



PEER REVIEW TEAM REPORT

Long Island Business Institute
232 W 40th St 9th floor
New York, NY 10018

This report represents the findings of the Peer Review Team that visited Long Island Business Institute from April 3 - 6, 2023. The Commission acted on the accredited status of the institution during its June 2023 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

Marvin Martinez
Team Chair

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**Long Island Business Institute
Comprehensive Peer Review Visit
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Summary of Peer Review Team Visit

INSTITUTION: Long Island Business Institute

DATES OF VISIT: April 3 to April 6, 2023

TEAM CHAIR: Marvin Martinez

A 10-member accreditation team visited Long Island Business Institute from April 3 to April 6, 2023, for the purpose of assessing the Candidacy Application according to Eligibility Requirements, Accreditation Standards, Commission Policies, and United States Department of Education (ED) regulations.

The team evaluated how well the institution is achieving its stated purposes, analyzing how well Long Island Business Institute is meeting the commission Standards providing for quality assurance and institutional improvement, and submitting a report to the Accrediting Commission for Community and Junior Colleges, (ACCJC) Western Association of Schools and Colleges regarding the Candidacy status of the institution.

In preparation for the team visit, the team chair attended a training on February 23, 2023, and conducted a pre-visit discussion with the Long Island Business Institute President prior to the campus visit. The entire peer review team received team training conducted by the ACCJC staff prior to the visit.

The peer review team received the Institutional Self-Evaluation Report (ISER) several weeks prior to the site visit. Team members found the report to address Eligibility Requirements, Commission Standards, and Policies, and confirmed that there was broad participation of faculty, staff, students, and administrators in compiling the ISER.

Prior to the visit, team members completed written evaluations and assignments related to the ISER and began identifying areas for further clarification. Team members extensively discussed their views of the written materials provided by Long Island Business Institute. The team identified four team leads and members for each standard. Team members carefully read the ISER and assessed the evidence provided by the college. During the peer review team visit, team members conducted formal meetings, facilities tours, interviews, and observations involving approximately 80 college faculty, staff, administrators, the board president, governance committees, the CEO, and students. The team attended four open forums, including one at the Manhattan site, one at the Flushing site and two at the Commack site. These meetings allowed for comment from any member of the campus or local community.

Major Findings and Recommendations of the 2023 Peer Review Team

Commendations:

Commendation 1:

The team commends LIBI for its institutional effectiveness efforts, including the amount and types of data gathered, the deep analyses of these data, the use of these analyses to inform decision-making, and the public sharing of analysis results in its annual Institutional Effectiveness Plan and other institutional documents. LIBI demonstrates exemplary dedication to the disaggregation of data in a unique fashion as is relevant to its student population and it uses this data to direct institutional priorities in meeting the educational needs of students. When the institution identifies performance gaps, it implements strategies to mitigate those gaps, which may include allocation or reallocation of human, fiscal, technology, and other resources. It then evaluates the efficacy of those strategies and modifies them to best serve its student populations. (I.A.2, I.B.6)

Commendation 2:

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

Commendation 3:

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

Commendation 4:

The team commends LIBI, as a proprietary, private institution of higher learning, for ensuring that its commitments to high-quality education, student achievement, student learning, and student support are paramount to other objectives. (I.C.14, II.C.3)

Recommendations to Achieve Initial Accreditation:

Recommendation 1:

To fully align with commission standards, the team recommends that LIBI establish and report on all institution-set standards and aspirational goals required by the ACCJC, including course

completion, certificates, **associate degrees**, transfer, and employment rates. (I.B.3, ACCJC Policy on Monitoring Institutional Performance)

Recommendations to Improve Quality:

Recommendation 1:

In order to increase effectiveness, the team recommends that LIBI formalize its medium-to long-range plans during its upcoming institutional strategic planning process. (I.B.9)

Recommendation 2:

In order to increase effectiveness, the team recommends that the college continue to refine and improve its processes and procedures regarding communication and documentation. (IV.A.6)

Introduction

The Institutional Self-Evaluation Report includes a thorough introduction and overview of Long Island Business Institute (LIBI). LIBI is a proprietary, yet community-oriented college accredited by the New York State Board of Regents and the Commissioner of Education (Board of Regents). The Board of Regents has been an institutional accrediting agency recognized by the United States Department of Education (USDE) since 1952. In October 2021, the Board of Regents voted not to submit a petition for renewal of USDE recognition as an institutional accrediting agency; therefore, LIBI is looking to ACCJC for its next institutional accrediting agency.

LIBI started serving students in 1968 and currently has three New York sites from which it operates: Commack, Manhattan, and Flushing. As of 2021, LIBI Commack has 60 enrolled students, LIBI Flushing has approximately 500 students, and the LIBI NYC Extension Center in Manhattan has approximately 400 students. The Flushing site is considered the home site for the institution.

All three campus sites strategically serve the needs of their specific geographic populations. LIBI offers degree programs in Accounting, Business Management, Homeland Security and Security Management, Hospitality Management, and Office Technology with Medical Office Option, along with certificate programs in Court Reporting, Hospitality Management, and English as a Second Language.

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.

Eligibility Requirements

1. Authority

The New York State Board of Regents and the Commissioner of Education is the accrediting body recognized by the Commission on Recognition of Postsecondary Accreditation and the United States Department of Education. It grants Long Island Business Institute's legal authority to operate as a degree-granting institution.

The team affirms that the college meets this Eligibility Requirement.

2. Operational Status

The team confirmed that the college is operational and provides educational services for approximately 700 students in degree-applicable credit courses in fall 2022. Students attending Long Island Business Institute were awarded 273 degrees and certificates in 2020-21 and the college averages approximately 261 completions per year. The number of degrees and certificates awarded has remained relatively stable over the last three years.

The team affirms that the college meets this Eligibility Requirement.

3. Degrees

Long Island Business Institute offers eight areas of study that provide students a choice of the associate degree or certificate of study. Students attending Long Island Business Institute were awarded 273 degrees and certificates in 2020-21 and the college averages approximately 261 completions per year. The number of degrees and certificates awarded has remained relatively stable over the last three years.

The team affirms that the college meets this Eligibility Requirement.

4. Chief Executive Officer

The Long Island Business Institute Board of Directors appoints the President/Chief Executive Officer. The President does not serve as a member of the Board nor as the Board President. The Board of Directors delegates appropriate authority to the President to administer the policies and procedures of the college.

The team affirms that the college meets this Eligibility Requirement.

5. Financial Accountability

The Chief Financial Officer is responsible for the financial compliance of the institution and oversees annual external audits and financial aid reporting. The college also undergoes regular program reviews by the United States Department of Education. The college employs an independent financial auditor in compliance with federal requirements. Additionally, an internal financial monitoring system is in place. Staff overseeing Financial Aid monitor loan default rates as well as the number of borrowers, which comprise approximately 6% of the student population. Long Island Business Institute's three-year official cohort default rate is reported as four to five percentage points higher than the national average.

The College undergoes an annual external financial audit by a certified public accountant. Evidence shows that the audits were completed.

An annual audit of the financial aid programs of the college was conducted by an external auditing firm to ensure compliance with Federal programs such as Title IV. The college received a qualified opinion and was required to take corrective action to better track students' enrollment information to avoid conflicting records. The college implemented a corrective action plan.

The college meets this Eligibility Requirement.

Checklist for Evaluating Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third Party Comment

Evaluation Items:

X	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.
X	The institution cooperates with the review team in any necessary follow-up related to the third-party comment.
X	The institution demonstrates compliance with the <i>Commission Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions</i> as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The team confirmed the College solicited third-party comments in advance of the team visit. Prior to the visit, ACCJC received a letter in lieu of a third-party comment from the New York State Education Department on behalf of the College's outgoing accreditor. The letter affirmed that the institution was accredited and in good standing."

Standards and Performance with Respect to Student Achievement

Evaluation Items:

X	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
X	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
X	The institution analyzes its performance as to the institution-set standards and as to student achievement and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

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

Conclusion Check-Off (mark one):

	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The institution defines and measures important elements of student achievement performance across the institution and within instructional programs. To fully align with

commission standards, the team recommends that LIBI establish and report on all of the following institution-set standards and aspirational goals for the specific metrics referenced in Standard I.B.3, including: course completion, certificates, associate degrees, transfer, and employment rates. (I.B.3, ACCJC Policy on Monitoring Institutional Performance)

Credits, Program Length, and Tuition

Evaluation Items:

X	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
X	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom-based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
X	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
NA	Any clock hour conversions to credit hours adhere to the Department of Education’s conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
X	The institution demonstrates compliance with the Commission <i>Policy on Credit Hour, Clock Hour, and Academic Year</i> .

[Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative: The college meets the requirements.

Transfer Policies

Evaluation Items:

X	Transfer policies are appropriately disclosed to students and to the public. (Standard II.A.10)
X	Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits. (Standard II.A.10)
X	Transfer of credit policies identify a list of institutions with which it has established an articulation agreement.
X	Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.
X	The institution complies with the Commission <i>Policy on Transfer of Credit</i> .

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Transfer policies are disclosed to students and the public in the college catalog. Courses are transferable and clearly identified.

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
X	The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the <i>Commission Policy on Distance Education and Correspondence Education</i> .
X	The institution ensures, through the methods outlined in the <i>Commission Policy on Distance Education and Correspondence Education</i> , regular interaction between a student and an instructor or instructors prior to the student's completion of a course or competency.
X	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
X	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.
For Correspondence Education:	
NA	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
NA	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.
Overall:	
X	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
X	The institution demonstrates compliance with the <i>Commission Policy on Distance Education and Correspondence Education</i> .

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

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the

	Institution does not meet the Commission's requirements.
	The college does not offer Distance Education or Correspondence Education.

Narrative: The College provides courses in an online synchronous format. The team verified that regular and substantive interaction exists between instructors and students as outlined in their Distance Education Guidelines. LIBI does not offer correspondence courses.

Student Complaints

Evaluation Items:

X	The institution has clear policies and procedures for handling student complaints, and the current policies and procedures are accessible to students in the college catalog and online.
X	The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
X	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
X	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
X	The institution demonstrates compliance with the Commission <i>Policy on Representation of Accredited Status</i> and the <i>Policy on Student and Public Complaints Against Institutions</i> .

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

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs and provides contact information for filing complaints with such entities. The Institution complies with Commission Policy on Representation of Accredited Status and the Policy on Student Complaints against Institutions.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

X	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
X	The institution complies with the <i>Commission Policy on Institutional Advertising, Student Recruitment, and Policy on Representation of Accredited Status</i> .
X	The institution provides required information concerning its accredited status. (Standard I.C.12)

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

Conclusion Check-Off (mark one):

X	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission’s requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission’s requirements.

Narrative: The college meets the standard.

Title IV Compliance

Evaluation Items:

X	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15)
NA	If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely

	addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
X	If applicable, the institution's student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates near or meet a level outside the acceptable range. (Standard III.D.15)
NA	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
X	The institution demonstrates compliance with the Commission <i>Policy on Contractual Relationships with Non-Accredited Organizations</i> and the <i>Policy on Institutional Compliance with Title IV</i> .

[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.]

Conclusion Check-Off:

X	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative: The college meets the Commission's requirements.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

Long Island Business Institute (LIBI) demonstrates its commitment to students through its mission, which articulates educational opportunities available based on identified student and community needs. Through program review and integrated planning and resource allocation, the college aligns its programs, services, and resources toward its mission and the communities it serves. The mission is reviewed on a regular cycle, updated, approved by the governing board, and communicated widely.

Findings and Evidence:

The mission statement of LIBI describes the institution's broad educational purposes of providing students with current and relevant career and technical training that leads to new employment opportunities, a well-rounded educational experience to develop a broad range of skills for success in today's complex and challenging business environment, and a foundation for lifelong learning, all in a positive and empowering learning environment supporting immediate efforts of students. The college vision statement describes the intended population as students from diverse backgrounds and commits to meeting their needs in a kind manner, creating an environment that fosters cooperation, innovation, and respect. The college catalog describes programs of study at each of three sites, as well as types of degrees and credentials it offers. (I.A.1)

LIBI regularly engages in gainful employment 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 regularly evaluates which jobs its graduates qualify for using various job search sites, and then it provides this information in simple, clear career pathway maps for students. LIBI relies on student achievement data to inform how financial and human resources are allocated. The college measures retention, course completion, graduation, job placement, cohort default rates, faculty performance through student-teacher evaluations, and senior administrator performance through community surveys to determine how effectively the college is meeting its stated mission. This information is included in the integrated planning processes of the college to ensure that LIBI is accomplishing its mission and that the mission directs institutional priorities in meeting the educational needs of students. Even though LIBI students have high risk factors for dropping out, the college's graduation rates are more than double those of nearby institutions. About two-thirds of LIBI graduates continue to four-year institutions or

secure employment in their desired fields. The college tracks the use of student loans and supports students who cannot afford tuition; indeed, most LIBI students are able to use grants and scholarships to pay for college. The Institutional Effectiveness Plan, published annually, is a major vehicle for sharing institutional data and analyses with community stakeholders and the public. (I.A.2)

LIBI's mission and institutional priorities are supported by budget allocations that reflect the institution's commitment to student success. The annual Institutional Effectiveness Plan collects data to improve student learning and support mechanisms and identify areas of improvement based on student demographics. The institution sets annual goals based on the findings of data collection and analysis efforts of the Institutional Assessment Committee. Action items are identified for each upcoming year based on the assessment of the previous year. Funding is allocated based on priorities identified by the Resource Advisory Committee. Program reviews allow the college to gauge whether student learning and achievement goals are positively impacted by the actions and innovations of each department, and services are evaluated through an administrative assessment process to determine whether the needs of all students are being addressed in accordance with the college mission and institutional priorities. (I.A.3)

The college articulates its mission in a statement which appears in the college catalog, on the college website, in all major college publications, and even at the footer of emails of all college community members. The college performed a full review of the mission statement in 2022 under the direction of the governing board and results were published in a mission statement community review document. The results of this review were validated by the Faculty Governance Council and documented in an executive summary. Every year the college undergoes a mini systematic continuous assessment to ensure that all stakeholders understand the college mission. (I.A.4)

Conclusions:

The college meets the Standard.

Commendation 1:

The team commends LIBI for its institutional effectiveness efforts, including the amount and types of data gathered, the deep analyses of these data, the use of these analyses to inform decision-making, and the public sharing of analysis results in its annual Institutional Effectiveness Plan and other institutional documents. LIBI demonstrates exemplary dedication to the disaggregation of data in a unique fashion as is relevant to its student population and it uses this data to direct institutional priorities in meeting the educational needs of students. When the institution identifies performance gaps, it implements strategies to mitigate those gaps, which may include allocation or reallocation of human, fiscal, technology, and other resources. It then evaluates the efficacy of those strategies and modifies them to best serve its student populations. (I.A.2, I.B.6)

Commendation 2:

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

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:

Long Island Business Institute (LIBI) demonstrates its commitment to assuring academic quality and institutional effectiveness through the regular assessment of programs, goals, strategic priorities, student learning outcomes, and student achievement and ongoing institutional dialog leading to specific interventions and support to address performance gaps. Results are published annually in an Institutional Effectiveness Plan and other documents.

Findings and Evidence:

The college is shifting focus from regulatory standards to student achievement. Each academic program has outlined in career pathways maps the specific employment skills that will be strengthened through its courses. The annual Institutional Effectiveness Plan illustrates that course- and department-level assessments drive changes for program improvement. Minutes from faculty meetings demonstrate a sustained, substantive, and collegial dialog about academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Data on student learning and achievement are disaggregated to identify performance gaps and initiate interventions. The provost sends an assessment schedule to faculty and collects a sample of student work to determine if students demonstrate appropriate skills. (I.B.1)

LIBI defines and assesses student learning outcomes, called "goals," for all instructional programs. In a meeting with team members, LIBI Career and Advising personnel described a survey-based administrative assessment process used to evaluate student support and service activities and performance, and these results are reported in the annual Institutional Effectiveness Plan. (I.B.2)

As required by its current accreditor, LIBI establishes institution-set standards for retention and other areas of student success, and achievement toward these standards is reported in the Institutional Effectiveness Plan (IEP). As illustrated in the IEP, the institution maintains a dialog on overall retention and persistence of students and identifies risk factors for specific populations of students contributing to high attrition rates, with the goal of reducing those attrition rates to levels more consistent with institutional averages. To fully align with ACCJC

standards, the team recommends that LIBI establish and report on all institution-set standards and aspirational goals required by the ACCJC, including course completion, certificates, associate degrees, transfer, and employment rates. (I.B.3)

LIBI strives to understand the challenges and needs of the communities it serves to better support student learning and achievement. Academic departments collect assessment data to measure instructional effectiveness and student success related to meeting program- and course-level student learning outcomes. LIBI relies on an ongoing cycle of evaluation, planning, and improvement to develop strategic objectives and set institutional priorities. Recommendations for improvement come from the Institutional Assessment Committee's work and program reviews. The committee monitors institutional goals through its master assessment planning process, including disaggregated retention, course completion, graduation, and job placement. From an analysis of data in the Institutional Effectiveness Plan, LIBI developed a "Know Your Students" concept which expedites support of students based on specific risk factors that they face. Third week "Welcome Interviews" provide college support staff with an opportunity to contact students early enough to have a positive impact on their learning. (I.B.4)

LIBI assesses accomplishment of its mission through academic program review and evaluation of its goals and objectives, student learning outcomes, and student achievement. Employer and alumni surveys provide additional information about program effectiveness and student achievement. Student learning outcomes are described in career pathways maps and soft skills listings. These are assessed through a variety of tools, including rubrics that the Curriculum Standards Committee is standardizing. Data are disaggregated in multiple ways to determine the institution's levels of success across student groups. Academic programs undergo program reviews on a three-year cycle to help identify how resources should be allocated to maximize student outcomes. The team recommends LIBI did not offer online courses prior to the pandemic but has begun planning for multiple modalities as it returns to a post-COVID context. The team suggests that LIBI disaggregate student success data in additional ways as more program types and modes of delivery are employed, e.g., certificate, degree, face-to-face, partial online (hybrid), online synchronous (live), online asynchronous, and live in-person/remote (HyFlex). (I.B.5)

LIBI is highly effective in disaggregating and analyzing retention and completion data for subpopulations of students. When performance gaps are identified, the college implements appropriate strategies to mitigate the gaps by modifying policies or providing additional resources. Examples of such strategies include the hiring of academic advisors who speak students' primary languages (e.g., Chinese and Spanish), the extension of advising and academic tutoring services to address additional student need, and the freezing of tuition rates over the last 12 years. Future program reviews evaluate the effectiveness of interventions in closing performance gaps. The Institutional Effectiveness Plan illustrates LIBI's assessment of risk factors and learning outcomes for disaggregated populations of students, measuring those outcomes across programs. Of special note is the determination of how different numbers and types of risk factors affect students' likelihoods to complete. (I.B.6)

LIBI regularly reviews its policies and procedures to ensure their currency and relevance. Staff and faculty can participate in these updates through a web-based policy submission procedure. Participatory governance committees, functional areas, the Institutional Assessment Committee, and the board of directors regularly review policies and amend them as necessary. (I.B.7)

LIBI broadly communicates the results of its assessment and evaluation activities through the SharePoint and college website publishing of its annual Institutional Effectiveness Plan and through summary booklets of important assessment data which are provided to the community. (I.B.8)

LIBI engages in continuous, broad-based, systematic evaluation and planning, integrating program review, planning, and resource allocation into a comprehensive process in support of its mission and the improvement of institutional effectiveness and academic quality. The college mission and vision drive integrated planning and allocation of resources to address short- and long-term needs for educational programs and services. The annual Institutional Effectiveness Plan helps to identify those needs. Academic departments assess the successful achievement of goals in their courses and implement appropriate modifications. For example, when one English course gave final assessment grades which varied significantly from grades in other English courses, English faculty engaged in a rubric-norming process. The team recommends that LIBI create a medium- to long-range institutional strategic plan outlining objectives to support achievement of goals in the educational master plan. This will provide guidance for institutional decision-making, prepare the institution for operational and fiscal demands, and assure sufficient institutional capacity so LIBI can achieve its goals. (I.B.9)

Conclusions:

The college meets the Standard except for I.B.3.

Recommendation to Achieve Initial Accreditation 1:

To fully align with commission standards, the team recommends that LIBI establish and report on all institution-set standards and aspirational goals required by the ACCJC, including course completion, certificates, associate degrees, transfer, and employment rates. (I.B.3, ACCJC Policy on Monitoring Institutional Performance)

Recommendation to Improve Quality 1:

To increase effectiveness, the team recommends that LIBI formalize its medium-to long-range plans during its upcoming institutional strategic planning process. (I.B.9)

Commendation 2:

The team commends LIBI for demonstrating a sustained, substantive, and collegial dialog about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. The “Culture of Care” that LIBI has

developed shows ongoing commitment to its students and the unique obstacles that they face. (I.B.1)

I.C. Institutional Integrity

General Observations:

Long Island Business Institute (LIBI) demonstrates clarity and integrity in the accuracy of information provided to students and the public. It regularly reviews policies, procedures, and publications to ensure their accuracy and currency. Board policies, the college catalog, and student, faculty, and employee handbooks specify responsible behavior, academic integrity, and academic freedom. The college is committed to building a transparent and responsive relationship with ACCJC.

Findings and Evidence:

LIBI assures the clarity, accuracy, and integrity of information provided to the public related to its mission statement, learning outcomes, educational programs, student support services, and accreditation status. LIBI engages in regular reviews of published materials. Quick updates to students, e.g., changes due to COVID-19, are provided on the “Everything a Student Should Know” webpage. Website updates are done as necessary, and the college does a full review of needed updates prior to the printing of the institutional catalog by 15 October each year. Catalog addenda are posted during the academic year as necessary. Department heads alert the program coordinator for institutional technologies of any changes related to their departments. Changes requiring college-level approval are marshalled through the participatory governance process prior to posting on the web. (I.C.1)

LIBI provides an online catalog for the current academic year and an archive of prior academic year catalogs on its publicly available website. The catalog contains precise, accurate, and current information on all facts, requirements, policies, and procedures related to general information about the college, its programs and services, and its employees; requirements for admission, graduation, and transfer; and policies and procedures affecting students. The catalog is updated annually by 15 October and addenda are placed on the website during the academic year as necessary. The catalog includes all information listed in the Standards catalog requirements. (I.C.2)

LIBI examines performance data in each program of study. The Institutional Assessment Committee collects data on key performance measures, such as course completions, graduation, retention, and job placement. Every year these data and their analyses are published in an extensive report called the Institutional Effectiveness Plan (IEP), which is widely shared through its posting on SharePoint for access by all employees. The IEP is also available to the public through the LIBI website. The college catalog and the college website provide a

wealth of information to the public regarding retention, graduation, and job placement rates. (I.C.3)

LIBI publishes program descriptions in the college catalog. Degree and certificate programs are described in terms of program objectives, content, course requirements including pre- and co-requisites and expected learning outcomes. Any requirements that are unique to a particular academic program are included in the catalog. The college website provides information about how course content links to employment skills. (I.C.4)

LIBI regularly reviews its policies, procedures, and publications to assure that the public and all constituents have access to up-to-date information that accurately represents the college mission, programs of study, and services available. The Catalog Committee reviews all published policies and procedures each summer prior to the publishing of the college catalog by 15 October. Department heads ensure that policies and procedures approved through participatory governance under the direction of the provost are updated on the website and in all publications. The college president and the Faculty Governance Council ensure that the college mission is reviewed regularly. The director of student services ensures that all updates to academic, career, and accessibility services are accurately depicted and that published policies are current. (I.C.5)

LIBI communicates the cost of attendance, tuition, and fees to the public in the college catalog posted on the website. The Financial Aid tab on the website includes a link to a summary sheet of tuition and all fees and a cost of attendance calculator. The Associate Dean of Instruction maintains a current list of textbooks for all courses and posts this information on the college website. (I.C.6)

LIBI publishes board-approved statements on academic freedom and responsibility in the college catalog. These policies demonstrate the institution's commitment to the free pursuit and dissemination of knowledge and its support of intellectual freedom for all constituencies. (I.C.7)

The college publishes a board-approved institutional code of ethics that applies to all employees. LIBI publishes a student code of conduct in the student handbook and on the college website. The code of conduct addresses expected ethical student behavior, including cheating, plagiarism, assisting others without authorization, and submitting an assignment or paper written by another student and representing it as one's own, and it addresses disciplinary actions that are taken when academic dishonesty occurs. The Faculty Governance Council has published in the faculty handbook the parameters of behavior expected of faculty and disciplinary actions that are taken when a breach occurs. Policies on student conduct are updated through shared governance processes and are the responsibility of the Conduct Committee. The Conduct Committee works closely with the Safety Committee to ensure that conduct policies encompass the policies set by the Safety Committee, including those related to drug and alcohol use. The two committees work together to ensure that conduct policies are accurately updated and posted to the institutional website without delay. (I.C.8)

LIBI has the explicit expectation that faculty differentiate between personal conviction and professionally accepted views in a discipline. This expectation is published in the faculty handbook and includes the responsibility to teach each course according to the course description and not to inject or impose personal views that have no pedagogical relationship to the subject matter. Faculty evaluations include a specific criterion with respect to presenting information fairly and objectively without any undue bias. (I.C.9)

LIBI has established codes of ethics for employees and students. These are published in the employee handbook, the faculty handbook, and the student handbook. Outside of expected professional and respectful behavior toward others, the college does not espouse any specific doctrines or world views. (I.C.10)

The college has no operations in foreign locations. (I.C.11)

LIBI 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. Based on LIBI's relationship with its prior accreditor, the New York State Board of Regents, the team is confident that when directed to act by the commission, the institution will respond to meet requirements in a timely manner. All disclosures required by the commission will be posted promptly on the institutional website. The college has posted information on its website for making third-party comments to the ACCJC. (I.C.12)

LIBI is committed to representing itself truthfully, openly, and in an accessible manner to the public. The college demonstrates integrity and transparency in its communication with stakeholders, including students, external regulatory bodies, and the public, regarding compliance with regulations and statutes. The college describes itself consistently to all accrediting agencies and it communicates changes to its accredited status to the commission, students, and the public. The public has been notified of LIBI's accreditation status and of its ACCJC team visit and third-party comment opportunities. This information is available at the accreditation link on the college website. (I.C.13)

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. For 54 years, LIBI has committed to delivering the highest quality level of education to historically vulnerable and underserved student populations. In December 2021, the board released goals for 2022-2024, including student success, collaboration and communication, improvement of technology to support academic goals, professional development to enhance the effectiveness of employees, and ensuring transparent fiscal responsibility by allocating institutional funds based on assessed needs. The board expressed that every aspect of the college should concern itself with student success and that the college must focus its energies on ensuring that innovations in teaching and responsive help and support are consistently available across

student groups. A noteworthy example of the institution's commitment to student success and responsiveness to student needs has been its 12-year tuition freeze. (I.C.14)

Conclusions:

The college meets the Standard.

Commendation 4:

The team commends LIBI, as a proprietary, private institution of higher learning, for ensuring that its commitments to high-quality education, student achievement, student learning, and student support are paramount to other objectives. (I.C.14)

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

Long Island Business Institute (LIBI) is a career college with a primary mission to prepare students for employment for high-demand jobs locally as well as preparing students to transfer. LIBI is focused on serving the students from historically underserved backgrounds from the communities it serves. LIBI has clearly identified courses and programs specific to the student populations at its three locations: Commack, Flushing and NYC Extension. These instructional programs are in alignment with its mission. Since March 2020, the institution has relied on synchronous online instruction for the delivery of instructional content; however, plans to transition to hybrid classes in July 2023.

At Long Island Business Institute (LIBI), students can pursue an Associate of Occupational Studies (A.O.S.) degree in Court Reporting, as well as degrees in Accounting, Business Management, Homeland Security and Security Management, Hospitality Management, and Office Technology with a Medical Office Option. Additionally, the Institute offers certificate programs in Court Reporting, Hospitality Management, and English as a Second Language.

Faculty members have primary authority and responsibility for curriculum. Faculty follow the curricular process as outlined by the Curriculum Standards committee. Syllabi are standardized and made available to all students. Instructional programs are reviewed annually and utilize documented assessment results as published in the Institutional Effectiveness Plan (IEP).

Findings and Evidence:

Instructional programs are consistent with the institution's mission and are appropriate for higher education. The institution only awards credit for college-level work. The institution's academic process ensures the curriculum decisions are based on academic rigor. The Curriculum Standards Committee and the Faculty Governance council regularly review and update the curriculum to ensure appropriate preparation for upper-level courses and articulation to accredited senior colleges. No correspondence courses are offered. (II.A.1)

All LIBI faculty are invited to attend bi-monthly faculty and department meetings, participate fully in college committees, and contribute to curriculum development. LIBI utilizes a semester-long New Faculty Orientation and Mentorship program to ensure consistent communication of course, programmatic and degree goals as well as consistency of program delivery across all

academic departments. All syllabi are standard and include course description, course, and program learning outcomes. 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 LIBI's students, or by the results of alumni surveys. (II.A.2)

The institution utilizes a 3-year assessment cycle. The 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. (II.A.3)

LIBI offers remedial ESL courses and developmental English courses at the Flushing site only. The NYC Extension Center provides extensive supplemental assistance in Math and academic writing. All students take a placement test to determine if placement in remedial courses is necessary. Pre-collegiate courses are listed in the catalog. (II.A.4)

The institution represents its academic programs, program objectives and outcomes as prescribed by regulatory bodies in the college catalog. Courses are offered with sufficient frequency to allow full-time students to complete programs within established time frames. The institution set a maximum time frame of 150% for students to earn the 60 credits of required and elective courses with a minimum GPA of 2.0 for graduation. This in accordance with New York state regulations. (II.A.5)

The institution uses multiple data sources including past enrollment patterns, future seat report, budget projections and any graduating groups to form the foundation of each semester's schedule. Additionally, budget projections, faculty availability and facility resources, and considered with student preferences and needs. The Institution offers a year-round cohort model to ensure timely completion; three 15-week semesters per year, with two class starts per semester at the Flushing Campus and the NYC Extension Center. (II.A.6)

LIBI provides online synchronous instruction utilizing various methodologies with a focus on Universal Design to meet the needs of students. (II.A.7)

LIBI does not utilize departmental exams. Faculty utilize standardized rubrics and embedded assessments at the course level including program rubrics to assess capstone projects. Departments participate in the same norming process to avoid test bias. (II.A.8)

LIBI awards credit based on current New York State Education Department (NYESD) guidelines; which are consistent with the U.S. Department of Education. Students earn credit based on the achievement of identified learning outcomes. One semester credit equals fifteen (15) classroom hours of lecture, thirty (30) hours of laboratory, or forty-five (45) hours of externship over a 15-week semester. (II.A.9)

LIBI provides transfer of credits in transfer of credit policy and as listed in the college catalog. Given the cohort model of course delivery, students must apply for transfer of credits prior to the end of late registration of their first semester at LIBI. Courses identified as capstone courses in the college catalog, are not awarded transfer credits. The College has articulation agreements with 15 senior colleges and universities. (II.A.10)

The college provides student learning outcomes (SLO) on course syllabi. SLO's are listed on all of course syllabi and follow standards in the field. The college has program goals aligned to competencies in communication, information, and quantitative competency as well as analytic inquiry skills, ethical reasoning, and diverse perspectives. The competencies are reinforced in general education courses including English, Business, Psychology courses as well as First Year Seminar (FYS). (II.A.11)

LIBI's General Education requirements align with the mission of the college and are designed to prepare students to enter the workforce following graduation. The College is not required to provide a broad range of general education courses and has focused its general education on cultural sensitivity, oral and written communication, and collaboration. The seven courses that comprise the General Education pattern are depicted as a General Education Map in the college catalog. (II.A.12)

All LIBI degree programs include focused study in at least one inquiry area or interdisciplinary core. Courses include SLO's in course syllabus and in the college catalog. Student competencies and mastery are at the appropriate degree level in field of study as noted in the assessment calendar. (II.A.13)

The institution educates students in current and relevant career and technical training. Before the pandemic, two Advisory Board meetings were held yearly to discuss industry trends and alignment with program learning outcomes. Faculty are responsible for gainful employment analysis of their respective programs to ascertain if LIBI students are receiving the required knowledge needed. The institution relies on employer surveys for feedback on the skills of student graduates. (II.A.14)

LIBI has a policy for changing, deactivating, and discontinuing academic programs. Homeland security has been discontinued while the college researches methods to improve enrollment. Program discontinuation is discussed by the provost and faculty prior to any action. (II.A.15)

LIBI has a three-year cycle for program assessments and reviews program courses every semester to evaluate curriculum quality and effectiveness. The Assessment Calendar outlines the schedule for programs and courses. This process is inclusive of full-time and adjunct faculty. Faculty and staff review data to determine improvement objectives. Follow-up, results collection, and achievement analysis are done annually for program reviews for all programs including Accounting, Business Management, Homeland Security and Management, Hospitality, Office Technology, Office technology Medical. (II.A.16)

Conclusions:

The college meets the Standard.

II.B. Library and Learning Support Services

General Observations:

The Flushing, Commack, and NYC Extension campuses of LIBI each have a library that provides both print and online resources to support the college curriculum. The Flushing and Manhattan libraries are part of the Metropolitan New York Library Council (METRO), which offers access to resources from over 300 libraries. The Commack Campus library is a member of the Long Island Library Resources Council (LILRC) and participates in the Research Loan Program (RLP), allowing students to access resources beyond LIBI.

The libraries offer faculty-specific collections to assist with curricula, and a textbook collection is available to support student access. Librarians collaborate with faculty to support educational programming and curricular needs.

Flushing, Commack, and NYC Extension campuses of LIBI each have a library that provides both print and online resources to support students and the college curriculum.

Findings and Evidence:

LIBI's librarian who held the position for two decades retired in January. Prior to the librarian retiring the library supported student learning and achievement by providing library and other learning support services within its library. The librarian offered Library orientations, and a one-unit information literacy course. The placement of Information Literacy is in the following courses: Reading I (ESL005), Reading II (ESL008) College English (ENG106), College English II (ENG207), and Medical Reference/Terminology (MET100). Currently, the library information

literacy components in these courses are being taught by the English instructors. The library maintains consistent open hours of operation, open when classes are held and a couple hours after the last class. Students can contact the librarian for reference services during normal business hours via phone or email. (II.B.1)

Currently, LIBI is in the middle of a search for a full-time librarian with an MLIS to replace a retiring full-time librarian who also has an MLIS. Once the full-time position is filled the intention is to hire 2 adjunct librarians. These hirings will ensure sustained compliance. The library homepage lists and provides links to the databases held. Each library has at least 5 computers and computer labs with at least 30 computers. Each library circulates DVDs, and audiobook on CD. The library homepage serving all three libraries needs a student facing page allowing students to better access materials and library holdings i.e., library online pathfinders etc. (II.B.1, II.B.2)

The institution evaluates library and other learning support services as outlined on the Assessment Calendar. The institution utilizes student surveys, along with surveys focusing on library usage, patron satisfaction and instructional services. (II.B.3)

LIBI assures the security, maintenance, and reliability of library and learning support services. All areas benefit from the services of an occupied secure building. (II.B.4)

The library has formal agreements with various database companies. The LIBI Virtual Library resources include e-brary, an 80,000 full-text electronic library; Credo Reference; Homeland Security Digital Library; Newsbank; NOVEL NY databases; and Encyclopedia Britannica and is a member of Metro (Metropolitan New York Library Council). (II.B.4)

Conclusions:

The college meets the Standard.

II.C. Student Support Services

General Observations:

Long Island Business Institute (LIBI) responds to the needs of its student population by providing equitable and comprehensive student support services in the areas of Admissions, Financial Aid, Advising, Career Services, Tutoring and Student Life. The college demonstrates its commitment to its mission and enhances student learning and achievement regardless of location or means of delivery. The Main Campus and the Extension Center provide identical services. The Commack Branch Campus functions on a different model in response to the unique student needs in the Court Reporting program. Student Services staff provide

appropriate and reliable support services consistent with its unique student demographics and its mission for students. The college assesses student support services through student satisfaction surveys, faculty referrals, early alerts and other data including effectiveness data and tutoring use. LIBI does not have an athletic program; however, its co-curricular programs align to the mission of the college and contribute to the educational experience of its students. The College demonstrates a culture of care for its students as evidenced by the numerous motivational messages, culturally relevant displays and supportive activities implemented to support students in meeting their educational goals.

Findings and Evidence:

LIBI provides student support services appropriate for and tailored to its student population at all locations. The institution provides services at all three locations that support student learning and enhance the mission of the institution. The Main Campus and the Extension Center provide academic advising to students at these locations. The Commack Branch utilizes court reporting faculty to provide academic advising and mentorship. Survey data led to hiring bilingual advisors to support Spanish speaking and Mandarin speaking students, who are automatically assigned to students enrolled in English remediation courses. Since 2020, all academic advising has been provided electronically and over the phone. Informal and formal evaluation is used to direct operations and student support services. Formal evaluation through annual assessment data is conducted for academic advising, tutoring, and career placement services. (II.C.1)

LIBI utilizes assessment results including retention, third week welcomes, follow-up on first graded assignments, course completions based on tutoring center, effectiveness of tutoring, midterm referrals and student satisfaction surveys. The Administrative Assessment reports include the desired outcomes for each service area. (II.C.2)

LIBI assures equitable access to appropriate and reliable services to all its students regardless of service location or delivery method. All services are currently provided remotely. College admissions and financial aid staff are bilingual and able to assist students. The new student orientation is provided in English, Mandarin, and Spanish. Students can attend in person or view recorded sessions. Information is centralized on the website in the three languages spoken by the students. (III.C.3)

LIBI provides students with experiential learning and co-curricular activities. The institution does not have any athletic programs. Examples of co-curricular programs include the VITA program and the student-run store (at two locations), as well as student clubs and activities that include family members. These co-curricular activities provide students with services that are related to their programs and help students apply their skills. (II.C.4)

LIBI provides academic advising along with new student orientation and academic support, and tutoring, are designed to improve student achievement. Advisors serve as cultural guides at the Main Campus and Extension Center; while Commack students receive professional mentorship. These differentiated services are based on the needs of the diverse student populations served. Regardless of the delivery mode, advising staff connect with students on their caseload and students are able to reach their advisors by phone, Teams, and email. (II.C.5)

LIBI adheres to admissions policies consistent with its mission. The admissions policy, procedures and requirements are described in the College Catalog and equitably administered to all students seeking admissions to the institution. Additional requirements for students in the Court Reporting and Homeland Security programs are outlined in the college catalog. (II.C.6)

The Institution utilizes Accuplacer and Ability to Benefit (ATB) as admissions placement examinations for its students. The cut-scores are set at the federal minimum. The institution assesses the correlation between admissions placement and program completion. The institution uses the data from the ATB to identify the appropriate support services to provide students. (II.C.7)

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. The college ensures that student records are maintained in accordance with FERPA regulations and New York State restrictions. (II.C.8)

Conclusions:

The college meets the Standard.

Standard III

Resources

III.A. Human Resources

General Observations:

Employment recruitment and hiring process are followed by Human Resources and management according to the Long Island Business Institute (LIBI) Employee Handbook. Hiring is based upon programmatic needs and qualifications are determined according to specific job functions. LIBI follows its policies and procedures for determining job qualifications and the qualifications of prospective employees. LIBI has processes and procedures for personnel evaluations, including performance evaluations, classroom observations and surveys, and customer service surveys. Employees are provided opportunities for professional development.

Findings and Evidence:

At LIBI, the Employee Handbook outlines employment and recruitment policies for the hiring process. Human Resources regulates the hiring process by reviewing applicant qualifications and job requirements according to the official Job Description, which outlines job requirements and preferred level of education and experience. Positions are advertised and managed through an Indeed account, which also screens candidates and highlights those that match the hiring criteria.

Qualifications are matched to program needs, and qualifications, and hiring procedures are clearly and publicly stated. Job descriptions include job functions related to the Institutional Integrated Planning system. Potential employees undergo at least two interviews, one with the hiring manager and/or HR and a second with the department head that is hiring. (III.A.1)

Job descriptions are based on programmatic needs for specific academic departments. Potential faculty undergo a selection process requiring administrators to pre-screen qualifications according to the requirements in the job description including appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. A second interview requires a sample class delivered to an academic administrator using “real-world scenarios”. (III.A.2)

Faculty do participate in developing curriculum and SLO assessments and these functions are listed as essential job functions in the job descriptions. However, faculty do not participate in hiring of its discipline faculty. To ensure that new faculty selection processes continue to be robust and inclusive of experts in the field, the college may wish to consider including faculty and students in these processes.

At LIBI, the qualifications necessary for performing required duties are determined according to essential job functions, technical skills and educational preparation. Job descriptions are evaluated by the unit's administrator while college leadership participates in developing job descriptions. The Integrated Planning Manual informs the design of administrator job descriptions and all administrative job descriptions are aligned with institutional integrated planning. The college has established guidelines and processes for the development of administrator and other employee job descriptions, which are routinely evaluated and modified based on administrative unit assessment results. (III.A.3)

LIBI has in place policies and procedures for the verification of faculty and staff education credentials. LIBI's Human Resources verifies the accreditation status of institutions issuing transcripts and the provost performs final vetting and validation. LIBI only accepts non-U.S. credentials recognized by the National Association of Credential Evaluation Services. International credential evaluation is outlined in the New Employee Orientation Checklists. (III.A.4)

LIBI has processes and procedures for the systematic evaluation of personnel. At LIBI, performance evaluations, classroom observations and surveys, including customer service surveys, and template evaluation forms are used to evaluate performance of staff and faculty and overall productivity. Performance evaluations are conducted at regular intervals. LIBI uses written criteria for evaluating all personnel and performance evaluations to provide feedback to staff. Anonymous student evaluations of instructors are conducted each semester. Action plans are developed as needed. The employee handbook and faculty handbook include guidelines for performance evaluations. Results are published in SharePoint, which is available to LIBI employees only. (III.A.5)

LIBI conducts student/faculty ratio and faculty workload analysis as part of its IPEDS report cycle. This data is used to assess institutional effectiveness. Academic administrators use this data to determine staffing needs. Student-faculty ratio is between 11:1 and 14:1 for the past three years. (III.A.7)

LIBI has policies in place to provide orientation, oversight, evaluation, and professional development for its part time/adjunct faculty. LIBI has a required new-employee onboarding process conducted within the first ten days, followed by a mentorship program, performance evaluation, and classroom observation. LIBI also has an "open class-room initiative" where new faculty can observe class sessions taught by seasoned instructors. (III.A.8)

At LIBI, the human resources department conducts periodic evaluations to assess the capacity of current resources according to the expectations outlined in the strategic plan. The director of operations oversees the HR strategic planning. The director of operations works with administrative heads and the Resource Allocation Committee (RAC) in determining unit capacity and resource requirements. LIBI will be working on a long-range strategic plan that will provide

guidance for institutional decision-making around human resources and prepare the institution for future operational demands. (III.A.9)

LIBI has in place policies and procedures to determine appropriate management capacity. Administrative assessments are used to establish capacity and needs. Each department/unit has an administrative head that supervises daily operations. (III.A.10)

Employee policies are published in the Employee Handbook, and the Faculty Handbook. Faculty and staff use SharePoint for general college and HR policies, assessment results and other employee-related information. The handbooks outline the reporting procedures and grievances process. All employees receive training on policies, and periodic surveys and evaluations are conducted to gauge knowledge, and for policy enforcement. (III.A.11)

LIBI conducts periodic assessments to identify equity and equality gaps. The faculty diversity census in 2021-22 shows proportional distribution by race and ethnicity and equal distribution by gender. The employment application gauges the demographics of job applicants through voluntary responses. Standard III.A.12 of the ISER addresses faculty diversity but not staff in general. During the visit, the team clarified with college personnel that the resources cited in the ISER are available to all LIBI personnel. The college does track staff diversity and includes all personnel in diversity training and assessments. (III.A.12)

LIBI has policies requiring employees to observe all laws, rules, and regulations of federal and state government agencies and accrediting agencies. Employees are expected to adhere to a published Code of Ethics in the Employee Handbook. (III.A.13)

LIBI uses performance evaluations to inform professional development programs and strategic improvement plans. This process involves both the administration and participatory governance committees, specifically the Professional Development Committee. Performance evaluations, surveys and self-evaluations are used to create improvement plans and to identify development needs. Professional development for administrative staff stem from employee performance evaluations, student surveys and self-evaluations. The performance evaluation includes an action improvement plan. LIBI's strategic planning and systematic assessment informs the selection and design of professional development activities aligned with the institutional mission and goals. LIBI has an employee performance evaluation process and periodic evaluation of professional development programs. Professional development activities are assessed through participant knowledge attainment and satisfaction surveys. (III.A.14)

LIBI has policies and procedures to safeguard personnel records and access is restricted. Digital personnel records are maintained in a secured environment through Microsoft Azure security and stored in SharePoint and the college's private servers. (III.A.15)

Conclusions:

The college meets the Standard.

III.B. Physical Resources

General Observations:

Long Island Business Institute (LIBI) has policies and standard operating procedures that assure safe and compliant facilities. Facilities are leased but maintained by LIBI. Oversight is provided by the Director of Operations and Facility Manager. LIBI has a participatory, integrated planning process to assess the needs of programs and services and the results are used to make recommendations and institutional budgets. The strategic plan considers changes in enrollment and market analysis to determine physical resource demands.

Findings and Evidence:

LIBI as policies, procedures, and Standard Operating Procedures that assure safe and compliant facilities. Campus centers are near public transportation for LIBI's commuter students. All centers comply with building and safety codes. LIBI has its own cleaning, repair and security services and there are facility managers, fire safety officers, and fire wardens at each location, along with a fire safety brigade responsible for conducting fire and lockdown drills and community training. Oversight is provided by the Director of Operations and Facility Manager. The Director of Operations conducts periodic evaluations to assess physical resources, classroom capacity, and computer labs.

Each campus has an emergency response plan under the Emergency Response and Recovery Committee. The new student orientation includes safety and security protocols and policies. Emergency procedures are published in the Student Handbook and the Employee and Faculty Handbooks. Each location has an Emergency Plan and Safety Brigade.

LIBI has safety and security protocols and policies. The team encourages the college to review these protocols as it plans for its post-COVID return to campus in summer, 2023. The school has been fully remote since March, 2020 and plans a hybrid return in summer, 2023. The team is certain the college can prepare its facilities for a safe return by summer. (III.B.1)

LIBI engages in an integrated planning process to assess the needs of programs and services and the results are used to make recommendations and institutional budgets. The three LIBI locations are housed in leased facilities. Facility leases are renewed considering strategic planning, market analysis and projected revenue. The Commack Campus lease is on a two-year basis considering market and enrollment trends allowing for flexibility without long-term commitments. The Integrated Planning system considers the needs of programs and services in facilities planning. Administration collaborates with the Facilities Management Department and participatory governance committees to identify needs and issues for recommendation. (III.B.2)

LIBI utilizes weekly or daily inspection sheets to guide and record regular inspections and utilizes these to identify and track actions required for repairs, cleaning and maintenance. Since the school has been entirely on-line since March 2020, there are no recently completed inspection sheets. A Classroom Inventory and Capacity Management Analysis is completed each year to assess capacity for projected enrollment. LIBI uses an 80% threshold for its utilization rates with the NYC Extension Center surpassing this in 2019 before the COVID shutdown, due to an increased demand for computer labs. LIBI is currently reevaluating its physical resources in preparation for a return to in-person classes. The most recent analysis is from November 2022. (III.B.3)

LIBI's strategic plan foresees continuing the leasing of its facilities, taking into consideration market fluctuations and adaptability to changes in the sector. Two locations have long term contractual agreements. Enrollment projections and market analysis reflect an increased need and the institution has financial resources to support short- and long-term physical resource demands. The ending balance of unrestricted funds for three fiscal years has been adequate to meet financial obligations. The Institutional Integrated Planning process ensures that projects are aligned with institutional goals and mission and resource allocation is driven by the Institutional Integrated Planning System. LIBI has established processes for long-range capital planning and these processes inform recommendations for improvement and for strategic planning. Its facilities' leases demonstrate long-term planning for facilities and equipment. (III.B.4)

Conclusions:

The college meets the Standard.

III.C. Technology Resources

General Observations:

Long Island Business Institute (LIBI) has taken a comprehensive approach to ensuring that its technology resources support its various functions, programs, and services. The Institute's technology is guided by the IT Plan. The Plan is prepared by the Technology Committee in collaboration with the IT department. The plan identifies resource needs, disaster recovery plan, and IT infrastructure. LIBI uses CANVAS Learning management System, and Anthology Student Information System. The Institute evaluates effectiveness of technology through student surveys, faculty input, and data from IT Ticket Forms. IT Plan supports LIBI's mission, operations, programs, and services.

Findings and Evidence:

Technology at LIBI is driven by the Information Technology Plan 2022-24. The plan is prepared by the Technology Committee in collaboration with the IT Department, considering Institution's

mission, Institutional Assessment Committee's input, and the strategic plan. The Institute implemented a new Learning Management System (CANVAS) and Student Information System (Anthology SIS). The plan also provides a Disaster Recovery Plan. LIBI has 10 computer labs equally divided between the Flushing campus and NYC Extension. The computer labs have a varying number of devices ranging from 17 to 32 units. The varying size of the labs allows classroom scheduling flexibility. The Institute also has a comprehensive Learning Management System Use Policy. The infrastructure in place is conducive for both in-person and remote learning. (III.C.1)

LIBI administers an IT survey to determine satisfaction with IT resources, and Website design. In addition, students, and staff complete IT Support Ticket Forms to seek IT support. Information from the Ticket System provides data for future decisions. Training in technology is offered to instructional staff. There are guides and other support to help students navigate technology at LIBI. (III.C.2, III.C.3, III.C.4)

LIBI has policies and procedures in place that guide appropriate use of technology. The employee handbook has a section on Computer and Network Usage/Security Policy. The Faculty Handbook includes technical resources as well as ethical use of technology. Use of technology is further guided by the Technology Usage Policy. It provides guidelines to maintain integrity, security, and safety of IT resources. In addition, it sets interactions in accordance with Title IX regulations. (III.C.5)

Conclusions: The college meets the Standard.

III.D. Financial Resources

General Observations

Long Island Business Institute (LIBI) is well managed financially. The Institute prepares annual budgets through a shared governance process and monitors results regularly. LIBI's financial statements are audited every year by a duly certified independent auditor. The Institute received unqualified opinions, i.e., highest rating possible on an audit for the most recent reports. The Institute has a favorable composite score, high acid ratio and complies with Title IV 90/10 revenue percentage calculation. In addition, LIBI has a healthy cash balance as evidenced by the Acid Ratio calculations.

Findings and Evidence

LIBI's financial resources are adequate to support and sustain student learning. The audited financial statements show a healthy Composite Score well above the recommended score of 1.5. Financial statements are audited annually by an independent auditor. Audit reports from FY2017 to FY22 show unqualified opinion, i.e., clean audit reports. The audit reports also show a favorable composite score calculation and Title IV 90/10 Revenue percentage calculation. The

report confirms LIBI's good financial standing. LIBI compares Budget vs. Actual every four months to monitor resources. There was a positive variance of 16.47% for Income before taxes, depreciation and capital outlay in FY21 vs. a negative variance of -1.85% in FY22 (III.D.1).

LIBI prepares its Institutional Effectiveness Plan (IEP) annually through a participatory governance process. The IEP considers the Institute's mission and goals. Financial resources are allocated considering the education plan and enrollment projections. Resources are allocated through participatory governance. (III.D.2)

The President oversees contractual agreements. The contracts support LIBI's mission. Leases are the major contractual commitments. While the current budget model serves LIBI well, i.e., budget review every four months, the team suggests that LIBI consider strengthening its documentation of long-term fiscal plans. This would be incorporated in a long-range strategic plan as noted in Standard I.B.9. The Institute has high value long term lease commitments which need to be reviewed to include a termination clause.

LIBI has a well-developed Information Technology Plan. This plan is prepared through a collaborative effort of instruction, instructional and administrative technology using recent survey data. The Technology committee makes recommendations to support student learning as well as determine resource needs. (III.D.3)

Budget monitoring at LIBI is very informative in the decision-making process. The latest analysis, dated December 31, 2022, shows a negative variance (-16.47%) in tuition revenue and a negative variance in total expenditures (-11.45%). It is commendable that LIBI regularly monitors actual results vs budget. The budgeting process starts with enrollment projections as the institute relies on student tuition for revenue. (III.D.4) LIBI's financial statements are prepared by its CFO. A veteran CPA with over 30 years of experience. The statements are audited by an external Certified Public Accountant. The audit report indicates an absence of internal control issues. The audit report is shared with the Board of Directors and Administrators. (III.D.5)

The annual budget, the budget vs. actual analysis every four months, and the annual audit report guide resource allocation process. These documents are accurate and credible. In addition, LIBI's CFO discusses financial reports with the external auditor. (III.D.6)

The Institute conducts annual financial audits, which attest to the credibility and accuracy of financial systems. There were no audit findings (deficiencies) reported in the past five years. The audit reports are shared with the Board of Directors and Administration. (III.D.7)

LIBI has an adequate system of internal controls to ensure the validity and effectiveness of financial operations. The CFO periodically evaluates accounting procedures to ensure appropriate controls are in place. In addition, processes are in place to ensure compliance with Title IV funds. (III.D.8)

The Institute has sufficient cash reserves to maintain stability and meet fiscal emergencies. This is evidenced by its composite score of 3.0 in Fiscal year 2022, as reported in the latest audit. In addition, LIBI has adequate insurance coverage. (III.D.9)

LIBI has a well-established financial control structure led by the CFO. This structure ensures that financial resources are being used effectively to support its mission. The Budget vs. Actual report every four months adds an additional layer of oversight. External audits also help ensure the effective oversight of finances. Overall, the Institute has a robust financial control structure in place to ensure that financial resources are managed appropriately. (III.D.10)

LIBI relies on Budget vs Actual analysis as a tool to monitor financial performance. This information is disseminated to the Institute's leadership including the Resource Advisory Committee (RAC). In addition, the independent auditor, while conducting the annual audit, communicated that no internal weaknesses were uncovered during the audit. LIBI has adequate cash balances to meet operating needs. (III.D.11)

LIBI has no loans or notes payable in FY22. Past loan and line of credit have been fully paid off. (III.D.13)

The Institute does not carry any short- or long-term debt. Title IV funds are the primary source of revenue for LIBI. The audit report verified compliance with Title IV programs. (III.D.14)

LIBI monitors the cohort default rates through an internal process. Counseling is provided to students before they borrow funds, followed by another session 30 days after the start of the term. Funds derived by the Institute from Title IV funds follow Federal guidelines (III.D.15)

If LIBI decided to continue with a distance learning model, the need for facilities would diminish. During the visit, the team heard LIBI's staff echo this sentiment. (III.D.16)

Conclusions: The college meets the Standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

Long Island Business Institute (LIBI) recognizes and uses contributions of its leadership team across the organization for assessing and promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement. The college has an established shared governance model and planning and decision-making structure which articulates constituent groups roles and responsibilities in maintaining academic quality and ensuring that decision-making is shared.

Findings and Evidence:

LIBI's flat organizational structure, shared governance model, and analysis of institutional assessments, which incorporate student feedback, offer opportunities for faculty, staff, student, and administrative voices to be heard and to participate effectively in planning, implementation, and to assure institutional excellence. (IV.A.1)

The college has a governance manual and decision-making structure in place to ensure shared decision-making practices as well as to articulate roles and responsibilities in shared decision-making. Through analysis of student surveys, via the Institutional Assessment Committee, as well as direct access to the LIBI president through email, student voices are incorporated into decision-making. Although the college has a new Board Policy (BRD 415) that specifies student voices must be considered in faculty hiring, the college may want to explore ways to formalize inclusion of student representatives on key committees such as the Institutional Assessment Committee. (IV.A.2)

The college has clearly articulated governance, planning, and decision-making models which specify the roles and responsibilities of its faculty and administrators in establishing and reviewing policies, planning, and budgetary decisions related to areas of expertise. (IV.A.3)

The college has clearly articulated job descriptions for faculty and a faculty handbook which establishes the roles and responsibilities for faculty in curriculum and its currency. Further, the models for governance, planning, and decision-making are clearly articulated and identify the Curriculum Standards Committee as a predominantly faculty committee and the primary voice in curriculum considerations. Governance structures identify the collaboration between the provost and the Curriculum Standards Committee as well as the collaboration between the

Institutional Assessment Committee, which considers all aspects of student learning and achievement, and the President. (IV.A.4)

The college has well-articulated planning and decision-making structures articulated through its planning and decision-making handbooks and organizational chart. These handbooks specify the roles and responsibilities of each of its constituencies in planning and decision-making at the college. (IV.A.5)

The college has documented processes for decision-making as evidenced through planning and decision-making handbooks and structures. However, as the college acknowledges, the documentation of the various communication processes does not reflect the activities the college is engaged in. Prior to COVID, the college had practices of documenting and sharing information through SharePoint and other mechanisms. The team recommends the college return to these prior practices to strengthen communications and memorialization of decisions. (IV.A.6)

The college evaluates its planning and decision-making processes and effectiveness through the Institutional Assessment Committee shared governance evaluations and publishes the results. The College has provided evidence of an established and regular cycle of evaluation and assessment for planning and decision-making processes and structures. (IV.A.7)

Conclusions:

The college meets the Standard.

Recommendation to Improve Quality 2:

In order to increase effectiveness, the team recommends that the college continue to refine and improve its processes and procedures regarding communication and documentation and return to the standards and practices in place prior to COVID. (IV.A.6)

IV.B. Chief Executive Officer

General Observations:

Long Island Business Institute (LIBI)'s President has primary responsibility for the quality of the institution and provides effective leadership in planning, resource allocation, ensuring academic quality and institutional effectiveness. The President delegates authority as appropriate, has a primary role in accreditation, and ensures implementation of appropriate regulations and statutes.

Findings and Evidence:

The college has a job description for the president that establishes the leadership and responsibility for planning, organizing, budgeting, selecting, and developing personnel, and assessing institutional effectiveness. The college also has an established Board Policy which articulates and delegates primary responsibility for the quality of the institution to the President. The college also articulates the leadership role of the President in shared governance and continuous quality improvement efforts. (IV.B.1)

The college has a governance manual and decision-making structure in place to ensure shared decision-making practices as well as to articulate roles and responsibilities in shared decision-making. The leadership role of the President is clearly defined and articulated in the governance manual and decision-making structure. The decision-making structure demonstrates that the president delegates authority to administrators consistent with their areas of responsibility and expertise. (IV.B.2)

The college has a well-articulated governance manual, planning and decision-making model, and established institutional performance standards for student retention, completion, and job placement, which is central to its mission. The college systematically analyzes student achievement data as well as student perceptions and needs through primary data collection. Resource allocation is collaborative and integrated with the college planning process and assessment of institutional effectiveness. There is evidence of a process to evaluate the effectiveness of its planning and decision-making processes. (IV.B.3)

The job description for the President as well as Board policy articulate the role and responsibility of the President in ensuring all accreditation mandates and regulatory reporting requirements are met. In addition, the Board passed a resolution authorizing the President to pursue initial accreditation from ACCJC. (IV.B.4)

The job description for the President as well as Board policy articulate the role and responsibility of the President in ensuring all accreditation and regulatory mandates are met and in ensuring that the college achieves its mission, vision, and goals, through appropriate planning, allocation of resources, and evaluation of effectiveness. The college has a planning and decision-making model and governance manual that demonstrate further alignment with this standard. The President also reviews college financials systematically and regularly as outlined in the planning and decision-making model and governance manual. (IV.B.5)

The President's evaluation demonstrates visibility and accessibility to members of the college community. The President is also very active in the community and the College may want to explore ways of formally documenting its strong connections to the community, which forms the basis of its student population. (IV.B.6)

Conclusions:

The college meets the Standard.

IV.C. Governing Board

General Observations:

Long Island Business Institute (LIBI) has a Board of Directors which sets policies in furtherance of student learning, achievement, academic quality, and the fiscal stability of the College. The Board delegates authority to the President and has policies in place to select and evaluate the President and ensure continuity of college operations in the event of a vacancy in the President's Office. The Board has established policies for ethical conduct, conflict of interest, and integrity.

Findings and Evidence:

The college has established By Laws of the Board which delineate the Board's scope of authority and responsibilities for establishing policies and ensuring that academic quality, integrity, effectiveness of programs and services, as well as financial stability of the institution are maintained. In addition, Board policies ensure that the Board is committed to ethical governance in the interests of its students and the public. (IV.C.1)

Board policies and By Laws establish high ethical standards, the scope of authority, and responsibility of the Board, and the requirements for quorum and voting on financial and non-financial matters. (IV.C.2)

The Board has a clearly established practice for selecting and evaluating the CEO. The President's job description articulates the President's scope of authority and areas of accountability. In addition, there is a public component to the President's evaluation that the Board takes into consideration. (IV.C.3)

There are two Board policies dealing with ethics and the Board's scope of authority and responsibilities to students and the public. In addition, the Board holds orientations for new members of the Board where standards of practice and expectations for protecting the interests of students, the public, and taxpayers above the interests of its shareholders is clearly articulated. (IV.C.4)

The college has established By Laws of the Board which delineate the Board's scope of authority and responsibilities for establishing policies and ensuring that academic quality, integrity, effectiveness of programs and services, as well as financial stability of the institution

are maintained. In addition, Board policies ensure that the Board is committed to ethical governance in the interests of its students and the public. (IV.C.5)

The college has published Board policies and By Laws on its website. (IV.C.6)

The college has two policies which establish the responsibility of the Chair of the Board to ensure the review and revision to policies and By Laws as well as to evaluate the effectiveness of its policies and Bylaws. The team observed the college acts and behaves in compliance with the standard. The team did not observe documentation supporting this behavior. As the college continues on its accreditation journey with ACCJC the team recommends that the college explore ways to continue to document their processes and procedures. The team is confident the college will address this issue within the candidacy timeframe. (IV.C.7)

LIBI's organizational structure, shared governance model, and analysis of institutional assessments, which includes annual institutional assessment and evaluation through the Institutional Assessment Committee, enables annual reporting of effectiveness and academic quality. These results are reported to the Board annually. Through interviews, the team verified that the college acts in accordance with this Standard. The team suggests that the college may wish to formalize its record of dialogue with the Board regarding institutional effectiveness, student learning, achievement, and academic quality. This could be accomplished through formalizing its process of dialogue with the Board regarding institutional effectiveness, student learning, achievement, and academic quality. This may be accomplished by documenting Board conversations through agendas and minutes or in other ways that the college deems appropriate. The team is confident the college will address this issue within the candidacy timeframe. (IV.C.8)

The college has a Board of Directors Orientation handbook that is reviewed and updated regularly and provides for training of new Board members. (IV.C.9)

The college has two policies which establish the responsibility of the Chair of the Board to ensure the review and revision of policies and By Laws as well as to evaluate the effectiveness of its policies and By Laws. There is evidence that demonstrates that the Board evaluates its performance. The team observed the college acts and behaves in compliance with the standard. As the college continues on its accreditation journey with ACCJC the team recommends that the college continue working to formalize its processes to ensure that evaluation is used to assess the board's effectiveness, as a board, in promoting and sustaining academic quality and institutional effectiveness. The team is confident the college will address this issue within the candidacy timeframe. (IV.C.10)

The Board has policies on conflict of interest, ethical governance, and violations of these policies. These policies are published on the college website. Additionally, only one Board member among five has a financial interest as a shareholder of the corporation. As the college continues on its accreditation journey with ACCJC the team recommends that the college formalize its processes to address a potential situation where a prospective Board member has

a financial interest in the corporation, that continued eligibility for Board membership is contingent upon maintaining a majority of Board members with no financial interest in the institution. (IV.C.11)

The Board has a clearly articulated Board policy in which it describes the delegation of authority to the President. In addition, the job description of the President also describes the delegation of authority from the Board to the President. (IV.C.12)

There is a clearly articulated policy that outlines the Board's commitment to supporting the accreditation efforts of the college and delegating the responsibility for ensuring compliance to the President of the college. (IV.C.13)

Conclusions:

The college meets the Standard.