directions without the interference of the board in day-to-day operations.

Policies are in place to select a president. To ensure the operational continuity of the institution, the Board has also established policies on presidential succession. Please refer to 4.36 Board Policy on Succession in appendix Standard IV. Policies guide the structure of the board and vacancies. The board has also established official duties of the Chairperson. Please refer to 4.27 Board Policy on Duties of the Chairperson in appendix Standard IV. The board has an established code of ethics and has published how it handles violations. There are also policies in place to evaluate the effectiveness of the board. Policies for required board member orientation and are published.

## **IMPROVEMENT PLAN(S)**

N/A

## EVIDENCE LIST

- 4.15 President Job Description
- 4.21 By Laws
- 4.22 Guidelines for Presidential Searches
- 4.23 Evaluation of the President
- 4.24 Board Policy on Commitment to Governance
- 4.25 Governing Board Orientation
- 4.26 Board Policy on Vacancies on the Board
- 4.27 Board Policy on Duties of the Chairperson
- 4.28 Board Policy on Policy Updates
- 4.29 Board Policy on Supporting Accreditation
- 4.30 Board Policy on Role of the President
- 4.31 Board Self-Assessment Policies
- 4.32 Board Policy on Conflict of Interest
- 4.33 Board Policy on Ethical Governance
- 4.34 Conflict of Interest Policy
- 4.35 BOARD POLICY on Board Code of Ethics Violations
- 4.36 Board Policy on Succession

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