

LIM COLLEGE
SELF-STUDY DESIGN DOCUMENT
MAY 2024

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I. INSTITUTIONAL OVERVIEW

LIM College was founded in 1939 by retail executive Maxwell F. Marcuse with the mission to educate students in the disciplines of fashion and business. The College pioneered an innovative educational model that incorporated the concept of cooperative education, with instructors who possessed industry experience. As the College evolved to meet the changing needs of both students and the fashion industry, this model, then known as “Distributive Education,” became the foundation of the LIM College experience.

In 1972 Maxwell’s son Adrian G. Marcuse assumed leadership of the College, and LIM began offering an associate degree in Fashion Merchandising. Under Adrian’s leadership, the College became the first proprietary institution to receive Middle States accreditation (1977) and expanded its offerings to include bachelor’s degrees in Fashion Merchandising and Marketing.

Upon Adrian Marcuse’s retirement in 2002, his daughter Elizabeth S. Marcuse became President of LIM. A former Director of Retail Planning for Donna Karan International, Elizabeth maintained LIM’s focus on business and fashion while leading the College through an extensive strategic expansion encompassing both enrollment and educational offerings.

During Elizabeth’s presidency LIM College became a master's degree-granting institution, added several new academic programs, expanded its learning modalities, and enrolled a student body more geographically, racially, and ethnically diverse and inclusive of socioeconomic differences.

Ron Marshall became President of LIM College in January 2024. President Marshall has been a member of the LIM College Board of Directors since 2019 and brings a wealth of industry experience after many years of holding chief executive roles at major retail companies.

Throughout its history, the College has continued to receive the backing and recognition of the fashion and lifestyle industries via their input and participation in our experiential education curriculum, industry executives’ membership on the LIM College Industry Advisory Board, the provision of instructors and guest speakers, plentiful opportunities for site visits, and most significantly, the employment of our graduates in the business of fashion and lifestyle. Post-graduation employment has remained consistently high, with 96% of 2022 graduates working in the business of fashion or continuing their education within six months of graduation. With alumni thriving in the job market, a robust slate of fully online degree offerings, and the addition of innovative programs, LIM College enjoys growing respect and global recognition for its leadership in fashion, lifestyle, and business education.

Today, LIM College controls 85,000 square feet of classroom, office, and study space, and about 470 students housed in a residence. The College employs 25 full-time faculty, 2 FT librarians and 1PT Librarian, 183 adjunct faculty and 115 staff members. Academic programs include three associate degree programs, a Bachelor of Professional Studies, six different Bachelor of Business Administration degrees, and a Bachelor of Science degree in Fashion Media. The newly named Marcuse School of Graduate Studies includes four Master of Professional Studies programs and two Master of Science degree programs. Total enrollment in all the College’s undergraduate and graduate programs currently stands at more than 1,300 students.

Mission Statement

LIM College's deep commitment to students and legacy of experiential education come to life through learning and working, in-person and virtually, in New York City and around the world. LIM continuously reimagines the student experience, in and out of the classroom, by being relevant, flexible, and inclusive. LIM's close-knit community connects students with alumni, industry partners, and professional networks, preparing them for lifelong success in the dynamic business of fashion and lifestyle industries.

Core Values

Collaborative Spirit: Foster a culture of shared understanding, trust, and belonging.

Academic Engagement: Empower students to thrive academically, personally, and professionally.

Respectful Community: Champion Diversity, Equity, Inclusion and Sustainability.

Ethical Mindset: Act with honesty, integrity, and accountability.

Student Focus: Keep students at the heart of everything we do.

II. INSTITUTIONAL PRIORITIES TO BE ADDRESSED IN THE SELF-STUDY

The Coordinating Committee for LIM's Self-Study worked to draft a series of institutional priorities aligned with the institution's strategic plan. The suggested priorities were discussed with various constituencies on campus including representatives from the Strategic Planning Committee, the President's Cabinet, and the Board of Trustees. The strategic plan upon which the priorities were developed was similarly developed with broad input and discussion with campus constituents.

Because the priorities align with the strategic plan, they are strongly aligned with the college's mission and goals. The initiatives in the strategic plan upon which the priorities are based, were developed through assessment of a variety of data sets including, but not limited to, enrollment trends, competitive market analysis, student learning outcomes, graduation rates, placement rates, and student feedback data.

Finally, the committee is confident that the priorities align well with the Standards of MSCHE, as demonstrated further in the document where we show Steering Committee alignment by standard. The Institutional Priorities that have been set for the self-study process for LIM are:

1. Data Analytics for Continuous Improvement

Cultivate exemplary institutional and programmatic assessment processes that are data-informed and that drive institutional planning and resource allocation.

- Utilize data analytics to make well-informed decisions for continuous improvement with student experience, enrollment, and institutional resources.
- Improve assessment by tracking and reporting progress on metrics to measure outcomes.
- Analyze data on student performance to identify areas where students are struggling and develop targeted interventions to help them be successful.

2. **Innovative Academic Programs and Experiential Learning**

Develop and maintain academic offerings that position graduates to be competitive in the industry through innovation in experiential learning, technology, sustainability, and diversity.

- Monitor the market for emerging trends to develop innovative, high-quality academic programs while expanding its partnerships to provide exceptional experiential learning opportunities for new and existing programs.
- Ensure continuous program review and development to advance relevant technical skills necessary for students to succeed in their internships and careers, as well as to better prepare students to lead sustainable practices and become part of a more diverse workforce.

3. **Online Learning Environment**

Enrich our online programs to provide students an engaging, flexible, and transformative learning experiences.

- Enhance virtual learning environment with robust resources for student support, experienced faculty, and dedicated staff.
- Align campus activities for both face-to-face and online students by increasing virtual participation opportunities.
- Explore opportunities to expand online offerings to support student needs and desire for flexibility.

4. **Broader student experience: meeting students where they are**

Implement a proactive, personal, and innovative service system for students that empowers all students to thrive at LIM College.

- Enhance existing services to proactively meet students where they are and address their needs across the academic and personal spectrum.
- Identify new opportunities to enhance service delivery to expand usage and ensure efficacy.
- Increase opportunities to hear directly from students about needs and concerns and identify channels to address them.

In October 2023, the Middle States Self-Study Coordinating Committee began the work of selectively aligning the institutional priorities to the Middle States Standards of Accreditation. The Table below illustrates the areas of alignment that will be the focus of the self-study.

TABLE 2.0 *Alignment of Selected Institutional Priorities and Middle States Standards of Accreditation*

MSCHE Standard	IP #1: Data Analytics for Continuous Improvement	IP #2: Innovative Academic Programs and Experiential Learning	IP #3: Online Learning Environment	IP #4: Broader Student Experience-Meeting Students Where They Are
Standard I: Mission	X	X	X	

and Goals				
Standard II: Ethics and Integrity	X	X	X	X
Standard III: Design and Delivery of the Student Learning Experience	X	X	X	X
Standard IV: Student Support Services		X	X	X
Standard V: Educational Effectiveness Assessment	X	X		X
Standard VI: Planning Resources, and Institutional Improvement	X	X	X	X
Standard VII: Governance, Leadership and Administration	X			

III. INTENDED OUTCOMES OF THE SELF-STUDY

It is our aim as an institution of higher education to meet or exceed the standards set forth by the Middle States Commission. To this end, the Coordinating Committee has established the following intended outcomes as the guiding philosophy of the self-study process:

1. Demonstrate how the institution currently meets the Commission’s Standards for Accreditation and Requirements of Affiliation (Fourteenth Edition) and provides evidence by Standard in alignment with the Evidence Expectations by Standard.
2. Leverage periodic assessment through each standard, using assessment results for continuous improvement and innovation to ensure levels of quality for constituents and the attainment of the institution’s priorities, mission, and goals.
3. Engage the institutional community in an inclusive and transparent self-appraisal process, including analysis of a range of data, including disaggregated data, to ensure students are appropriately served and institutional mission and goals are met.
4. Determine ways in which the college can enhance its external facing presence and increase its responsiveness to industry trends and hiring needs.

IV. SELF-STUDY APPROACH

LIM College will use the Standard-Based Approach. Since our priorities are broad enough to touch all departments, we are well served by an extensive and thorough analysis of all aspects of the College. The Steering Committee believes this will allow for a fuller examination of the college’s compliance with the requirements of affiliation and the criteria for each standard. The

lines of inquiry for each standard were written with institutional priorities in mind, ensuring that each chapter highlights areas of alignment between the priorities and the standards.

V. ORGANIZATIONAL STRUCTURE OF THE STEERING COMMITTEE AND WORKING GROUPS

LIM elected to establish a Coordinating Committee to start the process of the self-study including development of the Steering Committee and drafting the Self-study Design. Members of the Coordinating Committee serve as the Co-chairs of the Steering Committee, and all have identified roles on the Steering Committee. This team is responsible for the overall management of the self-study process. The Coordinating Committee is charged to:

- Develop a self-study design that ensures critical analysis of the College’s compliance with Middle States Standards, Requirements of Accreditation.
- Develop lines of inquiry
- Coordinate the efforts of the Steering Committee and working groups
- Oversee the completion of the final self-study report
- Coordinate the evaluation team visit

Chair and Coordinating Committee Members

The Self-Study Coordinating Committee whose members consist of:

- Chair: Scott Carnz, Ph.D., Provost, Ex-Officio Member
- Laura Cioffi, Assistant Vice President of Enrollment and Marketing
- Debra Lee, Director of Business Operations
- Adam Rosen, Director of Academic Administration
- Peter Ziropiannis, Ed.D. Dean of Academic Administration
- Maurice Morency, Chief Technology Officer

Steering Committee

Members of the Steering Committee were approved by the President’s Cabinet in January 2024. The Steering Committee membership, comprised of department heads and full-time faculty from across the College, will provide management and guidance during the self-study process. As the Steering Committee Charge shows, all members are assigned the leadership of a working group and the coordination of research and documentation. The Steering Committee is charged to:

- Lead working groups and coordination of documents and research
- Gather an evidence inventory
- Provide editorial oversight for the Self-Study Report

Steering Committee Membership

- Meredith Finnin, Director of Communications
- Maurice Morency Chief Technology Officer
-
- Lawrence McGhee, VP of Financial Aid Compliance
- Dr. Daniel Chaskes, Chair of Arts and Sciences

- Nancy Miller, Dean of Undergraduate Studies

- Dr. Eda Sanchez-Persampieri, Dean of Graduate Studies
- Jacqueline Orticelli, Senior Director of Student Success and Enrollment
- Cody Ward, Assistant Vice President of Student Affairs
- Dr. Anahu Guzman, Director Math Center
- Dr. Mary Wagner, Assistant Professor
- Nancy Figueredo, Vice President of Finance and Controller
- Debra Lee, Director of Business Operations
- Amie Blumberg, Vice President of Industry Relations
- Laurel Lueders, Chair of Visual Studies

Working Groups

Seven working groups, assigned by standard, will assess the College's educational programs and services to determine how well these programs and services fulfill the College's mission and goals, and meet the Standards for Accreditation. Each working group is co-chaired by members of the Steering Committee and consists of six to 10 members from throughout the College community. The overarching idea in choosing working group members was to create working groups that offered functional knowledge of the standard as applied at LIM College and outside viewpoints. 65 individuals will participate in working groups. They include 42 staff members, 19 full-time faculty, two adjunct faculty, and two representatives from the Board of Directors. Working groups will also have access to some advisory groups to help provide input and perspective on various aspects of their work. Advisory groups will be formed representing students, alumni, and the college's formal Industry Advisory Board.

The working groups will meet weekly between April 2024 and December 2024, with established agendas and minutes recorded, to conduct their research and analysis. The chairs of each working group (who are members of the Steering Committee) will provide the Steering Committee with periodic updates on the progress of their working group at the Steering Committee meetings that will take place monthly between Spring 2024 and December 2024. Each working group will submit a written report detailing their findings and recommendations to the Steering Committee by November 1, 2024. It was advised that each working group designate a member to complete the final report.

Working Group Charges

Each of the seven working groups is charged with the following in relation to their assigned Standard and Requirements of Affiliation:

- Determining to what extent the College meets the working group standard and its criteria and relevant Requirements of Affiliation
- Analyzing relevant processes and documents as listed in the documentation roadmap
- Identifying institutional strengths, challenges, and opportunities for improvement, noting linkages, where appropriate, to the institutional priorities

- Proposing possible recommendations for improvement based on findings and analysis

Standard I: Mission & Goals

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

The Standard I Working Group will specifically address the following:

- Institutional priorities 1, 2, and 3
- The lines of inquiry for Standard I:
 - How well does the college's mission address external as well as internal contexts and constituencies?
 - How well is the college's mission and goals publicized and widely known by the institution's internal stakeholders?
 - How successful is the college in connecting with underrepresented groups and in meeting students where they currently are?

*Chairs: Meredith Finnin, Director of Communications;
Maurice Morency, Chief Technology Officer*

- Dr. Ken Kambara, Associate Professor
- Leonora Loeb, Lecturer (Materials Lab Coordinator)
- Michael Londrigan, Chair of the Business Department
- George Toledo, Director of Graduate and International Admissions
- Grace Kirchofer, Electronic Resources/Reference Librarian
- Board Member (TBA)

Standard II: Ethics & Integrity

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

The Standard II Working Group will specifically address the following:

- Institutional Priorities: 1, 2, 3, and 4
- The lines of inquiry for Standard II:
 - How effective are the processes and procedures the college has put in place to ensure that ethical business practices are used?
 - How well does the college adhere to honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices?
 - How well does the college support diversity, equity, and inclusion in its policies, programs, and services throughout the campus environment?

*Chairs: Lawrence McGhee, VP of Financial Aid Compliance
Dr. Daniel Chaskes, Chair of Arts and Sciences*

- Tessa Aldridge, Academic Advisor
- Rachel Ely, Vice President of Enrollment
- Robert Gilmore, Associate Director of Student Financial Services Operations
- Focrun Nahar, Assistant Director of Diversity, Equity, Inclusion, and Accessibility
- Danielle Yannottas, Vice President of Marketing and Communications

Standard III: Design and Delivery of the Student Learning Experience

An institution provides students with learning experiences that are characterized by rigor and coherence at all programs, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

The Standard III Working Group will specifically address the following:

- Institutional Priorities 1, 2, 3, and 4
- The lines of inquiry for Standard III:
 - How well does the college offer flexible academic pathways with the right credentials to meet the changing needs of the modern student and the evolving needs of the industry?
 - How effectively does the college ensure that its faculty members hold the necessary credentials and expertise to teach their specific courses and keep their knowledge current within their respective fields?
 - How does the college ensure that there is sufficient quality learning and practical experiences and resources to support programs of study and the academic progress of all students?

*Chairs: Dr. Eda Sanchez-Persampieri, Dean of Graduate Studies;
Nancy Miller, Dean of Undergraduate Studies*

- Ellen Hamilton, Senior Director of Online Admissions
- Dr. O'Rita Johnson, Associate Professor
- Shelly Nicholas, Adjunct Faculty
- Deepa Rao-Sisario, Director of Online Innovation
- Eurydice Sanchez, Assistant Director of Career Development and Advising
- Katie Zayas, Senior Academic Advisor/Fashion Scholars Manager
- Michael Zaytsev, Academic Director of the Business of Cannabis

Standard IV: Support of the Student Experience

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

The Standard IV Working Group will specifically address the following:

- Institutional Priorities 2, 3, and 4
- The lines of inquiry for Standard IV:

- How effective is the college's delivery of procedures, policies, and programs in support of the student experience?
- How well does the college support and provide quality resources for underprepared students being enrolled?
- How effectively does the college utilize disaggregated student achievement data to inform and implement change?
- How well does the college acknowledge and reward high performing students?

*Chairs: Cody Ward, Assistant Vice President of Student Affairs;
Jacqueline Orticelli, Senior Director of Student Success, and Enrollment*

- Hilda Alfonso, Senior Lecturer (FYE)
- Eugenio Chong, Associate College Registrar
- Fred Hamilton, Director of Financial Aid
- Laura Healy, Director of Academic Support Services
- Robert Hernandez, Help Desk/System Manager
- Taisha Parkins, Assistant Director of Counseling Services
- Keithen Polk, Associate Director of Online Admissions

Standard V: Educational Effectiveness Assessment

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

The Standard V Working Group will specifically address the following:

- Institutional Priorities 1, 2, and 4
- The lines of inquiry for Standard V:
 - How well has the college designed and developed quality academic programs to prepare graduates with the necessary skills and competencies to be successful in the workplace?
 - How effectively does the college utilize assessment practices that support equity, the improvement of student learning, and student services?
 - How well does the college make use of assessment data to better understand and resolve barriers to individual students' success?

*Chairs: Dr. Anahu Guzman, Director of the Academic Resource Center;
Dr. Mary Wagner, Assistant Professor*

- Angela Casale, Assistant Director of Career Education and Coaching
- Jerry Aguirre, Associate Director of Database Services and Automation
- Scott Brown, Senior Academic Advisor/First Year Success Manager
- Carolyn Disnew, Registrar
- Joseph Giampietro, Associate Chair of Fashion Merchandising and Marketing
- Patty Mitropoulos, Associate Professor

Standard VI: Planning, Resources, and Institutional Improvement

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

The Standard VI Working Group will specifically address the following:

- Institutional Priorities 1, 2, 3, and 4
- The lines of inquiry for Standard VI:
 - How well does LIM College ensure that the planning processes and resource allocation support the institutional priorities and can be linked to the mission, goals, and strategic plan?
 - How well-defined is the decision-making processes and assignment of accountability for achieving institutional effectiveness and success?
 - Is there evidence of effective assessment of planning, budgeting and resource allocation and how they contribute to the achievement of the institutional priorities?

Chairs: Debra Lee, Director of Business Operations;

Nancy Figueredo, Vice President of Finance and Controller

- Dr. Tim Foran, Director of Writing and Design at the Academic Resource Center/Senior Lecturer
- Nelson Leon, Senior Director of Information Technology
- Patrick McCormack, Staff Accountant
- Carolyn McIntosh, Adjunct Faculty
- Kevin Shiner, Director of Student Accounts
- TBD – Facilities Department

Standard VII: Governance, Leadership, and Administration

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

The Standard VII Working Group will specifically address the following:

- Institutional Priority 1
- The lines of inquiry for Standard VII:
 - To what extent do governance, leadership, and administration ensure that quality education remains the primary focus even as the college continues to strive for a competitive advantage in the marketplace?
 - To what degree does governance, leadership and administration leverage and make use of the feedback from students and other stakeholders to evaluate its effectiveness?
 - How well does the college review its Board of Directors to ensure that board members are engaged and active participants in the continuous improvement of the institution?

Chairs: Amie Blumberg, Vice President of Industry Relations;

Laurel Lueders, Chair of Visual Studies

- John Deming, Senior Lecturer (Lexington Line Advisor)
- Jamie Geradi, Associate Director of Communications
- John Keane, Senior Lecturer
- Grace Kirchofer, Electronic Resources/Reference Librarian
- Rosana Lee, Academic Advisor
- Monica Rakocy, Adjunct Faculty / Studio Coordinator
- Adam Rosen, Director of Academic Administration
- Board Members (TBA)

Table 5.0 Alignment of Selected Institutional Priorities with Lines of Inquiry

Lines of Inquiry 3 per Standard	IP #1 Data Analytics for Continuous Improvement	IP #2 Innovative Academic Programs and Experiential Learning	IP #3 Online Learning Environment	IP # 4 Broader Student Experience-Meeting Students Where They Are
1.1: Mission addresses external and internal constituencies	X			
1.2: Mission and goals publicized and widely known by stakeholders	X			
1.3: College connects with underrepresented groups and meets students where they are				X
2.1: Effective are policies and procedures to ensure ethical business practices	X			
2.2: Honesty and truthfulness in public relations practices		X		
2.3: College support Diversity, Inclusion and Equity in policies	X	X	X	X
3.1: Flexible academic pathways to meet needs of modern student		X	X	X
3.2: College ensure that faculty are properly credentialed and stay current	X	X	X	
3.3: College ensures	X	X	X	

sufficient learning and practical experiences and resources				
4.1: College's delivery of procedures, policies and programs in support of student experience		X	X	
4.2: Colleges support and provide resources for underprepared students		X	X	X
4.3: College disaggregate and study student achievement data	X			
4.4: College acknowledges and rewards high performing students				X
5.1: College designs and develops academic programs to prepare graduates for the workplace		X	X	
5.2: College incorporate assessment practices that support equity, improvement of student learning	X	X	X	
5.3: College use assessment data to resolve barriers to student success	X	X	X	
6.1: College ensures planning processes and resource allocations support Institutional Priorities	X			
6.2: Decision-making processes and accountability for Institutional effectiveness	X			
6.3: Effective assessment of planning,	X			

budgeting and resource allocation				
7.1: Governance, leadership and administration ensure that education remains primary focus		X		
7.2: Governance, leadership and administration leverage feedback to evaluate effectiveness	X			
7.3: College review Board to ensure members are engaged and active	X			

VI. GUIDELINES FOR REPORTING

To guide the efforts of the Working Groups, this section of the Design includes a description of the processes the Steering Committee will use to ensure that they stay on task, such as scheduled discussions and updates within the Working Groups, with the Steering Committee, and among the Working Groups, the form and frequency of such interactions, as well as the format of interim and final reports. These will include, but are not limited to:

- A list or description of all products to be completed by the Working Groups and Steering Committee
- Deadlines for the submission of draft documents and reports

The Middle States Self-Study Steering Committee drives the process and the accreditation agenda. To ensure effective communication and coordination between the Middle States Self-Study Steering Committee and the working groups, the co-chairs of each working group are members of the Steering Committee.

Working groups will begin meeting in April 2024. The Chairs of each working group will provide an update on the progress of their analysis at each Steering Committee meeting, highlighting any gaps in the evidence, questions, or other concerns based on their work to date. Steering Committee Meetings are scheduled to take place monthly beginning in Spring 2024:

- **February 2024** – Kick-Off Meeting & Prep for March 7th ALO Visit
- **March 2024** – Review Feedback from ALO Visit and prepare for Kick-Off of Working Group Meetings
- **April 2024 – December (2025)** – Monthly Steering Committee Meetings

Schedule of Work

President Ron Marshall, Provost Scott Carnz, and Executive Vice President for Finance & Operations Michael Donohue will visit each working group during the week of April 2024.

Group leaders should prepare document drafts and questions for them two weeks prior to their scheduled visit.

In addition, the following documents must be completed by each Working Group by the date indicated below:

- **November 15, 2024:** Draft of the Working Group Report submitted to the Coordinating Committee.
- **November – December 2024:** Coordinating Committee or Steering Committee will work with the Working Groups on revisions to the reports

LIM College Template for Each Chapter Report

I. A Brief Description of the MSCHE Standards and Requirements of Affiliation

II. Introduction and Overview

- a. Description of working group charge for that standard
- b. A brief overview of data sources, the methods, strategies, and analytic approach used to interpret the resources, and conclusions drawn.
- c. A synopsis of the lines of inquiry and their connection to Institutional Priorities.

III. Assessment Information Utilized

- a. List of the standard's criteria with demonstration of compliance using evidence and supporting data. (Cross referencing where appropriate to the Evidence Inventory)

IV. Analytical Narrative

- a. A comprehensive analysis of the working groups' findings that is associated with the priorities and lines of inquiry.

V. Areas of Strength

- a. Based on the assessments and analytical narrative, identify areas of strength consistent with the working groups' charge and assigned standards and priorities.

VI. Opportunities for Improvement and Innovation

- a. Based on the assessments and analytical narrative, identify opportunities for improvement and innovation consistent with the working groups' charge and assigned standards and priorities.

VII. Initial Strategies on Continuous Quality Improvement

- a. Suggested institutional strategies or next steps for improvement.

VII. ORGANIZATION OF THE FINAL SELF-STUDY REPORT

Executive Summary

- Brief (1-5 pages) description of the major findings and recommendations of the Self Study

Introduction

- A brief overview of the institution and description of the Self Study process

For each Standard for Accreditation:

- Heading indicating the Standard under consideration
- Cross-references to relevant materials in other parts of the report
- Analytical discussion of the data reviewed, and the inquiry undertaken
- Conclusions, including strengths and challenges, with references to appropriate criteria
- Recommendations for ongoing institutional improvement Conclusion
- A summary of the major conclusions reached and the institution’s recommendations for self-improvement

EDITORIAL STYLE AND FORMAT

Editing of the Self-Study Report will be completed by the Coordinating Committee with final editing completed by a professional copy editor. To facilitate this final editing, the Working Groups are asked to follow the following guidelines:

- 12-point Times New Roman font
- Single Spacing
- Standard one-inch margins
- Left justified
- Paragraph indentation: none
- Refer to LIM College as “the College” or “LIM College”
- Oxford Comma

VIII. SELF-STUDY TIMELINE

LIM College’s timeline for self-study began in October 2023 with the staff attendance at the Self-Study Institute in Philadelphia. The process will culminate in the Spring 2026, with a visit to campus by the MSCHE Evaluation Team.

ACTION DATES	TASK
October-November 2023	Coordinating Committee members attend Self-Study Institute
January 2024	Steering Committee Organized
January-February 2024	Self-Study Design Drafted
February 22, 2024	Self-Study Design Final Draft sent to MSCHE Liaison
March 6, 2024	Visit from Dr. Anne G. Wahl, MSCHE Liaison
April 2024	Self-Study Virtual Town Hall to Kick Off Self Study
April 2024-May 2024	Working Group Members Orientation & Training
April 2024	Final Design Document Due

May 2024	Data Gathering & Analysis by Working Groups Begins
May 2024-March 2025	Self-Study Steering Committee Update Meeting Every Three to Four Weeks
September 2024-October 2024	Working Groups Reports Written
November 15, 2024	Draft Working Group Reports Due
November-December 2024	Steering Committee collaborates with Working Groups to Revise Reports
January-March 2025	Coordinating Committee collaborates with Steering Committee to Revise Reports
April-May 2025	Coordinating Committee Reviews for Final Study-Study Draft Edits working with Steering Committee members
June 2025-August 2025	Compilation of First Self-Study Draft Report
September 2025	Community Review of Final Self-Study Draft Report
October 2025	Final Draft Self-Study Report and Approval by Executive Committee
October 2025	Self-Study Report submitted to Chair of the Evaluation Team
November 2025	Working Session with Board on Self Study Report
November 2025-January 2026	Visit by Chair of Evaluation Team
February 2026	Revisions to Self-Study Report; Professional Editing; Board Approval
March 2026	Final Completed version of report submitted to MSCHE
June 2026	MSCHE Team visit on campus
	Commission Action at meeting and decision

IX. COMMUNICATION PLAN

Include a Communication Plan with a listing of intended audiences, communication methods, and timing. This plan is used to guide the Steering Committee and its Working Groups in gathering feedback from institutional stakeholders and updating them about major developments related to the self-study process. It should include the process whereby the Board of Trustees, and the institution's related entity(ies), as appropriate, are apprised of progress on the self-study and ultimately endorses the final draft.

The Communication Plan was drafted by the co-chairs and then shared with the rest of the Steering Committee for discussion, feedback and approval. The co-chairs are responsible for ensuring the implementation of the plan.

Timing	Communication	Audience	Method
Ongoing	Updates to Leadership	Board of Trustees, President, Provost Council, President's Cabinet	Regular Meetings
Ongoing	Updates to Online Constituents	Current enrolled students, online faculty	Presentations to Faculty Senate, Canvas Course Announcements, myLIM
Ongoing	On-Campus updates to committees	Compliance Committee, Academic Affairs Council, etc.	College-wide meeting led by President, Provost, Email
March-April 2024	Documentation and Evidence for Self-Study	Steering Committee, Working Groups	SharePoint, Teams
February-March 2024	Preparation for and Awareness of the VP Visit	College-wide	myLIM, Email
April 2024	Informational Session about Self-Study	College-wide	MSCHE Kick-off event
June 2024 ongoing	Public Awareness of Self-Study	Entire Campus and Public	Website
June-August 2025	Feedback on Self-Study Report (SSR)	College-wide	Open Forums
September-October 2025	Prepare for Team Chair Visit	College-wide	College-wide meeting with President, myLIM, Email
December 2025-January 2026	Feedback on SSR after Review of Team Chair	College-wide	College-wide meeting with President, myLIM, Email
January 2026-March 2026	Preparation of Evaluation Team Visit	College-wide	College-wide meeting with President, myLIM, Email
June 2026	Announcement of the Commission's Decision on Reaccreditation	College-wide	College-wide meeting with President, myLIM, Email

X. EVALUATION TEAM PROFILE

Team members with the following qualifications would most benefit us in the Self-Study process:

- Experience with small private institutions that enroll mostly full-time traditional-age students.
- Experience with specialized colleges/programs, preferably in business and/or fashion

- Experience with master's degree programs in business
- For the evaluator of finance, experience in the proprietary sector of higher education

Some specific suggestions are:

- Five Towns College (similar in size and demographics; part of The Association of Private Colleges (APC))
- School of Visual Arts (specialized focus, urban campus, master's degree granting, part of The Association of Private Colleges (APC))
- Centenary College (bachelor's in fashion; master's programs in business)
- Georgian Court University (similar in size, master's programs in business)
- Maryland Institute College of Art (similar in size; specialized focus; MPS degrees)
- Point Park University (business programs, including bachelor's degree in managing the arts and entertainment)
- University of Delaware (bachelor's in fashion merchandising; master's programs in business and international business)
- Pittsburg Technical Institute (particularly for the financial reviewer as they are a proprietary institution)
- University of the Arts, Philadelphia (urban campus; specialized curriculum)
- Capitol Technical University (specialized focus; master's programs)

Some colleges with fashion programs may present a potential conflict of interest. These are:

- Berkeley College
- Fashion Institute of Technology
- Marist College
- Parson's (The New School)
- Thomas Jefferson University

XI. STRATEGY FOR ADDRESSING ANNUAL INSTITUTIONAL UPDATE INDICATORS AND METRICS

LIM recognizes the importance of the AIU (Annual Institutional Update) indicators of Student Achievement, Annual Enrollment, Financial Health and Federal Financial Responsibility and LIM intends to utilize this data and integrate it throughout the entire self-study process. The Coordinating Committee, in conjunction with the President's Cabinet, will critically analyze the data associated with each respective metric to identify strengths, weaknesses, areas of opportunity, and potential threats, and their impact on the institution. This analysis will be reflective and comprehensive, providing clear and compelling evidence regarding how well the college's practices align with its mission, strategic plan and higher education expectations for quality and sustainability.

The results of this extensive analysis will be provided to the Steering Committee and each working group in order that they can review and reflect upon the results; in connection with their respective standard, and how the results inform on the effectiveness of the institution to acquire the desired goal of student achievement. Based on the results and implications of the data, the Steering Committee and working groups will develop specific and targeted action plans aimed at

addressing the identified weaknesses. The groups will use these challenges to leverage opportunities for improvement as they align with the specific lines of inquiry they are pursuing and appropriate to the institutional priorities with which they are connected. In an ardent desire for continuous improvement data will be used to inform on how improvements to processes and procedures can foster real positive change.

XII. EVIDENCE INVENTORY STRATEGY

The Evidence Inventory is a repository of all documents and evidence assembled in support of the self-study process. It will be housed within a designated folder in the Middle States Self Study 2024-2026 SharePoint page and maintained by Maurice Morency, Chief Technology Officer. Final vetting and oversight of the documents housed in the Evidence Inventory will be provided by a working group composed of Steering Committee members involved in building the inventory.

TABLE 12.0 Evidence Inventory Working Group

Scott Carnz*	Provost
Maurice Morency*	Chief Technology Officer
Christopher Barto *	Vice President of Government Relations and Community Affairs
Adam Rosen *	Director of Academic Administration
Olga Raganelli	Senior Academic Administrative Coordinator

**Denotes member of MSCHE Self-Study Steering Committee*

Each working group will have access to a working Evidence folder within the SharePoint folder for their Standard. Working Evidence Inventory folders will be utilized to store documents under review and in consideration for use as evidence. See Appendix II for a list of preliminary evidence.

Co-chairs will upload evidentiary files to their respective Share Point folders.

Reports will be created to track evidence gaps, classify evidence, and monitor information requested. Guidelines for uploading documents and requesting evidence will be shared with the Steering Committee.

Within the completed Evidence Inventory, a matrix indicating each evidentiary document and the standard or standards for which it has been cited as evidence in the self-study report will be available. Documents will be organized by standard with relevant areas for that standard highlighted within the document. The entire college community will have access to view the final Evidence Inventory and its contents.

APPENDIX I

APA Style Guide:

Abbreviations: To abbreviate or use the letters of the name of an organization, etc. The first mention will be spelled out, followed by the abbreviation in parentheses.

Academic titles: Lowercase titles when they appear after a name or separated by commas; capitalize when the title precedes a name.

Acronyms: Abbreviate companies, organizations and institutions that are widely known by their abbreviations.

Course titles: Capitalize and do not put in quotations when the formal name of the course is written as it appears in the college catalog. When referring to course areas in general, use lowercase.

Dates: Spell out months and days of the week. Abbreviate months when used in a date.

Degrees and majors: Capitalize full degree titles, lowercase the shorter form. Use periods in abbreviations of academic degrees. When referring to degrees in general, lowercase the first letter and use 's.

Departments and divisions: Capitalize names of departments, offices, and divisions. Only capitalize the words department, office, or division if it is an official title.

Fulltime/full-time: Hyphenate when used as an adjective.

Monetary figures: Do not use decimal places for monetary figures. For amounts over \$1 million, use up to two decimal places.

Percentages: Use the word, not the symbol. Always use numerals with percentages, do not spell them out.

Programs: Preferred term at LIM College, not major.

APPENDIX II

List of Preliminary Resources and Evidence:

Academic Calendars: <https://www.limcollege.edu/academics/academic-calendars>

LIM Catalog: <https://catalog.limcollege.edu/>

Student Handbook: <http://www.limcollege.edu/student-handbook>

Employee Handbook:

<https://cglink.me/2n5/d49ccc6849b2367522fe5da9f8121b689862c3ede22d9a6702ac83aae2e9c25c>

Faculty Handbook:

<https://cglink.me/2n5/df48b947636421462a40bf182c64327b25cb220508c405adfe37f4f743bf6093>

2023 Learning Outcomes Assessment Plan: [Learning Outcomes Plan 2023- Draft 2 11-9-23.doc \(sharepoint.com\)](#)

Fall 2023 LIM College Fact Book: [LIM Fact Book Fall 2023.pdf \(limcollege.edu\)](#)

January 2023 (2024?) State of the College Report: [January 2023 State of the College.pdf \(limcollege.edu\)](#)