



**RECOMMENDATIONS IMPLEMENTED
TO ACHIEVE INITIAL ACCREDITATION**

**INSTITUTIONAL COMPLIANCE
REPORT SUBMITTED IN THE FALL 2023**

**INSTITUTIONAL REPORT OF ALL INSTITUTION-SET STANDARDS AND
ASPIRATIONAL GOALS REQUIRED BY ACCJC**

REPORTING YEARS: 2019-2020, 2020-2021, & 2021-2022

I. INTRODUCTION

When considering the appropriate benchmarks for our institution-set standards for key indicators of student achievement, retention, job placement rates, and graduation we must continue to view the data we collect contextually. LIBI serves a highly at-risk for dropping out adult student population. Benchmarks must be set according to subgroups so that we better understand the needs of each student population. We disaggregate our student population according to language level (many of LIBI's students are not native speakers of English, in fact, many are recent immigrants), as well as prior education, race, parenting status (nearly a third of LIBI's students are parenting alone) and whether students are working full-time in addition to being enrolled in classes full-time.

When looking across our language groups, it is not surprising that our High Beginner (HB) students have the lowest retention rate of all the groups, as they require the largest amount of English language remediation. They also tend to be newer immigrants with low incomes who are largely only able to obtain unskilled jobs where they are required to work long hours, leaving them little time to focus on their studies. According to Georgetown University Center for Education and the Workforce, "low-income working learners are more likely to work full time while in college and are more vulnerable to experiencing declining grades when the average number of hours they work approaches or exceeds 40 hours per week."¹ In fact, according to the study, "on average, nearly half (47%) of students working 15 or more hours a week had a grade average of C or lower."² The study further goes on to note that "working too many hours—above the 15-hour threshold per week—can also lead to a higher probability of non-completion and dropping out for low-income students."³ It must be noted, 60-70% of our students across the language groups are working either full or part-time. This data is available in section 1 of LIBI's 2021-2022 Institutional Effectiveness Plan on our website. The Georgetown study's findings hold true for our working students.

Additionally, the study further disaggregates working students' data.

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

2 Ibid.

3 Ibid.

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

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

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

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

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

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

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

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

It should be underscored that a 10% increase in retention was gained in the High Beginner level during the statewide lockdown of 2020. New York state was on a phased four stage re-opening schedule that effectively brought all of New York City to a complete standstill. Many of our students work in industries such as nail salons, restaurants, and as maintenance staff. None of these establishments were permitted to open until the later phases, and when they were, it was for drastically reduced foot-traffic which essentially rendered our students unemployed until full-opening of these industries was permitted. Having more time to devote to studying, our HB level students increased to levels like the other language levels, proving that socioeconomic factors play a significant role with this language level. It should be noted that all groups achieved some level of improvement, but none of the proportions similar to the High Beginners.

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

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

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

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

Given this track record of improvement during Covid lockdowns, we know that this group is capable of better results but socioeconomically we know that this group cannot stay home and devote more time to studying.

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

LIBI will continue to track and support students who are placed into language remediation. Most effective interventions with students in this subgroup are faculty tutoring sessions which LIBI makes available extensively and free of charge to students. Academic advising is also critical to ensuring that each student receives personalized attention and support tailored to their unique academic or personal struggles.

As part of the efforts to support each student individually, all of LIBI's students are assigned an academic advisor who stays with the student throughout the student's academic journey. Students are introduced to their advisors in "third week welcome" one-on-one meetings. LIBI tries to pair bilingual advisors with students who are placed into High Beginner level classes. This pairing allows students who may feel much more comfortable speaking to their advisor in Spanish or Mandarin Chinese to alert their advisor to any issues they may need help with academically or personally without the added pressure or cultural worry.

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

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

Another group that must be considered when speaking about improving retention goals are the students without high school diplomas, or the Ability-to-Benefit (ATB) group. LIBI admits ATB students into all college programs under the New York State's Pathway Program.

Students can take 24 college credits to obtain a high school equivalency (formerly the GED) while simultaneously working toward their college degree. The 24-credit High School Equivalency (HSE) is a New York State Department of Education program to help people who want to earn a college degree but do not possess a high school diploma.

Ability-to-Benefit (ATB) Students - those enrolled in LIBI's Pathway Program to earn a high school degree along with a college degree:

Our goal for the ATB students will be to increase the average retention rate annually:	
YEAR 1	58%
YEAR 2	59%
YEAR 3	60%

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

II. COURSE COMPLETIONS

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

HISTORICAL DATA OF COURSE COMPLETION BY PROGRAM & REMEDIATION LEVELS 3-YEAR REPORT: 2019 - 2022				
RESULTS BY PROGRAM & REMEDIATION LEVELS	PERFORMANCE DATA IN %			
	3-YR	2019-2020	2020-2021	2021-2022
Actual Successful Student Course Completion Rate (all courses)	65%	70%	66%	60%
Institution-Set Standard (floor)		60%	60%	60%
Stretch goal (aspirational) for successful student course completion rate		65%	65%	65%
RESULTS BY PROGRAM & REMEDIATION LEVELS	CURRENT PERFORMANCE IN %			
	3-YR	2019-2020	2020-2021	2021-2022
ACCOUNTING	74%	80%	72.3%	69%
ATB	49%	51%	51%	44%
ESL Advance	77%	84%	73%	72%
ESL High Beginner	65%	76%	64%	55%
ESL Intermediate	80%	86%	79%	75%
ESL Low Beginner	49%	82%	66%	0%
Regular	80%	75%	79%	86%

RESULTS BY PROGRAM & REMEDIATION LEVELS	CURRENT PERFORMANCE IN %			
	3-YR	2019-2020	2020-2021	2021-2022
BUSINESS MANAGEMENT	57%	61%	58.2%	52%
ATB	31%	37%	30%	27%
ESL Advance	65%	70%	61%	63%
ESL High Beginner	60%	66%	65%	49%
ESL Intermediate	58%	60%	60%	54%
ESL Low Beginner	41%	70%	52%	0%
Regular	67%	63%	66%	73%
OFFICE TECHNOLOGY WITH MEDICAL OPTION	69%	75%	70%	61%
ATB	39%	54%	37%	26%
ESL Advance	79%	86%	79%	72%
ESL High Beginner	67%	74%	66%	60%
ESL Intermediate	69%	78%	71%	60%
ESL Low Beginner	46%	71%	67%	0%
Regular	79%	81%	81%	76%
OFFICE TECHNOLOGY	65%	66%	66%	63%
ATB	33%	46%	35%	17%
ESL Advance	71%	69%	75%	71%
ESL High Beginner	61%	67%	56%	59%
ESL Intermediate	71%	77%	76%	60%
ESL Low Beginner	33%	58%	40%	0%
Regular	66%	57%	70%	72%
HOSPITALITY MANAGEMENT	61%	67%	62%	53%
ATB	32%	25%	40%	29%
ESL Advance	64%	77%	65%	51%
ESL High Beginner	62%	66%	60%	60%
ESL Intermediate	56%	62%	61%	46%
ESL Low Beginner	34%	63%	38%	0%
Regular	75%	81%	76%	69%

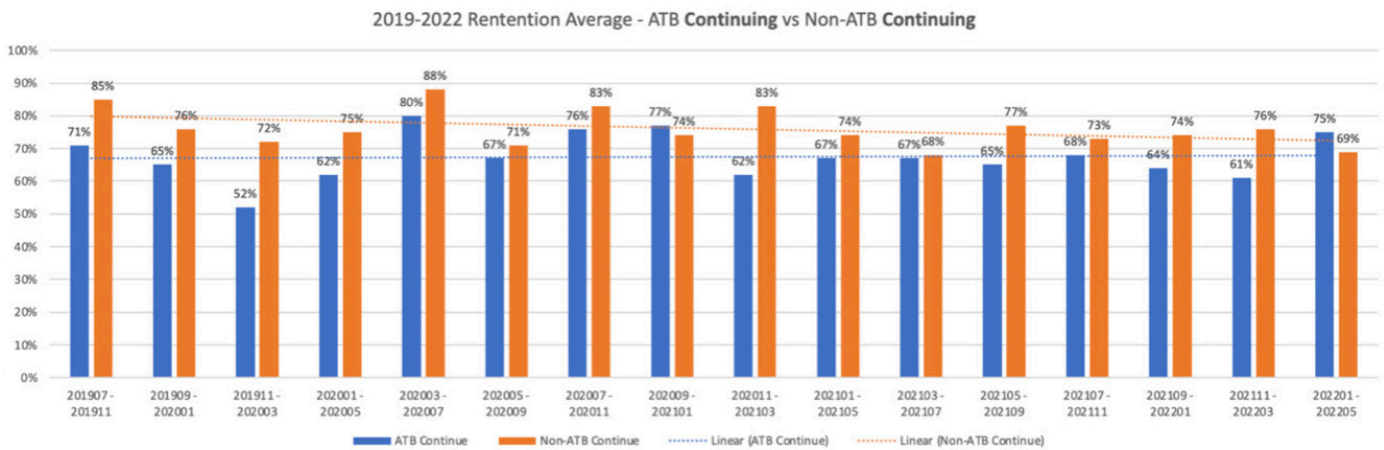
RESULTS BY PROGRAM & REMEDIATION LEVELS	CURRENT PERFORMANCE IN %			
	3-YR	2019-2020	2020-2021	2021-2022
HOMELAND SECURITY MANAGEMENT	70%	73%	68%	N/A
ATB	61%	68%	55%	N/A
ESL Advance	50%	N/A	50%	N/A
Regular	79%	75%	83%	N/A

The charts above indicate the approach we are taking to improve course completion rates. When viewing the results collectively, we generally meet benchmarks; however, when the data is disaggregated by the various student groups trends emerge that require us to seek further analysis. In the 2021-2022 collection year, we have noticed a significant performance gap between our Ability-to-Benefit (ATB) students' performance in Business Management and in Office Technology Medical track students and their counter parts in the other sub-groups within the major. ATB students are seeking to complete their high school credential at the same time as their college degree and generally students that struggle with time management and focus on priorities. There was a significant drop of 17% between the completion rates of ATB students of their core courses in this major. The trend emerged in our 2021-2022 data collection cycle and will be addressed in various committees so that interventions can be planned. The freshman seminar class serves as an additional source of data to provide the college with additional information to help us construct a responsive plan of action to help this group of students. Some immediate solutions that are being discussed are hiring an additional academic advisor who will work exclusively with the ATB students. We are drawing on the success that we have seen in adding bilingual advisors to assist students who preferred to seek help in languages other than English. The hope is that a dedicated advisor will be able to focus on the distinct challenges faced by the ATB student populations. We know from experience that early intervention and connection to help is one of the keys to successfully helping ATB students thrive. Hiring an individual whose sole focus will be to assist the ATB student population will hopefully begin addressing the sudden slope we are seeing.

It needs to be noted that the ATB students generally come with greater academic needs, many lack proper time management skills, and many are also parenting alone. Generally, ATB students are single mothers who were forced to drop out of high school due to a pregnancy or difficult life circumstances that forced them to begin working full-time. In order to isolate the issues faced by this student population, we are discussing beta testing a proposal that would involve a cohort of ATB students enrolled in their own course sections for a semester so that a team of faculty can be assigned to them, and additional care can be given to this group based on the emerging needs as they begin to occur. We know from experience

that ATB students tend to disengage quickly after they fail a course, and it is difficult to reintegrate them back into the community. The idea behind this proposal is that it would allow us to concentrate on the academic struggles of this group as soon as difficulties occur, and faculty would be able to help with retention efforts and course completion rates.

We also know from historical data that once the ATB students make it past their first semester, the retention rates do improve. When pooled together, the retention rate for all ATB students who are continuing their education after the second semester is 67%. It is for this reason that there is support at LIBI for beta testing a freshmen ATB cohort.



The chart above shows that ATB students have persisted at much lower rates than non-ATB students; however, if ATB students make it past the first semester they tend to persist at similar levels to non-ATB student populations. This leads us to believe that an intervention such as an ATB cohort for the first semester may help improve our results with this group. We further believe that improving first-semester persistence rates among ATB students will improve course completion rates among students in this population.

COURSE COMPLETIONS BY RACE

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

African American or Black students constitute 12% of all LIBI course completions, and successfully finish courses at a rate of 50.6%. This group of students has the lowest course com-

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

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

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

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

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

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

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

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

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

COURSE COMPLETION BY REMEDIATION LEVELS				
3-YEAR REPORT: 2019 - 2022				
REMEDIAL LEVELS	3-YR	2019-2020	2020-2021	2021-2022
ATB	39%	47%	41%	29%
ESL Advance	70%	77%	67%	66%
ESL High Beginner	63%	70%	62%	56%
ESL Intermediate	67%	72%	69%	59%
Regular	73%	70%	75%	75%
ACTUAL SUCCESSFUL STUDENT COURSE COMPLETION RATE (all courses)	65%	70%	66%	60%

LIBI’s overall course completion rate for all courses offered during the 2021-2022 academic year was 60%.

The course completion STRETCH GOALS (aspirational) for all courses:	
2023 - 2024	63%
2024 - 2025	67%
2025 - 2026	70%

In addition to the outsized ATB representation in the African American or Black student demographic, the risk factors for dropping out in this student segment are more significant than in other groups. As the graph below indicates, almost 71% of our African American or Black students have 4 or more risk factors for dropping out. In comparison, 43% of our Asian American students and 67% of our Hispanic American students have 4 or more risk factors

for dropping out. We derived the list of risk factors by matching the course completion data by racial group with information obtained from the ISIR so that the data are directly linked with the names of the students in the dataset we are discussing.

Course completions for ATB students for the 2021-2022 academic year were 29%.

The course completion STRETCH GOALS (aspirational) for all courses for ATB students:	
2023 - 2024	40%
2024 - 2025	51%
2025 - 2026	60%

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

The course completion STRETCH GOALS (aspirational) for all courses for students under the age of 20 and those who are 20-29:		
PERIOD	20 AND UNDER	20 - 29 AGE BRACKET
2023 - 2024	60%	58%
2024 - 2025	63%	61%
2025 - 2026	66%	65%

Course completions for Advanced ESL students for the 2021-2022 academic year were 66%.

The course completion STRETCH GOALS (aspirational) for all courses for Advanced ESL students:	
2023 - 2024	69%
2024 - 2025	72%
2025 - 2026	75%

Course completions for Intermediate ESL students for the 2021-2022 academic year were 59%.

The course completion STRETCH GOALS (aspirational) for all courses for Intermediate ESL students:	
2023 - 2024	62%
2024 - 2025	65%
2025 - 2026	70%

Course completions for Regular students for the 2021-2022 academic year were 75%.

The course completion STRETCH GOALS (aspirational) for all courses for Regular students:	
2023 - 2024	76%
2024 - 2025	77%
2025 - 2026	79%

STRETCH GOAL (ASPIRATIONAL) FOR SUCCESSFUL STUDENT COURSE COMPLETION RATE				
REMEDIAL LEVELS	3-YR	2023-2024	2024-2025	2025-2026
ATB	50%	40%	51%	60%
ESL Advance	72%	69%	72%	75%
ESL Intermediate	66%	62%	65%	70%
Regular	77%	76%	77%	79%
COURSE COMPLETION RATE (all courses/levels)	67%	63%	67%	70%

"C" THRESHOLD

Another aspect of course completions that we want to improve is the percent of students receiving grades above the "C" threshold.

Goals:

- Aim to increase the % of students receiving grades above the "C" grade threshold.
- Exclude "C-" in the acceptable threshold range. In 2021-2022 the average completion of courses with the grade of "C-" was 2.25%.
- In 2022-2023 increase completion above the "C" threshold to 59%.
- 2023-2024 increase the completion above the "C" threshold to 61%.
- 2024-2025 increase the completion above the "C" threshold to 63%.
- 2025-2026 increase the completion above the "C" threshold to 65%.

Reach Goals:

- In 2022-2023 increase completion above the "C" threshold to 60%.
- 2023-2024 increase the completion above the "C" threshold to 63%.
- 2024-2025 increase the completion above the "C" threshold to 65%.
- 2025-2026 increase the completion above the "C" threshold to 68%.

III. COURSE COMPLETIONS BY MAJOR

ACCOUNTING

Courses: Principles of Accounting II & Income Tax

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

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

A total of 181 students were in this sample.

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

For the next Institutional Effectiveness Plan (IEP) year, we will correlate the performance in these courses with the performance in the Capstone courses.

BUSINESS MANAGEMENT

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

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

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

OFFICE TECHNOLOGY

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

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

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

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

HOSPITALITY MANAGEMENT

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

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

The average course completion rate of these upper-level major courses is at nearly 78% with 75% of the students completing above the "C" threshold. Of the grades earned, 41% were "A"s. When "A-" grades are included, 54.4% of the course completions were in this bracket. "F" grades were earned by 22% of students who took these courses, pointing to clusters of high proficiency and failure. The Hospitality student sample was much smaller than the other majors and we will wait for data collection in the upcoming IEP year to make any significant pronouncements, especially as we wait for the effects of the pandemic on this department to subside.

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

HOMELAND SECURITY

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

IV. CAREER SERVICES

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

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

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

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

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

We are pleased to report that the Business Management and Accounting graduates are continuing their education. During the 7/1/2020 to 6/30/2021 (*Dataset 2*) reporting period, 21 of the 52 **Accounting graduates, or 40%, either continued their education or continued their education while working.** Similarly, 19 out of 58 **Business Management graduates, or 37%, did the same.** Overall, nearly 18% of the graduates in the 2020-2021 timeframe transferred to 4-year colleges. In the 2021-2022 reporting period (*Dataset 2*), a little over 25% of graduates either transferred to 4-year colleges or worked and enrolled in a 4-year college. **Even more exciting is the fact that nearly 28% of our Pathway students (those who came to LIBI without a high school diploma) had transferred to 4-year colleges in the 2021-2022 reporting period (*Dataset 3*).** In comparison, during that same reporting period, **almost 27% of students who came to LIBI with high school diplomas transferred to 4-year colleges upon graduation (*Dataset 4*).** We are very pleased to see that our articulation agreements are opening more opportunities for our students to improve their lives through further education. Instilling a commitment to lifelong learning is one of the articulated goals in our institutional mission, and we are happy to see that we are meeting that goal.

DATASET 1

7/2020 - 6/2021							
	ACCOUNTING	BUSINESS MANAGEMENT	HOMELAND SECURITY	HOSPITALITY MANAGEMENT	OFFICE TECH MEDICAL	OFFICE TECH	TOTAL
Placed	31	34	4	13	51	7	140
Continue Edu.	8	6	1	4	3	2	24
PL + CE/CE	13	13	1	4	7	2	40
I-20	-	4	-	2	-	-	6
Unavailable	7	3	-	4	0	1	24
Medical Issue	-	-	-	-	-	-	0
Military	-	1	-	1	-	-	2
Not Placed	-	-	-	-	-	-	0
Out of Field	2	2	1	1	5	-	11
Placement Rate 1 (Placed + Continue Ed) / (Total-I20-Unavailable-Medical Issue-Military)	87%	80%	50%	77%	74%	53%	75.58%
TOTAL	52	58	10	29	82	18	249

DATASET 2: ALL STUDENTS

7/2021 - 6/2022 PLACEMENT SUMMARY AS OF 10/25/2022						
	ACCOUNTING	BUSINESS MANAGEMENT	HOMELAND SECURITY	HOSPITALITY MANAGEMENT	OFFICE TECH	TOTAL
Placed	34	29	7	14	53	137
Continue Edu.	9	4	1	1	14	137
PL + CE/CE	13	6	2	2	17	40
I-20	2	1	-	-	2	5
Unavailable	5	5	1	1	20	32
Medical Issue	1	1	-	-	1	3
Military	-	-	-	-	1	1
Not Placed	-	-	-	-	-	0
Out of Field	2	4	-	1	6	13
Placement Rate 1 (Placed + Continue Ed) / (Total-I20-Unavailable- Medical Issue-Military)	77%	70%	73%	75%	68%	71.55%
TOTAL	64	54	12	21	122	273

DATASET 3: PATHWAY STUDENTS

(Ability-To-Benefit (ATB) Students)

7/2021 - 6/2022 CAREER PATHWAY PLACEMENT SUMMARY RATE AS OF 10/25/2022						
	ACCOUNTING	BUSINESS MANAGEMENT	HOMELAND SECURITY	HOSPITALITY MANAGEMENT	OFFICE TECH	TOTAL
Placed	5	11	3	6	24	49
Continue Edu.	3	2	-	-	6	11
PL + CE/CE	3	6	1	-	6	16
I-20	-	-	-	-	-	0
Unavailable	1	2	1	1	5	10
Medical Issue	-	1	-	-	-	1
Military	-	-	-	-	-	0
Not Placed	-	-	-	-	-	0
Out of Field	1	-	-	-	-	1
Placement Rate 1 (Placed + Continue Ed) / (Total-I20-Unavailable- Medical Issue-Military)	89%	65%	75%	75%	67%	69.77%
TOTAL	10	23	5	9	50	97

DATASET 4: NON-PATHWAY STUDENTS

(Students with High School Diplomas)

7/2021 - 6/2022 CAREER PATHWAY PLACEMENT SUMMARY RATE AS OF 10/25/2022						
	ACCOUNTING	BUSINESS MANAGEMENT	HOMELAND SECURITY	HOSPITALITY MANAGEMENT	OFFICE TECH	TOTAL
Placed	29	18	4	8	29	88
Continue Edu.	6	2	1	2	8	19
PL + CE/CE	10	3	1	2	12	28
I-20	2	1	-	-	2	5
Unavailable	4	3	-	-	15	22
Medical Issue	1	-	-	-	1	2
Military	-	-	-	-	1	1
Not Placed	-	-	-	-	-	0
Out of Field	1	-	1	-	2	4
Placement Rate 1 <small>(Placed + Continue Ed) / (Total-I20-Unavailable- Medical Issue-Military)</small>	74%	74%	71%	83%	70%	73.29%
TOTAL	54	31	7	12	72	176

We hope that we have offered a brief overview of our approach to utilizing data in establishing goals and benchmarks, as well as identifying areas that require prompt intervention. The meticulous disaggregation of data holds paramount importance for us, given our commitment to serving a diverse student body characterized by a rich tapestry of needs and distinct life circumstances.

V. GRADUATION RATES

GRADUATION RATE - COHORT FALL 2019 BY RACE		
RACE AND ETHNICITY	OVERALL GRADUATION RATE	GRAND TOTAL
Asian	34%	321
Black or African American	35%	67
Hispanic	30%	125
White	25%	4
Race and Ethnicity Unknown	100%	1
Two or More Races	33%	3
GRAND TOTAL	33%	521

GRADUATION RATE - COHORT FALL 2019 BY ACADEMIC PROGRAM		
PROGRAM	OVERALL GRADUATION RATE	GRAND TOTAL
Accounting	45%	85
Business Management	22%	173
Homeland Security and Security Management	44%	10
Hospitality Management	43%	73
Office Technology	33%	180
GRAND TOTAL	33%	521

We are keenly aware that graduation rates are an important measure by which colleges are judged. As with all other performance benchmarks set by LIBI, graduation must be considered contextually.

As with all data that we collect, graduation data is disaggregated to better assist us in determining which student populations need additional intervention. Disaggregating by race, program, language group and other risk-factors helps us obtain a clearer picture of where our focus should be directed to achieve improvement.

Graduation benchmarks are dependent on the success of the intervention methods for retention and course completions we implement. Graduation rates are also dependent on our students' life circumstances beyond the capabilities of successful retention intervention initiatives and programs. The benchmarks we set for graduation must be grounded in the realities of life circumstances of the student populations we serve. Many of our students struggle financially and must hold jobs while studying. We have data that indicates that over 60% of our students work nearly full-time or full-time in addition to going to school full-time. The national statistics for students who do so are significantly lower than for students who work fewer hours. We discussed this in great detail in our Institutional Effectiveness Plan 2021-2022. This factor must be taken into consideration when setting realistic and achievable goals for graduation.

Additionally, more than a third of LIBI's students parent alone. Much national and state data exists on completion rates for students who are single parents. Given that such a large portion of our students are single parents, this must also be taken into consideration when setting realistic expectations for graduation.

Language remediation and prior education are other factors that play an important role in how we hope to improve our graduation rates.

Based on cohort based rates that take into account 100 and 150% of time to complete, our graduation goals are as follows:

- Fall 2024 - 35%
- Fall 2025 - 36%
- Fall 2026 - 37%

Our stretch goals will be as follows:

- Fall 2024 - 36%
- Fall 2025 - 38%
- Fall 2026 - 40%

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