



Self-Study Report

February 2026

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Executive Summary

LIM College's comprehensive Self-Study documents the College's fulfillment of the Standards for Accreditation and Requirements of Affiliation. Analyzing the College's successes and challenges from 2017 to 2025, the report measures the extent to which LIM College realizes the intent of its mission, values, and goals, particularly within the framework of the following institutional priorities:

- Data Analytics for Continuous Improvement
- Innovative Academic Programs and Experiential Learning
- Online Learning Environment
- Broader Student Experience: Meeting Students Where They Are

The Self-Study consists of seven sections, each corresponding to a Standard for Accreditation. Fulfillment of the Requirements of Affiliation is indicated within each section. A list of Tables, Figures, and Appendices presents evidence in support of the Standards and Requirements.

Introduction

Since 1939, LIM College has prepared students for careers in the business of fashion through academic programs that combine a strong liberal arts foundation, business courses, and hands-on experience. Offering associate, bachelor's, and master's degrees focused on the global business of fashion and lifestyle, LIM integrates classroom learning with required internships to ensure graduates are workplace-ready and highly sought after by employers.

Guided by the 2022–2027 Strategic Plan, the College has advanced major initiatives, including becoming a data-driven organization, enhancing online learning, expanding international outreach, and launching new programs while refreshing existing ones. Strong industry partnerships, small class sizes, and committed faculty and staff contribute to high retention rates and measurable student learning outcomes.

This Self-Study, developed with college-wide participation over two years, reflects both the achievements and the challenges of sustaining excellence in fashion-focused business education.

Recently, LIM College entered into an agreement for a proposed sale to Japan Educational Foundation (JEF). This is pending approvals from New York State and MSCHE. The change of control will be addressed by MSCHE as a separate transaction. LIM College will continue to operate independently, and its name and campus facilities will remain as is. No anticipated changes are planned because of the transaction with respect to faculty or staff at LIM, nor will there be any changes for students. The governance structure will remain the same with three existing shareholders stepping down from the Board to be replaced by one representative of JEF. The independent members of the LIM Board of Directors, as well as the College President, are expected to continue in their current capacities.

The College believes that this transaction will help to accomplish four long-term strategic goals:

- It will ensure the long-term ownership stability of LIM College, as succession to the next generation of the Marcuse family was not possible.
- JEF owns ESMOD, the oldest and first fashion design school in Paris, which will enrich the fashion curriculum at LIM.
- JEF owns several technology colleges in Japan. This expertise will inform LIM's efforts to strengthen instruction in new technologies, particularly pertaining to applications of Artificial Intelligence in the fashion industry.
- This new global footprint will enable the establishment of LIM campuses worldwide, specifically in Tokyo and Paris.

I. Mission and Goals

The LIM College mission guides all planning, resource allocation, program, and curricular development, primarily through the College's Strategic Plan, which is grounded in the mission and contains specific measurable goals. The Strategic Plan, in turn, drives the College's resource allocations as Strategic Plan

budget items are embedded in each department’s annual budgets. LIM College’s mission statement is reviewed and/or revised at least every five years in alignment with the Strategic Planning process, with the most recent revision implemented in 2021 after a college-wide review.

II. Ethics and Integrity

LIM College upholds integrity, honesty, and intellectual freedom through systematic policies reviewed and updated by the Compliance Committee and the President’s Cabinet (*Appendix 150: Meeting Minutes*). Policies are clearly communicated and readily accessible to faculty, staff, and students. Consistent with its mission, the College fosters a supportive environment that promotes diversity and ensures equity, guided by a DEI Strategic Plan. A formal grievance protocol, including tracking bias reports, enables timely and systematic responses to community concerns.

III. Design and Delivery of the Student Learning Experience

LIM College delivers an industry-relevant, experientially focused curriculum to 1,494 students (1211 undergraduates, 283 graduate students, Fall 2025). The curriculum is designed to combine academic rigor with professional application, ensuring students develop communication, quantitative reasoning, and digital literacy competencies alongside industry-specific expertise. The College offers associate, bachelor, and master’s programs that align with common higher education practices, offer a reasonable number of semester credit hours, and include sufficient course content appropriate to the objectives of the degrees.

To strengthen curriculum coherence, LIM launched an annual program review process in 2023–24 for undergraduate programs, expanding to graduate programs in 2024–25. Assessment is coordinated by the Learning Outcomes Assessment Committee, with student learning further supported by resources such as the Academic Resource Center, where 84% of students using writing tutoring reported grade improvements and math tutoring participation rose 13.5% over two years.

LIM students are highly engaged in High-Impact Practices (HIPs), with 96% of seniors participating in at least one and 75% in two or more—well above national benchmarks. Course evaluations highlight modality differences, with 72% of students rating twice-weekly in-person courses “very good/excellent” compared to 32% for asynchronous courses. In response, the College has expanded faculty development, adopted the Online Course Quality Review Rubric (OSCQR) online course design framework, and created a repository of 153 standardized course blueprints.

Ongoing priorities include strengthening faculty engagement in assessment, expanding professional development, and enhancing online learning to ensure consistency and quality across all modalities.

IV. Support of the Student Experience

Student support is central to the mission and values of LIM College. LIM is committed to maintaining a “student focused” campus, whether students attend in person or online, at both the undergraduate and graduate levels. LIM College prides itself on the ethical recruitment, success, and retention of its students through intentional information sharing, proactive support, and an engaging campus environment. From the first point of inquiry through graduation, LIM provides a supportive and student-centered experience which continues to evolve, expand, and be critically examined by all campus constituents. In a recent Student Experience Survey, 92.5% of students surveyed stated that their student life experience met or exceeded their initial expectations.

V. Educational Effectiveness Assessment

LIM College adheres to a learning outcomes assessment process to establish and revise learning goals, develop and implement evaluations to assess student learning outcomes, and use those assessments to improve educational programs and pedagogy, with the goal of improving student outcomes.

The College’s Learning Outcomes Assessment Plan includes the assessment of general education goals, the assessment of degree goals through in-house standardized exams and/or portfolios, the

assessment of graduate capstone courses, and feedback from industry professionals. A new annual program review process has been created and implemented since the last Self-Study. The analysis of student outcomes over the past five years has led to initiatives focused on improving students' technology skills, emphasizing the development of career competencies, and meeting institutional, program, and course-specific goals.

Following a comprehensive review, LIM College is phasing out the BBA in Business of Cannabis. Enrollment did not meet projections, and key industry employment metrics fell short of expectations, prompting this strategic decision.

In the 2017 Self-Study visit, the Team had the following recommendation: *“The team recommends that LIM College provide more robust evidence that students are achieving key program learning outcomes in undergraduate degree programs. Standardized assessments provide limited sources of information because they are not perfectly aligned with specific degree program learning outcomes. The College has begun to recognize this limitation and is initiating alternate assessments.”* This is thoroughly addressed in Standard V.

VI. Planning, Resources, and Institutional Improvement

LIM College engages in a comprehensive planning process that links long-term goals with budgets across all departments. The current Strategic Plan, developed by a cross-functional committee of faculty and staff in the aftermath of the COVID-19 pandemic, is monitored through annual departmental reports and data collection. Departmental budgets include pre-allocated funding for strategic initiatives, with spending tracked and reported to the Board of Directors.

Institutional assessment relies on multiple data sources, including the annual Fact Book, student surveys (e.g., Student Experience Survey, National Survey of Student Engagement- NSSE), student forums, and reports from the Office of Institutional Research such as annual retention analyses. Findings inform revisions to programs and services, reinforcing continuous improvement. Beginning in 2025, the Continuous Improvement Committee (formerly the Assessment Committee) will further refine assessment processes to enhance academic quality.

Strategic priorities also guide resource decisions. New positions have been created to support emerging programs, and the College consolidated operations into two central buildings with nearby student housing. This campus consolidation improved efficiency and accessibility by bringing student service offices together in one location, directly enhancing the student experience.

VII. Governance, Leadership, and Administration

LIM College is governed by an 11-member Board of Directors charged with safeguarding the College's integrity and academic quality. The Board brings a balanced mix of academic and business expertise, with Finance and Budget committees providing close oversight of fiscal planning in collaboration with the Executive Vice President for Finance and Operations, Treasurer.

The College is led by President Ron Marshall, who was appointed in 2024 after serving as an LIM College Board of Directors member since 2019 and as a senior advisor to previous LIM President Elizabeth S Marcuse. He works in partnership with the Provost, Senior Vice President and Chief Growth Officer, and the Executive Vice President for Finance and Operations, Treasurer, supported by the President's Cabinet of divisional leaders. Key governance bodies—including the Provost's Council, Faculty Council, Academic Affairs Council, and Student Leadership Council—ensure broad participation in decision-making. Regular forums hosted by the President and Provost further engage students in shaping the College's direction.

Conclusion

This Self-Study affirms that LIM College meets the Middle States standards for accreditation and reflects a college-wide process of reflection, dialogue, and evidence-based analysis. The process has positioned the College to act strategically on the recommendations identified in this report.

Accreditation at LIM is embedded in a broader culture of continuous improvement. Mission-driven assessment informs institutional goals, curriculum mapping, and program design, while learning outcomes, rubrics, and employer feedback to ensure academic programs evolve with industry needs. These practices demonstrate that accreditation is not an endpoint, but rather part of an ongoing cycle of accountability, improvement, and innovation that strengthens LIM College and its ability to serve students effectively.

LIM College takes great pride in what could be called its “*Pillars of Strength*.” These include

- **Experiential Learning Excellence:** a hallmark of the College’s mission and identity.
- **Access and Student Success:** A personalized approach that ensures affordability and student success.
- **Industry Relevance:** Deep partnerships that align programs with evolving market needs.
- **Culture of Continuous Improvement:** A data-driven culture linking evidence to action across all levels.

These four pillars, which are a common theme throughout the narrative, are what distinguish LIM College from its competitors. It is part of the value proposition to students and gives LIM College a competitive advantage in the higher education landscape. LIM ensures that access leads to achievement — pairing affordability and personalized support with measurable student success.

Looking ahead, the College will act on the recommendations outlined within each Standard by strengthening the use of disaggregated data to identify and address equity gaps; expanding the consistency and impact of assessment processes; improving accessibility and organization of evidence; and documenting the measurable outcomes of strategic initiatives, governance structures, and resource allocations.

These next steps will not only sustain compliance with MSCHE expectations but also advance the College’s mission, ensuring that LIM remains adaptive, data-informed, and student-centered in an evolving higher education landscape.

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LIM College Website Links Referenced in this Report

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[Student Handbook](#)
[International Student Handbook](#)
[International Student Page](#)
[Consumer Information](#)
[Adrian G. Marcuse Library](#)
[Career and Internship Services](#)
[Study Abroad](#)
[Student Organizations](#)
[Articulation Agreements](#)
[The Lexington Line \(Student Magazine\)](#)
[Industry Advisory Board](#)

Acronym Glossary

AAC	Academic Affairs Council
AAS	Associate of Applied Science
ACBSP	Accreditation Council for Business Schools and Programs
ACT	American College Testing
ADA	Americans with Disabilities Act
AI	Artificial Intelligence
AOS	Associate of Occupational Studies
AP	Advanced Placement
APR	Annual (Academic) Program Review
ATS	Applicant Tracking Systems
AY	Academic Year
BBA	Bachelor of Business Administration
BPS	Bachelor of Professional Studies
BRAG	Black Retail Action Group
BS	Bachelor of Science
CDR	Cohort Default Rate
CDS	Common Data Set
CDSE	Career Development & Success Evaluation
CEO	Chief Executive Officer
CIC	Continuous Improvement Committee
CIS	Career & Internship Services
CLO	Course Learning Objective
CLEP	College Level Examination Program
COA	Cost of Attendance
COR	Career Outcomes Rate
CRM	Customer Relationship Management
CPC	Core Professional Competencies
CPT	Curricular Practical Training
CTR	Click-Through Rate
DEI	Diversity, Equity, and Inclusion
DOB	Date of Birth
DSC	Data Security Committee
EC	Executive Committee
ECMC	Education Credit Management Corporation
EDDE	Exclusively Distance Education Enrollment
EECM	Experiential Education & Career Management
EMRK	E-Marketing
EFC	Expected Family Contribution
ETA	New York State Enhanced Tuition Award
ETC	Education Technology Council
EVP	Executive Vice President
FA	Financial Aid
FAFSA	Free Application for Federal Student Aid
FERPA	Family Educational Rights and Privacy Act
FMKT	Fashion Marketing (graduate program)
FMRM	Fashion Merchandising & Retail Management (graduate program)
FT	Full Time
FTE	Full Time Equivalent
FVT GE	Financial Value Transparency and Gainful Employment

FWO	First Week Orientation
FWS	Federal Work Study
FY	Fiscal Year
GED	General Education Development
Gen Ed	General Education
GFSCM	Global Fashion Supply Chain Management (graduate program)
GPA	Grade Point Average
GR	Graduate
GUS	Global University Systems
HEOA	Higher Education Opportunity Act of 2008
HESC	New York State Higher Education Services Corporation
HIP	High-Impact Practice
IA	Institutional Assessment
IB	International Baccalaureate
IIE	Institute of International Education
ILO	Institutional Learning Objective
INTD	Interdisciplinary Studies
IPEDS	Integrated Postsecondary Education Data System
IR	Institutional Research
ISS	International Student Services
ITTF	Instructional Technology Task Force
KPIs	Key Performance Indicators
LMS	Learning Management System
LOA	Leave of Absence
LOA	Learning Outcomes Assessment
MBA	Master of Business Administration
MPS	Master of Professional Studies
MSCHE	Middle States Commission on Higher Education
MS	Master of Science
myLIM	LIM College's Intranet Portal
NACE	National Association of Colleges and Employers
NACES	National Association of Credential Evaluation Services
NCES	National Center for Education Statistics
NC-SARA	National Council for State Authorization Reciprocity Agreements
NPSAS	National Postsecondary Student Aid Study
NSLDS	National Student Loan Data System
NSO	New Student Orientation
NSSE	National Survey of Student Engagement
NYC	New York City
NYSED	New York State Education Department
OLI	Office of Learning and Innovation
OOSLP	Out-of-State Learning Placement
OPT	Optional Practical Training
OSCQR	Online SUNY Course Quality Review
PELL	Pell Grant
PLO	Program Learning Objective
PT	Part Time
SAP	Satisfactory Academic Progress
SAT	Scholastic Assessment Test
SIS	Student Information System
SONIS	LIM Student Information System

SEOG	Supplemental Educational Opportunity Grant
SFS	Student Financial Services
SPC	Strategic Planning Committee
SPSS	Statistical Package for Social Sciences
SSC	Student Success Committee
STEM	Science, Technology, Engineering, and Mathematics
STRF	Student Tuition Recovery Fund
SLC	Student Leadership Council
TAP	Tuition Assistance Program (New York State)
TASC	Test Assessing Secondary Completion
TES	Transfer Evaluation System
TOEFL	Test of English as a Foreign Language
UG	Undergraduate
VTO	Volunteer Time Off
WWD	Women's Wear Daily

Introduction

LIM College History and Mission

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.

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 extensive support and recognition from the fashion and lifestyle industries via several avenues, including input and participation in our experiential education curriculum, membership on the LIM College Industry Advisory Board, the provision of internship sites, instructors, and guest speakers, site visits, and the post-graduation employment of our graduates in the business of fashion and lifestyle.

Post-graduation employment has remained consistently high over the years, with 95% of 2024 graduates working in the business of fashion or continuing their education within six months of graduation.

Today, LIM College is internationally recognized for educating leaders in the business of fashion and lifestyle industries. The College is cited by industry-media such as Fashionista among the Top 25 Fashion Schools in the World, and it promotes itself as a globally recognized institution with deep industry connections in New York City.

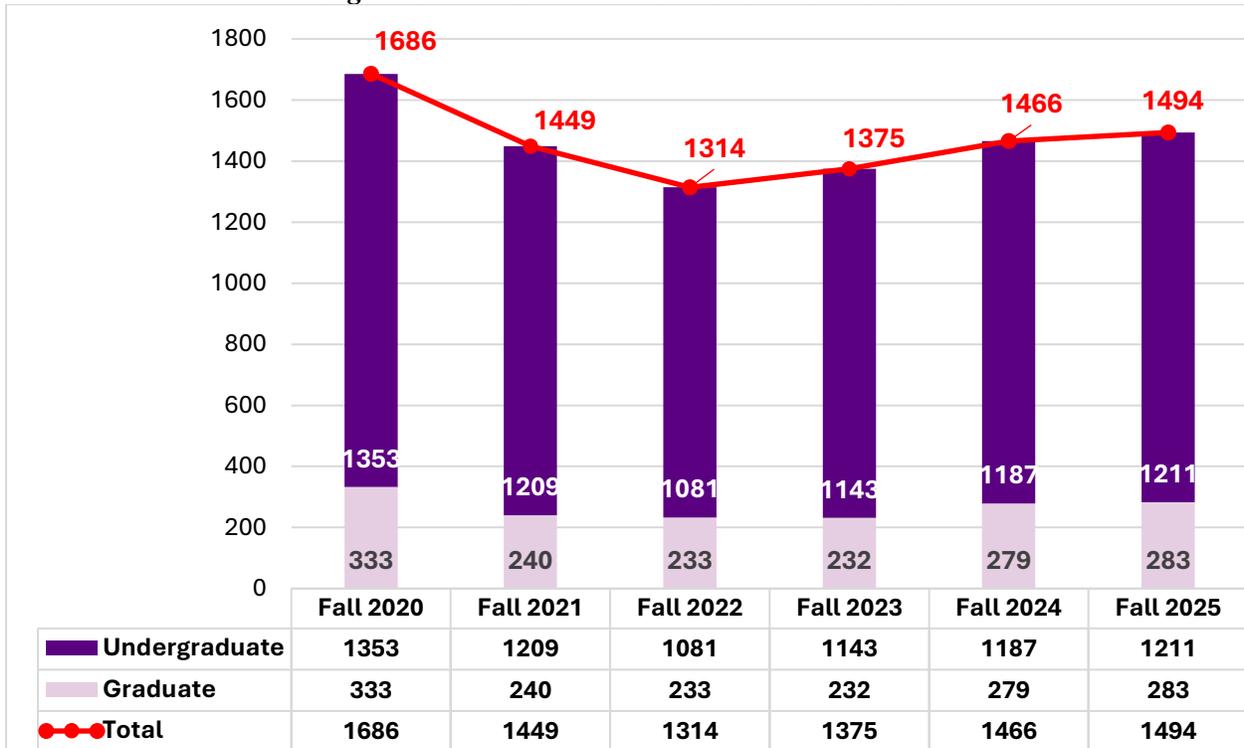
Currently, the College controls 85,000 square feet of classroom, office, and study space, and there are approximately 470 students housed in a nearby residence hall. LIM College employs 25 full-time faculty, 3 full-time librarians, 183 adjunct faculty, and 115 staff members. Academic programs include two associate degree programs, a Bachelor of Professional Studies, a Bachelor of Business Administration program in five different majors, and a Bachelor of Science degree in Fashion Media. The recently named Marcuse School of Graduate Studies includes three Master of Professional Studies degree programs, two Master of Science degree programs, as well as a new Master of Business Administration degree in Luxury Brand Management. Total enrollment currently stands at 1,494 students, marking the highest enrollment in the last three years (*Figure 1*).

As this Self-Study demonstrates, LIM College has strengthened its commitment to institutional mission and student success, fulfilling the goals laid out in *Appendix 1: 2022-2027 Strategic Plan*. The planning necessary to achieve well-managed growth, along with the infusion of dedicated professional staff and faculty has created a culture of assessment and continuous improvement, the success of which is shown in the following indicators:

- Average class size: 15 undergraduate / 12 graduate
- Student-to-instructor ratio: 9:1 undergraduate / 8:1 graduate

- Student-to-computer ratio: 7:1
- Member of the Class of 2024 working in the business of fashion and lifestyle or continuing their education within six months of graduation: 95%
- Increase of first-time full-time student retention from 69% (2021) to 73% (2024)
- Student loan default rate of 0% (FY 2021)
- \$58,956 median earnings after graduation
- 38% of Undergraduates enrolled receive Pell Grants in 24-25 (above National average 34%)

Figure 1. Total Enrollment Fall 2020 to Fall 2025¹



¹ Fall enrollment numbers are based on the official LIM College census roster for the given Fall semester.

With alumni thriving in the job market, an increasingly diverse student body, and the addition of innovative new graduate and undergraduate programs, LIM College is a global leader in fashion business education. The challenges and opportunities of this success are analyzed and discussed in this Self-Study Report within the framework of the following strategic priorities:

- **Student Success**
Enhance the student experience from admission to graduation and into life as an alum.
- **Innovation, Growth, and Evolution**
Create an innovative academic curriculum to educate and prepare students for the future.
- **Operational Efficiency and Technological Infrastructure**
Modernize and enhance LIM’s physical and cloud infrastructure.
- **Social Responsibility and Community Engagement**
Foster a sense of community and belonging for students across the college, both in-person and virtually.
- **Partnerships and Collaborations**
Expand and diversify industry partnerships to broaden opportunities for students.

- **Telling the LIM Story**

Share the College’s story to drive awareness and engagement with constituents both inside and outside the institution.

Guided by the current Strategic Plan, the College’s most recent major initiatives have included becoming a data-driven organization, creating a new website, prioritizing international growth, improving the online learning experience, creating new programs, retaining assistance from Credo to improve student retention, and refreshing existing programs (*Appendix 2: LIM College Organizational Chart Appendix 3: Staff Listing by Department, Appendix 147: Guide to Facilities and Offices, Appendix 4: 2024 Fact Book, Self-Study Process, and Appendix 5: Self-Study Design*).

LIM College uses a Standard-Based Approach. Since our priorities were broad enough to reach all departments, we were well served by an extensive and thorough analysis of all aspects of the College. This allowed for a full examination of the College’s compliance with the Requirements of Affiliation and the criteria for each standard. The lines of inquiry were written with the institutional priorities in mind, ensuring that each chapter highlights areas of alignment between the priorities and the standards.

LIM elected to establish a Coordinating Committee to start the process of the Self-Study, which included developing a Steering Committee and drafting the Self-Study Design. Members of the Coordinating Committee served as the Co-Chairs of the Steering Committee. This team was responsible for the overall management of the Self-Study process. The Coordinating Committee was charged to:

- Develop a Self-Study design that ensured critical analysis of the College’s compliance with Middle States Standards, Requirements of Affiliation
- 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

It is our aim to meet or exceed the standards set forth by the Middle States Commission. To this end, the Coordinating Committee established the following intended outcomes as the guiding philosophy of the Self-Study process:

- Demonstrate how the institution currently meets the Commission’s *Standards for Accreditation and Requirements of Affiliation (Fourteenth Edition)* and provide evidence by standard in alignment with the Evidence Expectations by Standard.
- 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.
- 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 that the institutional mission and goals are being met.
- Determine ways in which the College can enhance its external-facing presence and increase its responsiveness to industry trends and hiring needs.

Understanding that the Self-Study should be an integral part of the institution’s meaningful work, much of the information and several recommendations from the Working Group reports were converted into action items or short-term operational goals within months of completion (*Appendix 6: Operational and Short-Term Recommendations*). The outcomes of the Self-Study will lay the foundation for the development of the College’s next Strategic Plan.

In attempting to align the writing of the Self-Study with the seven Standards, the following structure has been adopted throughout the narrative to assist the reader:

1. Standards-Based Organization
2. Evidence Integration
3. Use of Data and Examples

4. Closing-the-Loop Narratives
5. Cross Referencing Across Standards
6. Clear Conclusions and Recommendations

Each one of the seven Standards has a specific focus and can be cross-referenced to other Standards, as detailed below.

Table 1. Standards Focus and Cross-Reference

Standard	Specific Focus at LIM	Cross-References to Other Standards
I. Mission and Goals	Mission and values guide all programs, operations, and planning. Updated in 2021 to reflect evolving industry needs.	Connects to V (learning outcomes tied to mission), VI (strategic plan rooted in mission), and VII (Board and leadership ensure mission alignment).
II. Ethics and Integrity	Ethical standards in academic honesty, Title IX, DEI, FERPA, consumer transparency. The Guardian system tracks cases.	Reinforces IV (student support policies), VI (compliance in planning/resource allocation), and VII (governance accountability).
III. Design and Delivery of the Student Learning Experience	Programs designed for career readiness in the business of fashion. Includes faculty qualifications, curriculum mapping, experiential learning, and new programs (Fashion Media, Business Analytics).	Tied to I (mission-driven curriculum), V (assessment of learning outcomes), and IV (support structures like advising and internships that enhance learning).
IV. Support of the Student Experience	Advising, orientation, academic support, career services, international student resources, and persistence initiatives.	Supports III (student success in academic programs), V (retention/persistence data used in assessment), and VI (planning resource allocation based on retention trends).
V. Educational Effectiveness Assessment	Multi-level assessment model (institutional, program, course) with rubrics, capstones, employer feedback. Evidence of closing the loop.	Relates to I (mission fulfillment), III (program quality), IV (student success outcomes), and VI (assessment data used in institutional planning).
VI. Planning, Resources, and Institutional Improvement	Strategic plan goals assessed annually; budget surveys inform resource allocation; investments in IT and DEI.	Links to I (mission-based planning), II (policies guiding compliance and transparency), V (use of learning assessment in planning), and VII (governance oversight of planning processes).
VII. Governance, Leadership, and Administration	Shared governance structure: Cabinet, Board, and committees review data and set priorities; administrative input drives decisions.	Connects to I (mission oversight), VI (resource and strategic planning), and II (ensuring integrity in decision-making).

At LIM, the Self-Study demonstrates that each Standard has a unique focus (e.g., Mission, Ethics, Learning, Student Support), but all are interconnected. For example:

- Retention (Standard IV) is both a measure of student support and a planning priority (VI) rooted in the mission (I) and validated through assessment (V).

- Curriculum mapping (III) links directly to student learning outcomes (V) and fulfills mission goals (I).
- Governance decisions (VII) shape planning (VI) and uphold ethics (II).

Standard I: Mission and Goals

LIM College's current mission statement can be found in *Appendix 7: Current Mission*, along with the College's institutional core values and vision. The mission statement is reviewed and revised as needed in alignment with the Strategic Planning process.

LIM College's mission is to prepare students for successful careers in the business of fashion and lifestyle industries through a curriculum that integrates academic study with experiential learning, industry engagement, and global perspectives. This mission emphasizes three central commitments: delivering industry-relevant education, ensuring student success and personal growth, and fostering a culture of innovation, equity, and continuous improvement.

Institutional goals flow directly from this mission and provide the framework for planning, assessment, and resource allocation:

- **Academic Excellence and Curriculum Relevance** – offering programs that combine strong foundations in business and liberal arts with applied learning and evolving industry practices.
- **Student Learning and Success** – equipping students with the skills, experiences, and support necessary to achieve personal, academic, and professional goals.
- **Industry and Employer Engagement** – sustaining partnerships that ensure curriculum alignment with workforce needs and provide extensive experiential opportunities.
- **Diversity, Equity, and Inclusion** – fostering an inclusive community that promotes equity of access and supports underrepresented students in their pursuit of career opportunities.
- **Institutional Effectiveness and Continuous Improvement** – using assessment results to guide decision-making, enhance operations, and strengthen LIM's long-term sustainability.

Together, these goals operationalize LIM's mission and ensure that academic programs, student services, and administrative practices remain aligned with the College's distinctive focus on experiential, career-oriented education.

LIM's Vision

The College's Vision — "*LIM is the global leader in the business of fashion and lifestyle education, delivering superior results for students, alumni, and the industry*" — serves as the aspirational anchor for all planning and decision-making. It defines what LIM seeks to become: a premier global institution known for experiential, industry-connected, and outcomes-driven education.

The Mission provides the framework for how this vision is achieved — through high-quality, experiential learning that prepares students for leadership in the business of fashion and lifestyle industries.

To bridge the Vision and Mission, the Strategic Planning Committee (SPC) identified four institutional priorities that translate LIM's long-term aspirations into actionable strategies: Data Analytics for Continuous Improvement, Innovative Academic Programs and Experiential Learning, Online Learning Environment and Broader student experience: meetings students where they are. Collectively, these priorities operationalize the College's Vision by embedding its aspirations into every aspect of institutional life — teaching, learning, student experience, and strategic investment. Each priority includes measurable objectives and annual performance indicators that ensure progress is systematically monitored, assessed, and refined.

Carnegie Classification and Mission Alignment

In 2025, LIM College was classified by Carnegie as an "Opportunity College – Higher Access, Higher Earnings." This designation recognizes institutions that provide broad access to students, particularly from diverse and non-traditional backgrounds, while also achieving strong post-graduate earnings outcomes. The classification directly affirms LIM's mission to prepare students for success in the business

of fashion and lifestyle industries by combining access to high-quality, industry-relevant education with measurable career outcomes in retention, graduation, and career placement.

Strategic Planning Process

LIM College initiated the 2022-2027 Strategic Planning process in May 2021 after the previous process was put on hiatus during the COVID pandemic. The Strategic Planning Committee (SPC) (*Appendix 8: Strategic Planning Committee Charge*) started by reflecting on the College’s vision, mission, and core values statements. As part of its reflection process, the SPC also incorporated updated values, including the newly added value: “Respectful Community – Champion Diversity, Equity, Inclusion, and Sustainability” to address the College’s growing mindfulness of these areas. Diversity, Equity, and Inclusion are also addressed in detail in the *DEI Strategic Plan 2020 (Appendix 9)*, which initially commenced in 2019 and was published in 2020 to cover 2021-2025. This core value supports the campus climate, described further in Standard II, and is integrated into the general education competencies, described further in Standard III.

The 2022-2027 LIM College Strategic Plan outlined several initiatives related to standing up a business vertically to offer micro-credentials and business-to-business training programs, scheduled for execution in 2026-2027. In advance of the outset of the initiatives, the College engaged in several activities to determine the extent to which these goals were still relevant for the College’s growth and whether there was a solid business case for pursuing these endeavors.

A white paper was produced that examined the competitive landscape, recommended organizational structure, initial and ongoing costs, pricing models, and a five-year financial projection. In addition, a marketing plan was developed to determine other potential returns in addition to revenue, including market share, earned media potential, partnership development, and brand enhancement. Finally, conversations were held with leaders from potential industry partners including PVH (Phillips-Van Heusen Corporation) and Macy’s, among others, to determine the needs of such organizations and their ability and willingness to partner with LIM on this type of endeavor.

It was established that, between well-established corporate players and large institutions of higher education, there already exists a great deal of competition in this space. Many of these organizations have established well-known brands that have become household names. The investment needed to establish a meaningful market share is considerable, and likely beyond the means of the College at this time. For these reasons, the LIM Executive team concluded that it was not in the best interests of the College to pursue these initiatives at this time.

Communication, Accountability, and Engagement in the Strategic Planning Process

The LIM College Strategic Plan (2022–2027) is communicated through a structured and transparent cycle that actively involves internal and external stakeholders at every stage of development, implementation, and review. The plan was originally developed through an inclusive, data-informed process led by the Strategic Planning Committee (SPC), a cross-functional group that includes representatives from senior leadership, faculty, staff, students, and the Board of Directors. Input was gathered through institutional surveys, committee consultations, departmental meetings, and town-hall sessions, ensuring broad representation and alignment with the College’s Mission and Vision.

Communication of the Plan: Once approved by the President and Board of Directors, the Strategic Plan was introduced college-wide through Presidential briefings, faculty and staff meetings, the myLIM intranet, and the College’s public website. Updates on progress toward strategic goals are shared at semester-opening assemblies, cabinet meetings, and periodic town halls, as well as through assessment and accreditation reports. These recurring communications reinforce transparency and collective ownership of institutional goals.

Accountability and Oversight: Each Strategic Priority has designated accountability leads—typically at the vice-presidential or divisional-director level—who report progress to the President’s Cabinet and

Strategic Planning Committee. The SPC monitors key performance indicators (KPIs), prepares mid-cycle progress updates, and coordinates evidence collection for annual assessment and budget planning. The Board of Directors provides ultimate oversight by reviewing progress at least twice annually through committee briefings, and by aligning budget approvals with strategic-priority outcomes.

Cycle and Continuous Review: The Strategic Plan follows an annual planning and assessment cycle in which divisional goals, resource allocations, and assessment results are explicitly linked to the institutional priorities. Progress is reviewed each summer, with mid-cycle adjustments implemented in the fall to maintain responsiveness to emerging opportunities or challenges.

Stakeholder Engagement: Stakeholder engagement remains integral throughout the process. Faculty and staff contribute to progress reviews through annual reports and committee participation; students are represented through the Student Leadership Council; and employers and alumni provide feedback via advisory boards and surveys. This engagement ensures that the plan remains a living document—responsive to stakeholder input, accountable in implementation, and reflective of LIM’s mission-driven commitment to continuous improvement.

Mission Review and Revision

The SPC solicited and received feedback from the College community to develop and review the mission, vision, and values statement, ultimately resulting in its revision, which was approved by the Board of Directors (BOD) in July 2021 (*Appendix 10: Mission Statement 2015 7 29 15* and *Appendix 11: Board of Directors – Excerpt July 2021 Meeting Minutes*). Once approved by the BOD, the revised vision, mission, and core values statements were shared with the LIM College community via email in August 2021 (*Appendix 12: Update on Strategic Planning*).

While the revised mission statement maintained the previous mission/goals statement’s focus on experiential education and connections to professional networks, a shift occurred in explicitly recognizing learning and working in-person and virtually as well as connecting students with alumni, industry partners, and professional networks. To honor the College’s commitment to experiential learning and connect it to the legacy of our founder, the College renamed its Graduate Studies department to the Marcuse School of Graduate Studies. The renaming coincided with enhancements to the master's degree programs, including new STEM-designated business degree options and specializations aligned with the evolving needs of students and industry employers.

Development of Strategic Priorities

Following the revision of the mission, the Strategic Planning Committee (SPC) developed a focused set of strategic priorities and action items grounded in institutional data, stakeholder input, and environmental scanning. Together, these priorities provide a clear rationale and roadmap for how the College will advance its mission and achieve its vision over the next three years. The resulting strategic priorities — Student Success, Data-Driven Organization, International Growth, and Online Learning Strategy and Operations — reflect LIM’s commitment to enhancing the student experience, strengthening institutional effectiveness, and ensuring long-term sustainability. Each priority is supported by measurable goals, timelines, and accountability structures that align planning, budgeting, and assessment processes across the institution.

This preliminary framework was presented to the Board of Directors in October 2021 (*Appendix 13: Board of Directors – Excerpt October 2021 Meeting Minutes*). A working group of the BOD met with members of the SPC in Jan. 2022 to review a preliminary draft of the Strategic Plan in preparation for the upcoming full BOD meeting. Incorporating this feedback, the SPC further refined the core values, strategic priorities, and respective action items to reflect a wider definition of our offerings and provide a stronger framework for the future. The budget implications of each action item were estimated to help College leadership in planning implementation of the strategic initiatives. A draft plan was also circulated

to the College community, soliciting community feedback (*Appendix 14: Request for Community Feedback_ 2022-2025 Strategic Plan Draft*).

The SPC incorporated community feedback and refined the metrics used to measure the implementation of the action items. The initiatives were incorporated into the budget process. The plan, with metrics and budget implications, was brought to the BOD for discussion in July 2020 and approved. The mission was again shared with the College community at Convocation in August 2022 (*Appendix 15: Convocation Program 2022*).

Certain aspects of the Strategic Plan remained fundamentally the same but were expressed more clearly. For example, the previous Strategic Plan included the priority of Student Success, in fostering a sense of community and belonging for students across the College (both in-person and virtually) and supporting flexible pathways to degree completion. In the current Strategic Plan, this emphasis has been clarified and integrated into the priority of Innovation, Growth, and Evolution. Similarly, other priorities required further articulation to ensure alignment with the College’s mission. For instance, the importance of connecting students with alumni, partners, and industry networks to broaden opportunities for students has also been elevated and incorporated into the Partnerships and Collaborations priority in the current Strategic Plan.

Incorporating Responsiveness into the Strategic Plan

Following an analysis of enrollment trends in Fall 2022, Strategic Plan initiatives were expanded further to examine complementary academic programs with employment demand in emerging sectors. Recognizing the natural crossovers between fashion and related industries—such as health and wellness, beauty, sports, entertainment, and home décor—LIM launched new degree programs, including the BBA in the Business of Cannabis, to meet employer demand for skills in marketing, retail, supply chain, and distribution. At the graduate level, the College introduced the MS in Global Fashion Supply Chain Management and MPS programs in Fashion Marketing and Fashion Merchandising & Retail Management, all approved for fully online delivery. These additions, supported by robust student services, expand opportunities for student success and timely degree completion (see Standard IV).

To allow sufficient time for new programs to demonstrate impact, LIM extended its Strategic Plan from three to five years. The College also refined its mission statement to include “lifestyle,” updating it to “the business of fashion and lifestyle.” While not a substantive change, this addition reflects both the expansion of LIM’s academic programs and the career paths of graduates in fields beyond apparel and accessories, including entertainment, sports, hospitality, beauty and wellness, and home furnishings.

In January 2024, with a new President and Provost having arrived, the Strategic Plan was reviewed and refined further to more clearly articulate the priorities set in Fall 2022 and refocus the vision to guide mission fulfillment more clearly. The refined plan incorporated feedback from the President’s Cabinet in March 2024. The BOD reviewed the plan in April 2024 and approved the revisions without change (*Appendix 1: LIM College Strategic Plan 2022-2027*).

Although the Strategic Plan has evolved through several iterations to respond to shifting institutional and industry dynamics, its core purpose remains constant: to uphold LIM College’s commitment to providing high-quality instruction that supports student learning and aligns with workforce needs.

Reflecting this commitment, the proportion of total expenditures dedicated to instruction, academic support, student services, and institutional support increased significantly—from 77% in 2021–2022 to 94% in 2023–2024 (*Table 2*). This growth reflects intentional reinvestment of institutional resources toward student-facing operations and academic quality. Together, these investments demonstrate how the College’s budgeting process operationalizes the Strategic Plan. Each department’s annual budget embeds Strategic Plan line items that directly advance institutional priorities and student outcomes (see *Standard VI, Section 5*).

Table 2: Increasing Financial Support for Instruction, Academic Support, Student Services, and Institutional Support

	Audited Expenses		
	2021-2022	2022-2023	2023-2024
Instruction, Academic Services, Student Services, and Institutional Support Expenses	\$30,795,369 (77%)	\$29,359,569 (78%)	\$38,015,455 (94%)
Total Expenses	\$39,743,910	\$42,352,614	\$40,287,083

Periodic Assessment of the Mission

The updated mission drives new program decisions, with all proposals for new programs discussed and vetted specifically for their relevance to the College mission, starting with an annual review of the employment landscape and industry trends, which includes a review of U.S. Department of Labor data (*Appendix 16: New Program Development Process 2024*).

All programs introduced since 2017 focus on the business of fashion and lifestyle, consistent with the current mission focus. These include the Master of Science degree in Consumer Analytics, the Bachelor of Business Administration in Fashion Management and Leadership, the Master of Business Administration in Luxury Brand Management, and the Master of Professional Studies and Bachelor of Business Administration in the Business of Cannabis. Curricular updates to the College’s master’s programs were also mission-driven, to better prepare students for current and future industry success through the incorporation of additional relevant digital/STEM skills. Additionally, all program learning goals are grounded in the LIM mission, covering fashion, lifestyle industry, business, and general education knowledge and skills (see Standard V and Learning Outcomes Assessment Plan).

The updated mission also coincided with the review of the College’s Institutional Learning Objectives (ILO), and updates have been made accordingly. For example, there was a shift from a global citizenship perspective to a focus on climate and sustainability and a diversity of viewpoints in civic life. Additionally, in the realm of information and digital literacy, students are expected to be able to demonstrate a critical approach to the assessment and use of content found on digital platforms, including artificial intelligence tools.

This mission alignment flows through to the course level as well. Across all courses that we develop (*Appendix 17: Syllabus Library*), we try to ensure the inclusion of diverse voices. For example, in the *Negotiation (MNGT 3324)* course there is a module dedicated to cross-cultural negotiations, discussing theories and concepts such as Hofstede’s Cultural Dimensions and Face Negotiation Theory. And in the *Leadership (MNGT 2733)* course there is a module dedicated to inclusive and ethical leadership, which addresses distinct types of bias. Examples of new courses from the sustainability front include the graduate course *Fashion Products: Measuring, Assessing and Minimizing Impacts (MPSE 623)* and the undergraduate course *Sustainability and the Future of Fashion (FASH 2612)*.

The College cultivates a culture of evidence to support institutional learning and continuous improvement. One way in which this is done is via the Institutional Assessment Plan (*Appendix 18: Institutional Assessment Plan*). The Institutional Assessment Plan encompasses the evaluation of academic, non-academic, and co-curricular areas to demonstrate how each contributes to advancing the College’s goals as outlined in the Strategic Plan (*Appendix 19: Strategic Planning Goals & Metrics*).

An example of data to support how well LIM is achieving its mission can be seen in internship participation rates. Nearly 100% of undergraduates complete internships, aligning with the mission’s emphasis on experiential learning and industry readiness. Campus Climate Survey results are another example of LIM’s success in achieving its mission. Qualitative responses indicating students feel prepared for careers, supported by advising, and connected to industry networks.

Curricular Changes (Academic Years 2021-2025)

Since 2021, LIM has executed targeted curriculum launches, revisions and retirements to align academic offerings with its mission and industry needs (*Table 3*).

Table 3: Curricular Changes

Category	Example (Year)	Rationale (Mission/Market)	Evidence Link
New Program	MS in Consumer Analytics (2024)	Industry demand; data/insights skill gap	Std III §Programs; Appendix A.3
Revised Curriculum	BBA Fashion Merchandising core updated (2023)	Employer feedback; Gen Ed alignment	Std III §Mapping; Appendix A.4
Discontinued	Cannabis minor sunset (2022)	Enrollment & outcome trends	Std VI §Planning; Appendix A.5
Delivery Change	Online 7.5-week grad format (2023)	Adult/working learner access	Std III §Modalities

Industry Partnerships and Advisory Board

LIM's Industry Advisory Board and employer partners directly inform curriculum currency and experiential learning opportunities. Over the last three years, feedback from board members and employer evaluations led to updates in the undergraduate business core, new analytics coursework at the graduate level, and revised capstone rubrics. These inputs ensure that mission-aligned outcomes, including career readiness and industry relevance, are continuously supported by current practice (see also Standards III and V).

Assessment and Improvement

- **Assessment Example:** Regular review of mission alignment through strategic planning and Institutional Assessment Reports.
- **Improvement Example:** Revised Mission Statement (2021) after college-wide review to better align with industry and student needs.
- **Assessment of Assessment:** Periodic evaluation of the Institutional Assessment Plan to ensure mission-related outcomes are measurable and actionable.

Recommendation

- Increase support for faculty/staff participation in external industry opportunities for professional development including conferences/workshops.
- Increase use of disaggregated data for underrepresented groups to better understand retention and provide targeted support.

Standard II: Ethics and Integrity

Ethics and integrity guide all operations at LIM College. A keyway this is demonstrated is through policies that shape the campus climate—supporting academic and intellectual freedom; addressing grievances from students, faculty, and staff; avoiding conflicts of interest; ensuring fair and impartial employment practices; and promoting honesty and transparency in both public and internal communications. This framework also helps ensure the College’s compliance with applicable laws and regulations. LIM is committed to communicating these policies throughout the faculty, staff, and student communities in a way that encourages attentiveness and compliance.

A Commitment to Academic Freedom and Intellectual Property Rights

LIM College is committed to maintaining academic freedom and freedom of expression in the College community and respecting intellectual property (IP) rights. Institutional policies are included in the Employee Handbook (*Appendix 21: Employee Handbook*, pages 85-88), Faculty Handbook (*Appendix 22: Faculty Handbook*, page 4), College Catalog (*Appendix 20: LIM College Catalog*, page 28), and Student Handbook (*Appendix 24: Student Handbook*, page 73).

Policies

Academic Freedom

LIM College’s policy on academic freedom asserts the College “is firmly committed to the principle of freedom of thought, inquiry, and expression. Learning flourishes best in an atmosphere where issues are openly debated, ideas exchanged, and opinions freely expressed. Academic freedom is a valuable right of both faculty and students, dependent, in turn, on corresponding responsibilities for its proper exercise. No member of the LIM College community may, in the exercise of academic freedom, deny the corresponding right of any other member of the College community, nor interfere with the legal and proper functioning of LIM College” (*Appendix 22: Faculty Handbook - Academic Freedom and Responsibility*, page 6).

Freedom of Expression

LIM College “upholds and defends the right to free expression, including the freedom to express assent or dissent, within the context of the law and personal responsibility” (*Appendix 21: Employee Handbook - Demonstrations/Protests*, pages 52-53) also (*Appendix 24: Student Handbook - Student Rights and Responsibilities - Demonstrations/Protests*, page 24).

Intellectual Property

LIM College upholds restrictions on unauthorized use of copyrighted materials and follows federal, state, and local laws governing intellectual property, including the Digital Millennium Copyright Act. Intellectual property policies governing copyrights, distribution, patents, trade secrets, trademarks, etc. are broadly covered in the Employee Handbook (*Intellectual Property Rights*, pages 101-104). Additionally, specific policies covering rights and responsibilities are articulated for a variety of institutional contexts including instruction, student work, computer and network use, and social media.

Student Work

All courses in the College’s Learning Management System contain a link to the document “College Policies & Resources Undergrad 2023-24” (separate graduate and undergraduate versions). This document covers the academic integrity policy, and links to comprehensive descriptions of improper use and citation of intellectual property in the College Catalog (*Appendix 20*, see *Graduate Academic Policies; Academic Integrity/ Undergraduate Academic Policies; Academic Integrity*). The College Catalog also contains a Statement of Intellectual Property Rights of Students, and the Student Handbook (*Appendix 24*) articulates infringements of copyright and trademark law (*Student Code of Conduct Sec. III #17*, p. 9). The appropriate use of information resources is embedded in general education competencies, as well as in library instruction on information literacy. This is further addressed in Standard III.

Instructional Material

The College's policy on the production and distribution of materials relating to classroom activities articulates expectations regarding copyright law (*Appendix 22: Faculty Handbook; Instructional Resources and Services; Textbooks and Manuals*, pages 29-30) The library also places restrictions on items placed on course reserve (*Library Resources and Services*, pages 31-32).

Social Media

The LIM College social media policy was created in 2012 to provide guidelines and rules for social media content and behavior. With social media playing a significant role in both internal and external communication, this policy helps protect the integrity of the College and the rights of its students. It outlines specific expectations for public comments and copyright law for faculty and staff as well as for students (*Appendix 21: Employee Handbook - Social Media Policy*, pages 98-99 and *Appendix 24: Student Handbook - Social Media Policy*, pages 19-21).

Computer and Network Use

The College prohibits the downloading or sharing of copyrighted material within its information systems. An overview of these policies is available in the *Policies & Procedures* section of the website. The document "LIM College Computer and Network Use Policy" prohibits downloading or sharing of copyrighted material (prohibited uses #14 and #15, page 2) and requires adherence to state and federal law (page 3). In addition, the document *Technology – Federal, State, and Local Laws* contains guidance on the Digital Millennium Copyright Act (page 2).

Detailed policies on prohibited uses of College networks are in *Appendix 21: Employee Handbook (Technology Use; Prohibited Uses, 16 and #17, page 86)* and *Appendix 24: Student Handbook (Information Technology; Computer and Network Use Policy; Prohibited Uses, 13 and #14, page 59, and Information Technology; Computer and Network Use Policy; Federal State and Local Laws; page 60)*. Specific policies are also available on the use of peer-to-peer networks (*Appendix 21: Employee Handbook; Technology Use, page 89* and *Peer-to-Peer File Sharing Policy* on the *Policies & Procedures* section of the website and in *Appendix 24: Student Handbook; Information Technology; Peer-to-Peer (P2P) File Sharing Policy; page 69)*.

Respect for Diversity

Among LIM College's core values is "Respectful Community," which includes a call to "champion diversity, equity, inclusion and sustainability," providing a foundation that fosters a climate of respect for diverse backgrounds and perspectives to flourish and enrich the learning environment. In 2020, LIM College established a strategic planning process focused on outlining realistic and measurable goals to achieve a more diverse, equitable, and inclusive campus community. The DEI Strategic Plan 2020-2025 includes a charge, vision, goals, and outlines action items. The Director of DEI and Accessibility serve as co-chair of the DEI Committee. Along with leading the revisions to the DEI Strategic Plan, the Director of DEI and Accessibility facilitate DEI Committee meetings and compiles monthly DEI newsletters.

A product of the work of the DEI Committee, the DEI Strategic Plan encompasses three major pillars: Learning, Advocacy, and Belonging. (*Appendix 9: DEI Strategic Plan 2020-2025*). Initiatives from the DEI Strategic Plan are further discussed in Standard IV. Additionally, a biannual Campus Climate Survey (*Appendix 25, Standard VI*) is administered.

LIM College periodically examines the extent to which the faculty and staff profile are reflective of the student population. Most recently, 35% to 40% of faculty/staff identify as non-white, which is reflective of the increase in minority representation (from 35% in 2016 to 54% in 2024), particularly among the undergraduate student population.

Communication of Policies

LIM College communicates its policies to faculty and staff through the Employee Handbook and Faculty Handbook. College policies applicable to students are in the College Catalog and Student Handbook, as well as on the LIM College website. Each new employee receives the Employee Handbook upon hire and signs an acknowledgment of receipt. New faculty members receive both the Employee Handbook and the Faculty Handbook. The latter includes policies, procedures, and resources specific to the needs of faculty. All current faculty and staff must also sign an acknowledgement when receiving annual updates to these handbooks.

The Compliance Committee has designated January as the time for each area responsible for a handbook to create a production timeline. Review begins in February and by June the handbook draft should be completed and ready for legal review.

All faculty and staff complete mandatory training on sexual misconduct and unlawful harassment upon hire. New faculty also attended a full-day orientation covering institutional resources, FERPA compliance, and the student information system (SONIS). FERPA training is reinforced through regular refreshers, a semesterly “Dos and Don’ts” guide, reminders at the annual Faculty & Staff Convocation, and an annual Registrar’s email outlining responsibilities regarding student records and external communications. FERPA policies are also published in the College Catalog and on the website to ensure ongoing accessibility and compliance.

Grading criteria and academic policies are published in the College Catalog, the *College Policies and Resources* document (undergraduate and graduate), and included with every syllabus in Canvas. These policies cover academic integrity, attendance, timely submission of work, and missed examinations. Faculty are also required to include language on the use of generative AI in course syllabi, consistent with College policy. Additional methods of communicating policies to students are described in Standard IV.

Policy Library

LIM College is in the process of developing a centralized Policy Library to house all institutional, academic, and administrative policies in a consistent, accessible format. This initiative will provide a single, authoritative source for faculty, staff, and students to access College policies, reducing redundancy and ensuring clarity in institutional operations.

The Policy Library aligns with best practices in governance and administration by enhancing transparency, accountability, and compliance. It also supports accreditation expectations by ensuring that policies are clearly documented, reviewed on a regular cycle, and easily accessible to all stakeholders. This effort reflects LIM’s commitment to continuous improvement in governance and operational effectiveness, and once implemented, the Policy Library will serve as a critical tool in strengthening institutional communication and policy enforcement.

Grievance Procedure, Student Code of Conduct, and Judicial System

Student Grievance

LIM College adheres to a grievance and appeals procedure that is explained on the College’s website (in the *Student Policies & Procedures* section, and in the *Consumer Info. Section*; see *Institutional Federal Compliance Report*). The guidelines identify the offices to contact regarding grievances about ADA accommodations, Title IX, grade appeals, Student Code of Conduct, the academic integrity policy, housing fees, and financial aid awards.

Although students are informed about the College’s appeals and grievance procedures, they may still contact multiple offices through various channels—such as email, phone, or in person—to express their concerns. The Compliance Committee and the Vice President of Student Affairs recognized that the absence of a centralized location for reporting grievances and complaints could lead to confusion and inconsistency. To address this, the College implemented the Guardian Case Management System in Fall 2024, streamlining the process and ensuring a fair and impartial resolution for all grievances. This platform enables the College to track resolution progress, and students can submit an incident report,

complaint, or bias report directly through myLIM, the College's intranet portal, at <https://limcollege.guardianconduct.com/student-portal/new-report>. These changes operationalized the College's commitment to ensuring that all student grievance procedures provide a fair and impartial resolution through an objective appeals process.

Student Code of Conduct

All enrolled students are provided with LIM College's Student Code of Conduct (*Appendix 24: Student Handbook* on page 5, and in the *Consumer Info.* section of the website). It is also reviewed as part of the College's New Student Orientation. The Student Code of Conduct provides a framework for standard acceptable behavior for students. It lists and describes violations and all disciplinary measures that can be taken against a student. Code violations are referred to the Disciplinary Hearing Board if not adjudicated by the Vice President of Student Affairs. The judicial process and grievance procedures ensure an impartial hearing. A student can be heard, have a witness at hand, present evidence, and appeal a decision.

Violence Against Women Act

In support of the Violence Against Women Act, the College has an ongoing education campaign to prevent sexual assault on campus and raise awareness of domestic violence, dating violence, and stalking. Called "It's on Us," the campaign is coordinated by the Office of Counseling Services and made up of on-campus and online events and resources. LIM College also conducts Title IX and Sexual Misconduct training at New Student Orientation. All students are required to complete an online Sexual Assault Prevention Training through Vector LMS, Higher Education Student edition. The training is a 75-minute assessment designed to help students identify healthy relationships and recognize and respond to sexual assault and harassment when it occurs.

Employee Grievance

The employee grievance procedure is outlined in the Employee Handbook (*Appendix 21*, pages 53-55). The policy is designed to ensure an amiable work environment by providing an effective channel for employees to express their feelings, discontent, and dissatisfaction openly and formally. The Employee Handbook also outlines a policy against discrimination and harassment, protecting anyone who files a complaint under this policy against retaliation or intimidation (pages 40 to 47). Employee grievance procedures are updated during each comprehensive review and revision of the Employee Handbook and Faculty Handbook, and on an as-needed basis as new laws and regulations emerge. To streamline the College's grievance process, faculty and staff now have direct access to submit incident reports and bias reports through the College's intranet portal. These grievances are managed through the College's new case management system, Guardian, to ensure a documented, fair, and impartial resolution.

Conflict of Interest

While LIM College encourages its faculty, administrative employees, and professional staff members to engage in mutually beneficial relationships outside of the College, the Conflict-of-Interest Policy guards against actual or perceived abuse of relationships with external entities in the public and private sectors (*Appendix 21: Employee Handbook*, pages 49-52.) Additionally, the College has a formal Conflict of Interest Policy (*Appendix 26*) for Board of Directors members and officers, as well as a Potential Conflict of Interest Statement.

Fair and Impartial Employment Practices

Hiring Procedures

Hiring begins with confirmation (or for new roles, development) of a job description by Human Resources in collaboration with the hiring manager. Positions are posted internally and externally (e.g., Paycor, LinkedIn, HigherEdJobs). Initial interviews are conducted virtually with the hiring manager, followed by second-round interviews with key collaborators and peers. Final interviews involve Human Resources or, when appropriate, the reporting line Vice President. Once a candidate is selected, a verbal

offer is extended and once accepted, a written offer is made. All Human Resources communications include the College's Equal Employment Opportunity Commission statement, ensuring fairness and compliance.

Promotion / Transfers

LIM College is committed to its employees' professional growth and development and encourages faculty and staff to maximize opportunities available within the institution. Any part-time or full-time employee in good standing, which includes performance, may be eligible for promotion or transfer to another department or area if they meet the requirements of the available position. A promotion or transfer can take place after six months of service if the employee meets the stated criteria (*Appendix 21: Employee Handbook*, page 9).

Evaluation

Prior to 2022, all staff and full-time faculty were evaluated annually by supervisors through a standard performance appraisal process. The appraisal was communicated in a meeting between the supervisor and employee. Employees were able to respond to the evaluation. Since 2022, performance evaluations have not taken place and are currently undergoing a process review. Regular reviews will relaunch in 2026.

Termination Procedures

As an at-will employer, LIM College may terminate or accept resignations for any non-discriminatory reason (*Appendix 21: Employee Handbook*, pages 111–114). Termination decisions are made carefully, with department heads required to provide Human Resources with supporting documentation. To ensure fairness, the College follows a structured, progressive process: verbal and written warnings, Performance Improvement Plans, and, when warranted, suspension. Termination is considered only after other corrective measures have been exhausted, unless the severity of the issue requires otherwise. This approach ensures consistency, accountability, and equitable treatment.

Honesty and Truthfulness in College Communications

LIM College is committed to ensuring that all communications, including public relations announcements, advertising, recruitment and admissions materials, and internal communications, adhere to the highest standards of honesty and truthfulness. To maintain adherence to these standards, the College has implemented a multi-layered review and approval process designed to prevent the dissemination of misleading or exaggerated claims. These procedures underscore our dedication to transparency, providing prospective students and stakeholders with reliable, accurate information without making undue promises.

Public Relations and Advertising

Press releases and public announcements from LIM College are developed with input from key administrators, faculty, and department heads, ensuring that all content is based on firsthand, accurate information. Each draft is reviewed by individuals involved in the news being reported, particularly those quoted, to confirm factual accuracy before distribution. Final approval comes from the President to ensure accountability and oversight. Additionally, any statements made to the media about LIM College are vetted by the Assistant Vice President of Strategic Communications, who works to uphold our standards for accuracy and truthfulness.

Recruitment and Admissions Materials

Marketing and recruitment materials, including the College Catalog, brochures, and digital content, are created in close collaboration with departments responsible for the information they contain. Each department provides data updates that are then validated for consistency by cross-referencing previous reports and historical records. This process ensures that prospective students receive transparent and factual representations of LIM College's academic offerings, outcomes, and student experience.

The Office of Marketing and Communications also distributes a “Marketing Do’s and Don’ts” document to all members of the marketing and enrollment/admissions teams, to establish a baseline for recruitment-related discussions. This supports transparent and honest enrollment conversations and is used as a general guide when creating marketing materials.

LIM’s commitment to truthfulness extends to avoiding any unsubstantiated claims or promises in recruitment materials, ensuring that our messages are both accurate and reflective of the actual LIM College experience. To further support transparency, admissions and marketing materials include relevant financial information. For example, *Appendix 27: Financing Your Future* provides an overview of key financial aid topics, while the “Fast Facts” presents a concise summary of College cost information.

Website and Consumer Information Compliance

Website content is managed by individual departments, with final reviews conducted by subject matter experts and department heads to verify the information’s accuracy and relevance. The Office of Marketing and Communications also reviews all website updates, particularly on admissions and program pages, to ensure that information is factual and aligns with requirements and institutional standards (e.g., representation of programmatic and institutional accreditation status). The Compliance Committee closely monitors content in the website’s Consumer Information section to meet all regulatory requirements, guaranteeing the integrity of data shared with the public.

Internal Communications and Data Integrity

The LIM College Fact Book, compiled annually by the Director of Institutional Research, serves as the central resource for accurate statistical data. This Fact Book is available to all faculty and staff via the myLIM online portal to ensure a consistent and truthful representation of College data across departments (*Appendix 4: Fact Book/Key Indicators*). All publications, both internal and external, undergo review by certain members of the Leadership Team to verify consistency, transparency, and adherence to our commitment to honesty. Student Financial Services are further described in Standard IV.

Compliance with Federal, State, and Commission Reporting Policies

Leadership

LIM College ensures compliance with federal, state, and Commission policies by assigning responsibility and leadership duties to individuals and committees within the administration. The members of the College’s Compliance Committee, along with the Vice President of Financial Aid Compliance and Provost, help ensure the College’s adherence to all applicable federal, state, and local laws and regulatory requirements. These leaders are recognized college-wide for their role in ensuring compliance with federal, state, and Commission policies, and are regularly consulted by departments regarding changes to College programs, policies, and procedures.

Required Information for Students and the Public

Consumer Information (Student-Right-To-Know Regulation)

LIM College’s *Consumer Information* website page, in compliance with the regulations of the U.S. Department of Education, provides a wealth of information on institution-wide outcomes, including graduation and retention rates, graduate employment rates, the Security and Fire Safety Report, immunization policies, and student loan default rates. In addition, the College website and Catalog contain information on LIM’s accreditation status with the Middle States Commission on Higher Education (MSCHE), programmatic accreditation with the Accreditation Council for Business Schools and Programs (ACBSP), and degree-granting authority from the New York State Board of Regents.

The College’s Director of Institutional Research is responsible for compiling the Fact Book and Key Indicators, which are distributed to all faculty and staff and provide content for the website’s Consumer Information page. (*Appendix 4: Fact Book/Key Indicators*) The data contained therein is reviewed by the Executive Committee prior to publication. Consumer information is updated at least annually. When substantial changes are needed, updates are made immediately. Such changes include

introducing a new degree program, as approved by the New York State Education Department (NYSED) and the regional and/or programmatic accrediting body such MSCHE or ACBSP; discontinuing a degree program; attaining specialized accreditation; or adopting revisions to the mission statement.

Federal Education Rights and Privacy Act (FERPA)

LIM's FERPA policy can be found on the *Consumer Information* page of the College website, in the *College Catalog (Appendix 20)*, on the *Policies & Procedures* page of the College website, and in the Student Handbook. Students' official electronic records are kept secure and private according to the guidelines set by FERPA, with all paper records stored at a secure off-site location. Electronic student records are accessed and maintained via SONISWEB, and College departments have access to selected data within the system based on their needs. Access to SONISWEB must be authorized by the Registrar, and departments have various levels of access depending on their role.

Clery Act

In accordance with the Clery Act, LIM College uses an emergency notification system to announce any significant emergency or dangerous situation involving an immediate threat to the health or safety of students or staff on campus. Notification is sent to the campus community immediately via automated emails, phone calls, and texts.

Substantive Changes and New Programs

LIM College adheres to all federal, state, and Commission procedures regarding substantive changes and new program launches. Each state approval for a new degree program is sent to the Commission for approval and inclusion within the College's accreditation. The Commission and NYSED approval letters are then sent to the Department of Education to seek approval for inclusion in the College's Program Participation Agreement (PPA) to offer Title IV funding. The approval procedures for new programs are itemized in the New Program Development Process (*Appendix 16*).

Periodic Assessment of Ethics and Integrity Practices

Assessment and Revision of Employee and Faculty Handbooks

The Office of Human Resources reviews and revises the Employee Handbook annually, and the Provost reviews and revises the Faculty Handbook (as was recommended during the College's last Self-Study). Also on an annual basis, the Office of Admissions, in conjunction with the Office of Marketing and Communications and the Division of Academic Affairs, conducts a review of the College Catalog, website, and marketing collateral to ensure accuracy of information and provide policy and practice-related updates.

An example of closing the assessment loop can be seen with Consumer Information. The College tracks student, parent, and external stakeholder inquiries/complaints regarding clarity of consumer information (e.g., tuition and refund policies, accreditation disclosures). A review of recurring questions revealed that many website users struggled to find or interpret certain compliance policies on the site. As a result, a change was implemented whereby policies were consolidated into a single Consumer Information page organized by category. A subsequent assessment using website analytics and inquiry data showed fewer redundant questions, demonstrating improved accessibility and clarity.

Internal Federal Compliance Review

In 2008, LIM began a college-wide assessment of its compliance with the Higher Education Opportunity Act (HEOA) of 2008. The College continued this assessment when Program Integrity Regulations were issued in 2011. The Compliance Committee conducts a review of federal compliance on an annual basis to determine if there are any updates. The Compliance Committee also meets monthly to review any potential issues and/or concerns. In addition, internal audits are conducted to ensure compliance with federal regulations. The most recent audit took place in March 2025. These processes are still in place today and will continue.

Emergency Response Procedures

In 2009, LIM College implemented college-wide emergency response procedures that were developed with guidance from an emergency response consultant. Since then, the College has regularly reviewed its plans and processes to ensure preparedness. This includes review and evaluation by an external consultant. Currently, each academic building has a Building Emergency Response Team consisting of LIM staff who are responsible for reviewing the building's emergency readiness and being prepared to respond in the event of an emergency on campus. These teams meet once per semester to conduct required exercises, which may include inspecting fire extinguishers, review emergency grab-and-go bags, and assessing building egress routes. They also review muster point evacuation plans.

The College also maintains a Crisis Communications Plan, Emergency Response Plan, and Business Continuity Plan, supported by semesterly tabletop exercises and quarterly reviews by the Emergency Response Team. Oversight is provided by the Compliance Committee, which meets monthly to monitor procedures, update policies, and coordinate training. Additionally, some staff members are certified in first aid and CPR, further strengthening campus readiness.

Assessment and Improvement

- **Assessment Example:** Annual review of bias, Title IX, and conduct cases logged in the Guardian system.
- **Improvement Example:** Introduced enhanced Title IX and bias training for faculty, staff, and students based on trends in case data.
- **Assessment of Assessment:** Compliance Committee evaluates reporting mechanisms (FERPA, Title IX) annually to confirm processes are effective and being used.

Recommendations

- Evaluate the implementation of Guardian to ensure it achieves its intended goals.
- Regular assessment of the performance review system should be implemented and conducted to ensure it provides a consistent and meaningful evaluation of employee performance.

Standard III: Design and Delivery of the Student Learning Experience

LIM College is dedicated to educating and preparing students for success in the global business of fashion and lifestyle through an immersive, experiential approach across all undergraduate and graduate programs. LIM endeavors to foster student growth and success by delivering rigorous and coherent learning experiences that blend synchronous and asynchronous methods, ensuring accessibility and adaptability in an evolving industry. Through high-impact practices (HIPs), industry partnerships, and a strong commitment to inclusivity, LIM students are prepared to enter and advance within their chosen career path.

Structure of Academic Programs

As of November 2025 (*Appendix 4: Fact Book/Key Indicators 2024*), total enrollment was 1494 students, comprised of 1211 undergraduates (81%) and 283 graduate students (19%). *Table 4* shows distribution of student enrollment across current undergraduate and graduate academic degree programs.

Table 4: Enrollment by Degree

	New Undergraduates (On-Campus)				On-Campus				On-Line				All Students	
	FTF		New TR		Undergraduate		Graduate		Undergraduate		Graduate		N	%
	N	%	N	%	N	%	N	%	N	%	N	%		
TOTAL ENROLLMENT	196		130		885		174		326		109		1494	
PROGRAMS														
<u>Undergraduate</u>														
AAS - Fashion Merch & Mgmt	1	<1%	4	3%	10	1%			38	12%			48	3%
AOS - Fashion Merchandising			1	1%	7	1%							7	<1%
BBA - Business of Fashion			18	14%	35	4%			67	21%			104	7%
BBA - Fash Mngt & Leadership			5	4%	19	2%			13	4%			32	2%
BBA - Fashion Marketing	2	1%	46	35%	208	24%			91	28%			299	20%
BBA - Fashion Merchandising	2	1%	32	25%	240	27%			71	22%			311	21%
BBA - Management					5	1%							5	<1%
BBA - Marketing					2	<1%			1	<1%			3	<1%
BBA - The Business of Cannabis									15	5%			15	1%
BBA - Visual Studies	1	<1%	1	1%	40	5%							40	3%
BPS - Fashion Merchandising			11	8%	33	4%							33	2%
BS - Fashion Media			11	8%	58	7%			28	9%			86	6%
BS - International Business					4	<1%							4	<1%
Undeclared Major	187	95%			218	25%							218	15%
Non-Matriculated	3	2%	1	1%	4	<1%			2	<1%			6	<1%
<u>Graduate</u>														
MPS - Fash Marketing							84	48%			43	39%	127	9%
MPS - Fash Merch and Retail Mgmt							45	26%			29	24%	74	5%
MPS - The Business of Cannabis											3	3%	3	<1%
MPS - The Business of Fashion							4	2%			21	19%	25	2%
MS - Global Fash Supp Chain Mgmt							4	2%			13	12%	17	1%
MS - Consumer Analytics							7	4%					7	<1%
MBA - Luxury Brand Management							30	17%					30	2%

As shown in *Table 4*, LIM College offers seven master's degree programs, five Bachelor of Business Administration (BBA) degree programs, one Bachelor of Professional Studies (BPS) degree program, one Bachelor of Science (BS) degree program, two associate degree programs, and more than 20 minors. Baccalaureate degrees consist of 122 semester credits, including a common professional core, a minimum of 21 credits in general education, and 13 credits for career education. If you look at the last column it identifies the total number of students enrolled in each program across all modalities. The very low enrolled programs (<1%) are being taught out.

Specific parameters are determined by degree type and include a business core and program-specific major courses, as well as liberal arts and general electives. The BBA in Marketing and BBA in

Management are being taught out and there are no new students being enrolled in these programs. This also applies to The Business of Cannabis, BBA. Additional clarity is provided later in the narrative.

For example, the BBAs in Fashion Merchandising and Fashion Marketing include 30 program-specific required credits, 21 general elective credits, and 15 liberal arts elective credits. In addition, LIM College's undergraduate business degree programs (Associate of Applied Science in Fashion Merchandising and Management, Bachelor of Business Administration degrees in Fashion Merchandising, Fashion Management & Leadership, Fashion Marketing, and Visual Studies, and Bachelor of Professional Studies in Fashion Merchandising) are accredited by the Accreditation Council for Business Schools and Programs (ACBSP) and contain business core requirements. The business core includes accounting, business law, economics, finance, management, and marketing, as prescribed by ACBSP.

The Master of Professional Studies (MPS) and Master of Science (MS) degrees require the completion of 30 credits and the Master of Business Administration (MBA) requires 39 semester credits. The MS in Global Fashion Supply Chain Management (GFSCM) follows a prescribed 30-credit curriculum, ensuring a structured progression toward degree completion. The MPS in Fashion Marketing includes 12 credits for elective specialization courses. *Appendix 28: Complete Program List* contains a complete inventory.

Curricular offerings adhere to New York State Education Department (NYSED) regulations, accrediting standards, and LIM College's academic policies and procedures (particularly, the Credit Hour policy) independent of the degree level or instructional modality in which they are offered. In accordance with MSCHE's Public Disclosures Policy and Procedures, the Standards for Accreditation and Requirements of Affiliation, and federal regulations including 34 CFR §602.16, LIM College makes information on academic program requirements, including required sequence of course offerings, explicit (*Appendix 20: LIM College Catalog*) and program completion requirements, including length of time normally required to obtain a credential (*Appendix 49: Advising Curriculum Worksheet*) readily available to students (*Appendix 123: Institutional Federal Compliance Report*). In response to feedback received from the last MSCHE Self-Study, advising sheets, referred to internally as program sequencer sheets, have been developed and implemented for graduate degree programs.

LIM College ensures that policies and procedures relating to the curriculum are applied consistently across curricular offerings by using Conclusive, a degree audit software. This system allows Academic Advisors, and as of Fall 2024, students, to review curricular requirements based on the student's catalog year of enrollment. If a student leaves the College, they may submit a matriculation maintenance form, which permits them to return under the same catalog year, provided they re-enroll within two semesters. These and other student retention strategies are further described in Standard IV.

Cohesion and Effectiveness of Undergraduate Programs

Undergraduate program learning goals and curriculum requirements are designed around five of our areas of study: general education, professional core, requirements for major, business core (for ACBSP-accredited programs) and experiential education. Within each area, courses are designed to build knowledge and skills and have appropriate prerequisites.

Institutional Learning Objectives / General Education Competencies

General education competencies define the foundational soft skills expected of all undergraduate students, emphasizing the integration of skills across disciplines. In Fall 2023, the College adopted a revised set of general education competencies (internally referred to as Institutional Learning Objectives), replacing competencies in place since 2018. These competencies are organized within six cross-disciplinary areas: communication, quantitative reasoning, critical analysis, technological competency, information and digital literacy, and equity, culture and sustainability. Following the introduction of the new core value, "Respectful Community – Champion Diversity, Equity, Inclusion, and Sustainability," the general education curriculum (e.g., *Global Themes for Writing (ENGL 3110)*) was aligned with this value. In

addition, new courses focusing on diversity, equity and inclusion (DEI) have been developed (e.g., *Diversity, Equity, and Inclusion: Theory and Practice (INTD 1321)*, *Call to Action: Inclusion in Fashion (INTD 2610)*, *Inclusive Leadership (INTD 2413)*, or integrated into existing courses (e.g., *Marketing (MRKT1550)*, *Introduction to the Fashion Business (FASH 1110)*, *Fashion Marketing Capstone (MRKT4960)*, *Fashion Merchandising Capstone (FASH4960)*). In addition to the course-level assessment that takes place in DEI courses, DEI values are evaluated as part of the National Association of Colleges and Employers Career Readiness Competencies (*Appendix 29*).

Each spring, the Arts and Sciences department assesses student performance in the general education courses that took place during the prior academic year. LIM's general education competencies are listed in *Table 5*. Because the competencies emphasize integration of skills across disciplines, assessment requires more than mapping courses to outcome categories (e.g., an advanced composition class to a writing competency). Instead, assessment opportunities have been mapped to individual competencies, so that a given area of competency might require coordinated assessment across courses (*Table 5: General Education Competencies, Courses, and Instruments* and *Appendix 30: General Education Competencies Assessment*).

Table 5: General Education Competencies, Courses, and Instruments

Competencies		Course where assessed	Assignment where assessed
COMMUNICATION	Respond to various rhetorical situations with clear and purposeful oral and written communication.	ENGL 3310 / CARE 4820	Final essay / Co-op presentation
	Effectively integrate quantitative and qualitative information as well as various types of media to achieve a stated communication purpose.	MATH 2760	Final project
	Communicate within and across cultures interpersonally and in group settings to welcome diverse perspectives and identities.	CARE 4820	Co-op presentation
QUANTITATIVE REASONING	Identify opportunities in which numerical evidence and methods can address real-world problems.	MATH 2760	Final project
	Use a quantitative approach, method, or algorithm to model data.	MATH 2760	Final project
	Present clear data visualizations.	MATH 2760	Final project
	Use appropriate technology to conduct data analysis.	MATH 2760	Final Project
CRITICAL ANALYSIS	Make reasoned arguments supported by relevant evidence.	COMM 2010	Final Project
	Analyze cultural subjects by assessing form, content, and context.	COMM 2010 [COMM 3310 started Spring 2025]	Final Project
	Develop skills to evaluate the credibility of media sources and identify sources of misinformation.	COMM 2010	Final Project
TECHNOLOGICAL COMPETENCY	Create purpose-driven content for participatory media.	COMM 2025	Podcast assignment

	Apply technology to diverse business scenarios and information management.	MATH 2760	Final Project
	Perform essential workplace tasks using appropriate software.	MATH 2760	Final Project
INFORMATION AND DIGITAL LITERACY	Utilize the College library and relevant research depositories to locate credible sources that serve research objectives.	COMM 2010	Final Project
	Use appropriate documentation style to cite research sources in assignments.	COMM 2010	Final Project
	Demonstrate a critical approach to the assessment and use of content found on digital platforms.	COMM 2010	Final Project
EQUITY, CULTURE & SUSTAINABILITY	Demonstrate knowledge of global equity and intersocietal challenges, including the impact of climate change.	ENGL 3310	Final Essay
	Convey an ethical approach to civic life that values sustainability and diversity of belief and personhood.	ENGL 3310	Final Essay

Consistent with New York State Education Department (NYSED) degree definitions, LIM College differentiates the General Education structure of its BBA and BS programs to reflect distinct academic purposes and outcomes. The BBA emphasizes breadth of learning within the liberal arts and foundational business disciplines, requiring a minimum of 30 credits (at least 25 percent of the program) in General Education across written and oral communication, quantitative reasoning, social sciences, and humanities. This broad distribution ensures that graduates demonstrate the analytical, ethical, and managerial perspectives expected of a professional business degree.

The BS degree, by contrast, aligns with NYSED’s expectation for a stronger orientation toward disciplinary and technical depth. It therefore requires at least 45 credits (roughly 35–40 percent of the program) in liberal-arts and sciences, with expanded coursework in mathematics, social and behavioral science research, and technology applications that support data-driven decision-making. Together, these structures ensure that each degree type maintains academic integrity and compliance with NYSED standards while advancing LIM’s mission to integrate experiential learning with intellectual and professional development.

Faculty teaching courses mapped to general education competencies are required to assess outcomes for at least 1/3 of submitted assignments using rubrics developed by the department articulating levels of proficiency for each competency. Results are reported in provided templates and completed within one week of the end of the semester. Once results are submitted, the department chair and course coordinators meet to discuss results and generate assessment reports that articulate findings and recommendations and track previous recommendations. The most recent assessment reports on general education competencies can be found in *Appendix 31: Communication Report 2024*, *Appendix 32: Critical Analysis Report*, *Appendix 33: Equity Culture Sustainability Report 2024*, *Appendix 34: Information and Digital Literacy Report 2024*, *Appendix 11: Information and Digital Literacy Report 2024*, *Appendix 35: Quantitative Reasoning Report 2024*, and *Appendix 36: Technology Report 2024*.

Structural Improvements to General Education Program

Math Curriculum

During the Fall 2018 semester, a task force led by the Chair of the Arts and Sciences department was created to review the developmental writing and mathematics program. Based on their SAT scores, many students were being placed in one of the developmental non-credit-bearing mathematics or English courses. Less than 15% of incoming students were registering for the first core required mathematics course, *College Algebra*. Many students were failing, withdrawing, or earning low grades in the

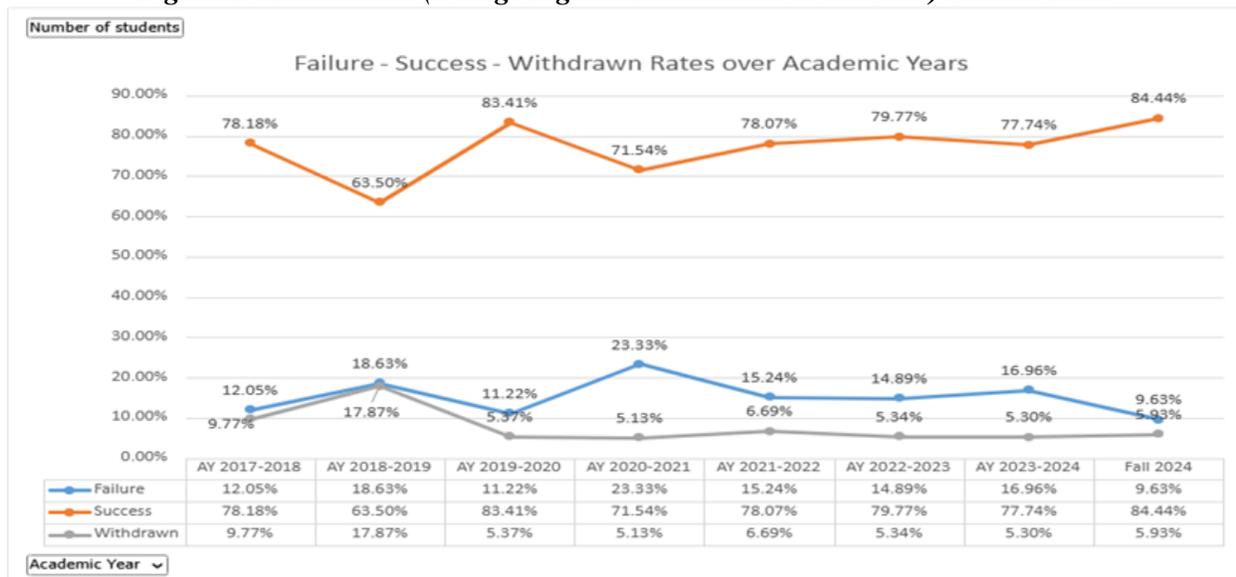
developmental mathematics courses and performing below students at benchmark institutions. This indicated a clear need to develop a new mathematics curriculum (*Appendix 37: Math Curriculum Workshop*).

During Spring 2019, full-time mathematics faculty members worked on the development of the new mathematics curriculum, which included workshops with adjunct faculty to communicate the reasoning behind this new curriculum and give them the opportunity to contribute to its development. The mathematics curriculum shifted from one that was algebra-based to one that was statistics-based, a shift which was supported by the Industry Advisory Board and Office of Career and Internship Services. A corequisite model was implemented, embedding targeted academic support for students whose placement exam results indicated that need. This resulted in the development of the *Introduction to Statistics (MATH 1300)* course and its corequisite, *Essentials of Introduction to Statistics (MATH 0595)*. Less than 5% of incoming students are required to take the corequisite course. The *Introduction to Statistics* course is designed to prepare students for *Applied Data Analysis (MATH 2760)*, a general education core course that also introduces students to SPSS, (Statistical Package for the Social Sciences) supported through an institutional license approved by the Educational Technology Council (discussed further in Standard V and VI).

This transition has enhanced the relevancy of the mathematics curriculum to prepare students for analytical careers, which is an area with high employer demand. The regular evaluation of pass rates in the new *Introduction to Statistics* course demonstrates that it is comparable to pre-implementation levels (*Figure 2*). In addition, withdrawal rates in mathematics courses have decreased overall, suggesting that the corequisite model is working (*Appendix 38: Math Grades Fall 2022-2024*). The benefit of the corequisite model to students is that it eliminates the need to take a prerequisite course, which can delay their academic progress,

Following the implementation of the new mathematics curriculum, an annual assessment cycle was established to ensure learning outcome goals are met and to evaluate the ongoing effectiveness of the corequisite model. For mathematics assessment reports (*Appendix 121: Mathematics Assessment 2021-2023 Reports*).

Figure 2: Mathematics (College Algebra/Introduction to Statistics) Success Rates



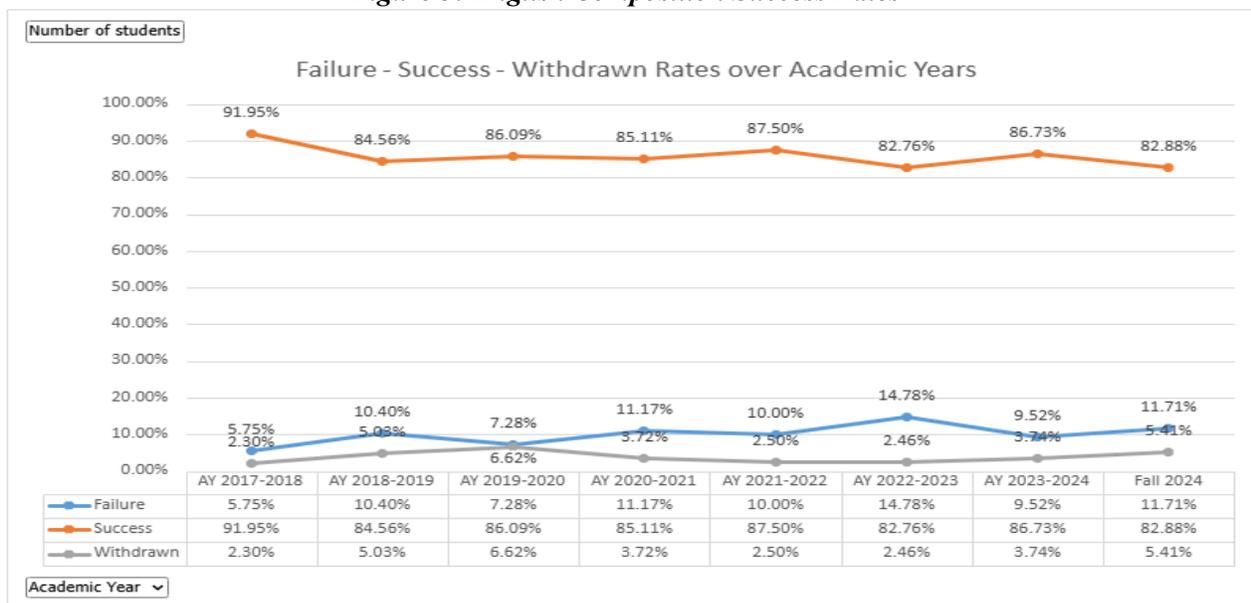
English Curriculum

The *Essentials of Composition (ENG 0795)* course was introduced as a corequisite to *English Composition (ENGL 1100)* for students identified through placement exams. Like the model used in

mathematics, the corequisite course offers just-in-time instructional support to students enrolled in college-level coursework, eliminating the need for non-credit remedial classes. The goal was to provide targeted academic support while maintaining student success rates and reducing the total number of instructional hours. Since implementation, pass rates in *English Composition* have remained consistent with pre-implementation levels, demonstrating that the model provides necessary academic support without diminishing student outcomes (*Figures 2 and 3*). Early results indicate that the corequisite approach is effective in maintaining student success while expanding access, and longitudinal tracking is expected to show further gains in pass rates as the model is scaled. This initiative illustrates LIM’s ongoing cycle of assessment, curricular change, and evidence-based evaluation, aligning with the principles of Standard V: Educational Effectiveness Assessment.

In addition to shifting towards a corequisite model for general education, sequencing was enhanced with the addition of prerequisites (e.g., *Critical Thinking: Reading, Writing, Research (COMM 2010)* is now a pre-requisite for *Applied Data Analysis (MATH 2760)* to provide a foundation for critical thinking). Based on an assessment of general education competencies, the need for students to improve their public speaking skills was identified. As a result, *Communication: Methods and Audiences (COMM 1400)* was revised to place greater emphasis on audience-specific communication strategies. To ensure consistency in the delivery of general education courses across sections, course coordinators in the Arts and Sciences department developed course guides for new faculty during the Fall 2023 semester (*Appendix 39: Arts and Sciences Guides*).

Figure 3: English Composition Success Rates



Library and Information Literacy Instruction

The Adrian G. Marcuse Library’s collection includes 13,000 book titles, 172 periodicals, and 900 bound fashion journals dating from the mid-1950s. In addition, the library has more than 49 databases, 1,492 e-books, and 621 DVDs available. The LIM College Archives house special collections, rare books, photo/video media, and digital resources related to the enduring records of LIM College and fashion history. The archives are accessible to internal and external researchers. The utility of databases is regularly reviewed, with the most recent review occurring in 2021, resulting in a slight reduction in database offerings to more closely align with the instructional needs of curricular offerings.

Librarians provide classroom-based and online research instruction for undergraduate, graduate, on-campus, and online students throughout the academic year. In 2023-2024, LIM’s librarians delivered

information literacy sessions to over 1,200 students, a 19% increase from the previous year. In 2024-2025, the number of students attending these sessions increased to 1,400. The library also offers 26 online research guides and numerous video tutorials, which saw significant increases in usage from Fall 2023 to Fall 2024. The library’s virtual tools and guides are constantly updated as information, and the needs of LIM students and faculty evolve. For example, in Fall 2024, the library added research guides in social equity and artificial intelligence. The library is committed to supporting the LIM community—providing expansive collections, instructional services, patron outreach, and comprehensive research tools to ensure that students and faculty have the resources needed for academic success.

Experiential Learning

As reflected in the Strategic Plan, and core to an education at LIM, the College is committed to partnering with employers across relevant industries to provide access to internships and experiential learning opportunities for all students (*Appendix 122: Sample Employer Agreement*).

Undergraduate programs contain career education course requirements (referred to as CARE, *Appendix 40: Institutional Curriculum Map, Appendix: 41 Learning Outcomes Plan 2024-2025*, sample mapping for the BBA in Fashion Merchandising in *Appendix 124: NACE Competencies mapped to Fashion Merchandising Degree*). These courses are overseen by the Office of Career and Internship Services (CIS), formerly known as Experiential Education & Career Management. The CARE undergraduate curriculum is comprised of 13 credits (except for the Business of Fashion BBA, which is 11), which include *Internship Prep: Designing Your Career (CARE 1300)*, *Internship I (CARE 1620)*, *Internship II (CARE 2620)*, *Senior Co-op Prep (CARE 4800)*, and *Senior Co-op (CARE 4820)*. These courses are reflective of high impact practices (HIPs).

As part of the CIS curriculum, students’ resumes are evaluated using a Ready, Almost Ready, Needs Improvement scale (*Appendix 42: ATS Resume Rubric*). The culmination of the CARE program occurs during the Senior Co-op, which allows students to integrate, apply, and transfer their knowledge and skills in all relevant areas of the curriculum to practical, on-the-job experience. For this reason, the Senior Co-op can be used in part to assess the attainment of general education objectives across undergraduate programs (*Table 5*). More information on program outcomes can be found in Standard V.

CIS coordinates employer evaluations of student interns using the following career competencies established by National Association of Colleges and Employers (NACE): Career and Self-Development, Communication, Critical Thinking, Equity and Inclusion, Leadership, Professionalism, Teamwork, and Technology (*Appendix 125: NACE Career Competencies Assessment until Fall 2024 and Appendix 43: Technology Rubric*). Since 2021, employers have evaluated LIM students highly in achieving NACE competencies, surpassing the national average (*Table 6*). It will be interesting to note whether this will be impacted by the change in NACE rubrics that became effective in Fall 2024. Students are also asked to perform a self-evaluation of performance in NACE career competencies (*Appendix 126: NACE Career Competencies Fall 2024*) and internship evaluation (*Appendix 127: Senior Co-op Employee Impressions*).

Table 6: Student Outcomes of NACE Competencies in Comparison to National Average

National Association of Colleges and Employers (NACE)	2021-2022			2022-2023		
	Importance per Employers	LIM Students	National Average	Importance per Employers	LIM Students	National Average
Teamwork	4.49	4.4	3.91	4.37	4.62	3.84
Equity & Inclusion	4.33	4.55	3.96	4.29	4.49	3.97
Professionalism	4.2	4.35	3.46	4.23	4.46	3.46
Communication	4.56	4.25	3.64	4.49	4.34	3.5

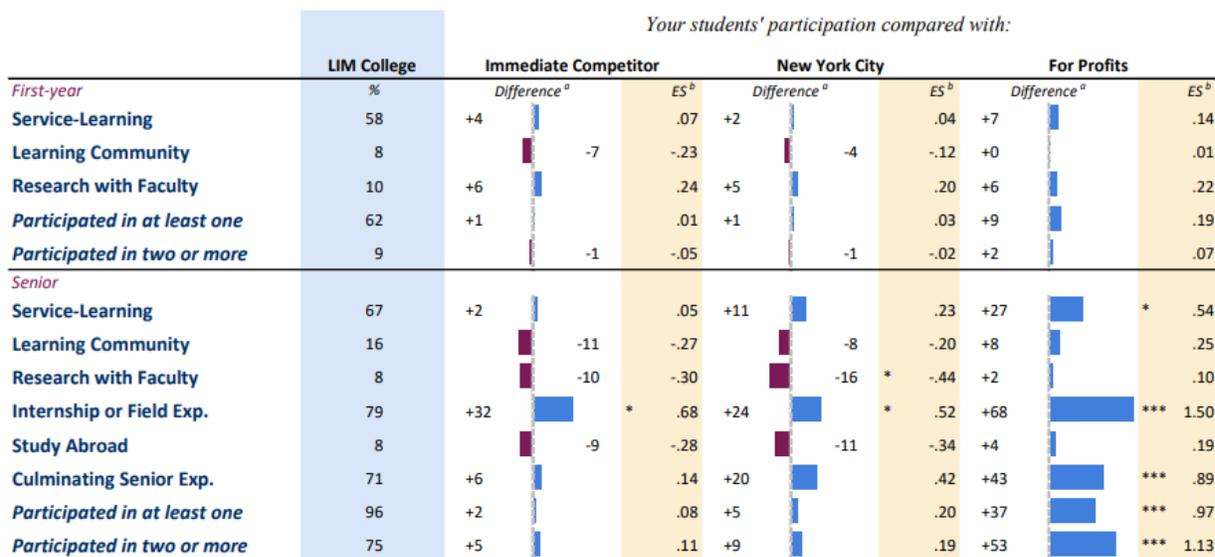
Career & Self-Development	3.82	4.25	3.39	3.81	4.22	3.41
Technology	4.05	4.35	4.07	4.03	4.18	3.98
Critical Thinking	4.57	4.05	3.68	4.46	3.96	3.62
Leadership	3.68	4.05	3.31	3.65	3.95	3.22

Source: Office of Career and Internship Services - Spring 2022 and Spring 2023 reports

By the time LIM students reach their senior year, they demonstrate significantly higher engagement in HIPs compared to peers at immediate competitors, New York City institutions, and for-profit institutions (*Appendix 44: NSSE 2024 HIPS*). For example, 79% of seniors reported participating in an internship or field experience, exceeding the national average by a wide margin (+32% vs. immediate competitors, +68% vs. for-profits). Additionally, 71% of seniors completed a culminating senior experience, and 67% engaged in service-learning, both of which exceed or meet peer performance. Notably, 96% of LIM seniors participated in at least one HIP, and 75% participated in two or more—figures that underscore LIM’s commitment to embedding high-impact practices into the academic journey. *Figure 4* further highlights the comparison between LIM College and its peers.

Similarly, graduate programs also incorporate experiential learning into their curriculum. All graduate degree programs (except the Business of Cannabis) include a 3-credit internship course. This internship experience is vital for students, as it provides opportunities for hands-on learning, industry exposure, and the chance to apply academic knowledge in real-world settings. By completing this internship course, students gain practical insights, make valuable industry connections, and help build a competitive edge in the job market. Partnerships with fashion and lifestyle brands and organizations also provide networking and professional development opportunities, enhancing the practical application of classroom learning.

Figure 4: High-Impact Practices (HIPS) Comparison



Developed based on graduate student feedback, the Career Success track (first offered in the 2023-2024 academic year) provides students with an optional specialization to enhance their career readiness. In addition to the required 3-credit internship, the track includes two optional 1-credit courses *Graduate Career Accelerator (MPSI 691)*, a career preparation course and *Graduate Career Launcher (MPSI 692)*, an internship course, one taken in the first semester and the other in the second semester.

These courses offer additional support and guidance tailored to the needs of students entering the fashion and lifestyle industries.

LIM College continues to build on this success. Effective Fall 2025, the academic class component of the experiential education curriculum for graduate programs is under the direction of the Dean of Graduate Studies. With strong student engagement in internships, service-learning, and capstone experiences, LIM is currently assessing how to better capture and track HIPs across departments, ensuring consistency and enabling future planning. These efforts aim to expand transformative learning opportunities, reinforcing LIM’s strategic priority of enhancing partnerships and collaborations to better prepare students for the workforce.

Despite the success of internship courses, these offerings were disrupted by the COVID pandemic. During the summer of 2020, 299 students enrolled in career education courses (representing a 151% increase from the previous summer) and were required to find an internship. With only 27% of those students able to secure a traditional internship, there was a need to provide students with an alternative to a traditional internship that would still provide them with meaningful career experience. To address this, CIS created the “Fashion Forward” program, an industry-focused, project-based internship.

Students in the Fashion Forward program were asked to complete a semester-long project that required them to conceive a new product, service, or concept using design thinking principles. In addition, students were required to present their projects virtually to alumni and industry judges. This program has persisted beyond the COVID pandemic to continue to provide a decreasing proportion of students (currently less than 10%) with an alternative to a traditional internship (*Table 7*).

Table 7: Student Participation in Fashion Forward Compared to Traditional Internships

Semester	Fashion Forward	Traditional Internship	Total # of Students
Fall 2020	71% (288)	29% (117)	405
Spring 2021	64% (404)	36% (228)	632
Summer 2021	52% (120)	48% (111)	231
Fall 2021	50% (171)	50% (171)	342
Spring 2022	25% (76)	75% (320)	396
Summer 2022	0% (0)	100% (118)	118
Fall 2022	13% (25)	85% (225)	250
Spring 2023	16% (55)	84% (283)	338
Summer 2023	0% (0)	100% (138)	138
Fall 2023	6% (18)	94% (264)	282
Spring 2024	9% (38)	91% (365)	403
Summer 2024	5% (7)	95% (121)	128
Fall 2024	3% (9)	97% (225)	234

Note: Numbers in parentheses indicate the number of students.

Improvements to Degree Program Structure and Assessment

Starting in Fall 2019, the Senior Capstone courses were incorporated into major requirements, marking a shift in how academic program assessment is structured. To support this shift, program-specific capstone assessment exams, in Undergraduate programs, were created to measure program learning outcomes. More information on these outcomes can be found in Standard V.

An example of how data has been used to make decisions about new programs or program updates can be seen with the development of the Fashion Media and Fashion Marketing Programs. Industry Advisory Board and industry partner input identified digital media, social media, and marketing analytics as growing fields in fashion. Assessment led to the creation of the BS in Fashion Media and expansion of marketing tracks. Assessment of these new programs reveals increased student demand and impactful internship experiences. Positive employer feedback demonstrates alignment with industry evolution.

Rigor of Undergraduate Programs

Beyond program-level assessment, LIM evaluates overall rigor across undergraduate programs by examining student engagement with higher-order, reflective, and integrative learning—skills tied to problem-solving and real-world application. Data from the National Survey of Student Engagement (NSSE) are benchmarked against peer institutions, including New York City and for-profit colleges, to assess sufficiency. The 2024 NSSE results show that both first-year students and seniors scored higher than all comparison groups in higher-order learning and reflective/integrative learning, reflecting students’ exposure to a rigorous and relevant curriculum (*Table 8*).

Table 8: NSSE Mean Score for Engagement Indicators

Engagement Indicator		LIM College	Benchmark Group	New York City	For-Profit Institutions
First Year Students	Higher-Order Learning	43.0	39.0	40.2	40.0
	Reflective and Integrative Learning	43.7	37.8	37.8	35.9
Seniors	Higher-Order Learning	43.4	40.7	40.6	42.6
	Reflective and Integrative Learning	41.4	40.0	38.8	39.8

In addition to NSSE, the College also administers the Student Experience Survey (formerly known as the Student Satisfaction Survey) to gather students’ feedback on their overall experience at the College, including overall perception of faculty engagement and teaching effectiveness. Aggregated student evaluations of teaching effectiveness from the 2024 Student Satisfaction Survey are included below (*Appendix 128: Student Experience Survey Results*):

- 72% Very good/Excellent when meeting in person 2x a week
- 49% Very good/Excellent when meeting in person 1x (3-hour meeting)
- 52% Very good/Excellent when meeting in person and virtually
- 60% Very good/excellent when meeting 1x in person (+asynchronous work)
- 44% Very good/Excellent when meeting 1x virtually (+asynchronous work)
- 32% Very good/Excellent when meeting fully online (no in-person meetings)

Table 9 shows that the College’s increased emphasis on the quality of teaching has improved outcomes in the NSSE category of Effective Teaching Practices, with outcomes for both first-year students and seniors now matching or exceeding the NSSE/For-Profit College average score.

Table 9: Excerpted NSSE Data

Survey Year	First-Year Students		Seniors	
	LIM College	NSSE Average	LIM College	NSSE Average
2019	36.7	38.4	39.5	39.5
2024	45.4	42.5*	44.8	42.0*

**In 2024, comparative data changed from the national average to a for-profit college average.*

Based on the results of the online teaching effectiveness survey, the Deans have implemented an action plan which includes integrating the disaggregated survey data into the intervention procedure for all underperforming faculty members. Currently, underperforming faculty are identified through multiple data sources, including course evaluations, ongoing observations by the Office of Learning Innovation (OLI) liaison (for online classes) and by Chairs/Deans (for in-person classes), faculty observations, instructor insights, and student complaints. Our intervention procedure includes meetings between the underperforming faculty member and the Chair or Dean, potential suspension for a session or semester pending retraining, targeted retraining interventions provided by OLI liaisons or peer faculty, and reevaluation following the retraining intervention.

Governance Structure for Oversight of Curriculum and Assessment

LIM College ensures that all student learning opportunities, whether delivered on campus, online, or through experiential learning, are designed, delivered, and assessed under the oversight of its faculty, administrators, and staff as a component of the academic governance of the College, as detailed in the sections below. In this way, LIM ensures rigor and coherence for all programs and at all degree levels, regardless of instructional modality. This supports LIM College’s commitment to continuous improvement of the student learning experience.

Academic Affairs Council

The Academic Affairs Council (AAC) serves as the primary body for implementing curriculum, resolving operational matters, and enacting policies for the academic and academic support departments, at both the undergraduate and graduate levels. Matters or issues including, but not limited to, the following may be brought before the AAC for consideration: new courses, changes to existing courses, the discontinuation of existing courses, operational issues, as well as any other pertinent issues AAC members wish to bring forth for consideration. The AAC may approve, when appropriate, operational matters and procedures related to the graduate and undergraduate departments and academic support departments.

New/Change Course Approval

The procedure for approving the addition of a new course or making a change to an existing course is well-established and continues to be an effective method for validating curricular enhancements and communicating changes across Academic Affairs stakeholders (including faculty, academic departments, operations/registrar, and academic advising). New/revised syllabi are presented to the Academic Affairs Council (AAC) for review and feedback before being added to the curriculum (*Appendix 129: Process for New Course, Change to Course, or Program Change*).

Approved syllabi, using a newly standardized format (*Appendix 130: AAC Syllabus Format Approved for Fa2*) are used to develop courses by Subject Matter Experts (SMEs). The Office of Learning Innovation (OLI) works with SMEs and academic leaders to identify key deliverables, define their format, and ensure alignment with institutional goals. Since Spring 2020, OLI has facilitated the creation of standardized course blueprints using course maps as outlines (*Appendix 131: MNGT2377_Course Map_May 23*).

The number of standardized blueprints has increased from 40 to 153 (Fall 2023 to Fall 2025). These blueprints ensure consistency and quality across all online courses and align with institutional learning outcomes, contributing to both student satisfaction and retention. OLI's support in customizing Canvas to create visually cohesive and engaging course designs has further enhanced the student learning experience, aligning with the College's strategic initiative to expand and enhance online learning. Starting in the Fall 2025 semester, course coordinators for Graduate Studies will be assigned with the responsibility of regularly reviewing and updating the course blueprints based on a curriculum review schedule and budget set by the chairs (in Undergraduate and the Dean in Graduate) and managed by the OLI. Course coordinators update the blueprints for their courses in Canvas to keep courses consistent and the material current.

New Program Development

The 2017 Self-Study identified the need for a more formalized and transparent process to guide new academic program development. In response, and under the leadership of the new Provost (appointed August 2023), LIM College implemented a comprehensive and structured program development process that emphasizes data-driven decision-making, mission alignment, and collaborative review. This process engages multiple internal stakeholders—including faculty, academic leadership, Institutional Research, and Student Affairs—to ensure that each proposed program is both academically sound and market-relevant. Proposals undergo feasibility analysis, resource review, and assessment planning prior to approval by the Curriculum Committee and senior leadership, with final endorsement by the Board of Directors. This framework ensures that all new programs are evaluated not only for their educational effectiveness but also for their alignment with institutional goals and strategic priorities (*Appendix 16: New Program Development Process*).

Benchmarking with Peer Institutions

LIM College systematically benchmarks its performance against a set of peer fashion-focused institutions using IPEDS data across admissions, enrollment, financial aid, costs, and student outcomes. Comparative analyses highlight LIM's relative strengths in areas such as retention, graduation rates, and student debt levels, while also identifying opportunities for improvement in enrollment growth and diversity. These comparisons provide essential context for institutional planning and assessment, ensuring that LIM's strategies remain competitive within its sector. For example, LIM's retention and graduation rates are on par with or above those of peer institutions, while average student indebtedness remains moderate compared to national and sector norms. By using peer benchmarking, LIM ensures that its goals for student success, resource allocation, and program development are informed by external standards as well as internal assessment, reinforcing a culture of evidence-based improvement.

Annual Program Reviews

Beginning in the 2023-2024 academic year, a new annual academic program review process was instituted, starting with a pilot in the undergraduate programs of Fashion Merchandising, Fashion Marketing, and Fashion Media. Due to recent curriculum updates in the graduate division, annual program review will launch for the graduate programs in the 2024-2025 academic year (*Appendix 132: Annual Program Review Template*). LIM had previously used a basic curriculum map, but adopted IRMA (Introduced, Reinforced, Mastered, Assessed) to develop advanced outcomes-based maps. This transition allowed the College to move beyond simply noting where outcomes appeared to show how they were developed and assessed over time. The shift also supports the implementation of the Annual Program Reviews (APR) and clearer program-level assessment. The APR evaluates program health, covering student learning outcomes, enrollment, retention, graduation, and career outcomes, while identifying areas for growth. Faculty assess progress toward goals, reflect on teaching effectiveness, and collaborate across departments to interpret institutional data and develop informed strategies.

The Continuous Improvement Committee (CIC)—comprising the Provost, academic deans, department chairs, and professional staff from Advising, Admissions, and Academic Administration—plays a central role in institutional assessment and planning. The CIC conducts peer reviews of all Annual Program Reviews (APRs), ensuring that each program’s findings are grounded in evidence from the Learning Outcomes Assessment (LOA) Plan and supported by data on student learning and performance. Through this collaborative process, the CIC promotes cross-departmental dialogue, identifies effective practices, and ensures consistency in assessment standards across academic units. The committee’s analyses and recommendations directly inform the College-wide Assessment Report, which is used by senior leadership to guide academic planning, resource allocation, and budget development for the upcoming fiscal year. This integrated approach reinforces LIM’s culture of continuous improvement and strengthens the connection between assessment results and institutional decision-making.

Learning Outcomes Assessment Planning Committee

The Learning Outcomes Assessment (LOA) Planning Committee—which includes the Deans of Undergraduate and Graduate Studies, the Director of OLI, and the Dean of Academic Administration—is charged with selecting assessment tools and setting benchmarks as part of the assessment of undergraduate (including the General Education and Business Core), graduate, and CIS programs. After data is collected, faculty analyze results to evaluate instructional effectiveness and student achievement, which is used to compile the APR. As of Fall 2024, faculty are expected to act on findings by making curricular or pedagogical changes. These actions are documented and reviewed over time to track impact and promote continuous improvement. The process is designed to support a culture of continuous improvement in teaching and learning.

Effective for the 2025-2026 academic year, the LOA Committee has been expanded to include undergraduate department chairs and other undergraduate faculty members and there are plans for the 2027-2028 committee to be further expanded to include graduate faculty and select adjunct faculty. Additionally, there will be an inaugural presentation of the LOA Plan at the Fall 2025 Faculty Council meeting, and this will become an annual presentation. All of this is being done to better inform faculty of ongoing assessment activities and empower them to more actively engage in assessment.

Graduate Studies Assessment Council

Established in Spring 2023, the Graduate Studies Assessment Council (GSAC) ensures ongoing improvement of graduate programs through course and program-level assessment. Led by the Dean of Graduate Studies and three full-time faculty members, with input from adjunct faculty and industry partners, the Council oversees curriculum updates, alignment of course learning objectives with program goals, and revisions to reflect industry needs. It also mentors adjunct faculty and reviews new or revised courses before they are submitted to the Academic Affairs Council. Assessment analyses are shared with the Provost each semester and inform the Graduate Studies Annual Program Reviews (APRs).

Importance of Faculty

Governance and oversight of curriculum and assessment depend heavily on the faculty. For this reason, LIM College's faculty qualifications are initially vetted during the hiring process and then continuously by way of periodic evaluations. LIM currently has 21 undergraduate full-time faculty members and 4 full-time graduate faculty members (*Appendix 146: Faculty by Degree*). In addition to those 25 full-time faculty members, the College has a cadre of highly qualified adjuncts. In that group there are approximately 100 adjunct faculty members who are identified as "Permanent Adjuncts." A "Permanent Adjunct" is identified as an adjunct faculty member who has taught at LIM for at least three years in mostly consecutive semesters and consistently in the same program with the same or similar core courses. The benefits of retaining "Permanent Adjuncts" include consistent delivery of core outcomes, stronger alerts and monitoring, and lower onboarding/training costs.

Faculty Credentials and Expertise

LIM faculty members are academically and professionally qualified to teach at their respective degree levels across all instructional modalities. All lecturers and ranked faculty are required to hold at least a master's degree, with limited exceptions granted at the undergraduate level for faculty who demonstrate substantial industry experience and hold a bachelor's degree. Many faculty members have held senior roles at leading fashion and lifestyle companies and remain engaged with the industry, ensuring that students gain current insights and practical skills.

To strengthen oversight and ensure ongoing compliance, LIM has recently implemented a formal process to verify and validate faculty credentials. Faculty qualifications are systematically tracked by field of degree discipline, academic preparation, and professional experience. This process ensures that teaching assignments align with both the faculty member's academic background and relevant industry expertise. The use of this credential validation system enhances transparency, supports accreditation requirements, and demonstrates LIM's commitment to maintaining high standards of instructional quality.

Instructional Load and Service Expectations

As LIM College is a teaching-focused institution, teaching and service are the primary responsibilities for full-time faculty, with scholarship encouraged for ranked appointments and required for promotion (*Appendix 22: Faculty Handbook*). The teaching loads of full-time faculty members range from four to five courses per semester, depending on rank, scholarship expectations, and service responsibilities. Faculty service responsibilities include being student club advisors, conducting assessments, serving as course coordinators, developing curriculum, and supporting department chairs in managing adjunct faculty. Chair and Associate Chair positions offset administrative duties with 3-9 credits per semester of course release.

All full-time faculty serve on a College committee or task force, and all full-time faculty are members of the Faculty Council. Committees on which faculty have served include the Strategic Planning Committee, Diversity, Equity & Inclusion Committee, Emergency Response Team, Educational Technology Task Force, Student Success Committee, and Distinguished Teaching Award Committee. All full-time faculty also participated in working groups for this Self-Study.

Adjunct faculty teaching loads are informed by federal regulations for part-time employees. The responsibilities of part-time faculty are communicated through offer letters issued by the Provost and signed by the faculty member. To ensure that adjunct faculty have a voice in shared governance, one adjunct faculty member from each department serves on the Faculty Council, and many adjunct faculty participate in college-wide activities and committees. These activities include working within the Academic Resource Center, developing curriculum, and preparing assessment reports. Three adjunct faculty members served in Working Groups for this Self-Study.

Periodic Evaluations of Faculty

Two primary mechanisms for feedback are used to evaluate faculty and cultivate educational quality and responsiveness to the dynamic instructional needs of students. Those methods are faculty observations and student feedback. Faculty are observed regularly for all modalities in which they teach (*Appendix 133: Faculty Observation 2023_merged*) by experienced peers or administrators. Evaluative criteria focus on teaching effectiveness, student engagement (particularly in online modalities to ensure substantive interaction between faculty and students), teaching methodology, and creating an effective learning environment.

The observation evaluation form was updated in Spring 2021 and most recently revised in 2023 to include engagement in Canvas, LIM's web-based learning management system, and is facilitated by data aggregation and visualizations reported via Aspired U's Instructor Insight. The Office of Academic Affairs also revised the online faculty observation form, aligning it more closely to the in-person form. These shifts were part of an ongoing process of improving LIM's faculty observation process, with special attention to online and virtual modalities (*Appendix 45: Peer Evaluations of Faculty Forms*). From 2017-2022, there had been yearly performance reviews of full-time faculty and in Fall 2024 reviving this process was identified as a priority.

Student feedback is collected in course evaluations (*Appendix 134: Sample Course Evaluation Report*) and the annual Student Satisfaction Survey (*Appendix 135: LIM College Student Experience Surveys*). Course evaluations gather student perspectives on the effectiveness of teaching and quality of the course design. Full-semester (15-week) courses include a mid-point formative evaluation, allowing faculty to adjust as needed. Both 15-week and 7-week courses administer an end-of-course evaluation, representing a summative evaluation. Satisfaction surveys also provide summative feedback on the overall student experience. Quantitative data on faculty teaching quality can be assessed in the following manners:

1. Online Teaching Quality (OSCQR Rubric)
2. Student Course Evaluations
3. Capstone Project Rubrics (Undergraduate and Graduate)
4. Corequisite Writing Instruction

Quantitative data from end-of-term student evaluations highlighted areas such as “clarity of assignments” and “use of experiential learning activities” where some faculty members scored below institutional benchmarks. Faculty with below-benchmark scores participated in targeted training sessions regarding assignment design and integration of experiential learning. In subsequent semesters, faculty evaluation scores improved in the targeted dimensions, showing a measurable impact of the training. End-of-course evaluations provide reliable quantitative indicators of instructional quality. Patterns in these data are systematically reviewed each term, triggering targeted faculty development interventions when benchmarks are not met. Subsequent evaluation cycles consistently demonstrate measurable improvements in instructor effectiveness, confirming the efficacy of LIM's assessment process for faculty performance and instructional quality.

Supporting Professional Development for Faculty

LIM College supports faculty through professional development activities to enhance teaching effectiveness and the quality of course design and delivery. In 2020 the Director of Faculty Development position was integrated into the newly established Director of the Office of Learning Innovation (OLI) position (under the direction of the Provost), to incorporate the use of instructional technology to support high-quality course design. Examples of training provided by the OLI include:

- Designing Canvas
- Canvas Beyond Basics
- Library Resources and Canvas: Technology Tips

- Unleashing the Aesthetics: Advanced Design in Canvas LMS
- Flipping the Classroom to Cultivate Critical Thinking over AI Reliance
- From Awareness to Action: Nurturing Inclusive Communication and Instruction
- Online Teaching Essentials (periodically repeated)
- Getting to Know Accessibility Services (periodically repeated)
- Teaching Strategies & Resources (periodically repeated)
- Introduction to MS Teams (periodically repeated)
- VoiceThread workshops

The OLI also supports the coordination of the Annual Teaching & Learning Conference under the direction of the Provost.

Faculty members are involved in research, conferences, publications, industry events, and more. The College allocates funds for full-time faculty to attend professional conferences at which they are presenting. Faculty achievements in 2023-2024 included the publication of textbooks, book chapters, fiction, nonfiction, poetry, academic articles, conference attendance and presentations, and art exhibitions domestically and abroad.

LIM's Marcuse School of Graduate Studies collaborates with other institutions of higher learning to conduct master classes on specific critical business topics several times a year. LIM College also encourages faculty to study for advanced degrees and offers tuition remission. Since 2019, 15 faculty and staff members have earned or are in the process of earning an advanced degree with support from the College's tuition remission program. Furthermore, the transition from the previous Quality Matters (QM) model to the OSCQR framework for online education has expanded professional development opportunities for faculty, including certifications in instructional design, assessment, and online teaching. These certifications provide a mechanism for continuous improvement in course quality and delivery, supporting the College's goal of refreshing academic programs and maintaining high academic standards. The scholarly and professional achievements of faculty are recognized each August at Convocation.

LIM integrates mentorship into faculty development to promote collaboration and strengthen instructional quality. Adjuncts receive ongoing guidance from deans, department chairs, and full-time faculty members. In 2023–24, an OLI liaison was assigned to the Marcuse School of Graduate Studies to mentor online adjuncts. As of the 2024-25 academic year, this support extends year-round. Additionally, a new initiative will designate full-time Graduate Studies faculty as course coordinators to periodically review content and mentor adjunct instructors. This process will be piloted in Fall 2025, with full implementation expected by Spring 2026. These initiatives underscore LIM's commitment to faculty support and continuous improvement of the student learning experience.

Sufficiency of Faculty

Research indicates that smaller class sizes are associated with improved student engagement, stronger academic performance, and higher retention (Schanzenbach, 2007). LIM College maintains intentionally small class sizes to support a personalized, experiential learning environment that reflects its mission to prepare students for success in the business of fashion and lifestyle industries. Across undergraduate and graduate programs, LIM's student-to-faculty ratio remains consistently comparable to peer institutions, ensuring that students benefit from individualized attention and frequent faculty interaction (*Table 10*).

LIM's faculty composition—balancing full-time faculty with industry-experienced adjuncts—ensures both academic rigor and current professional relevance in course delivery. As enrollment continues to grow, the College conducts annual faculty sufficiency analyses in collaboration with the Provost's Office and Institutional Research to monitor instructional capacity and maintain optimal ratios. Where enrollment projections indicate increased demand, new faculty lines are added strategically to preserve instructional quality and uphold the College's commitment to small, interactive classrooms. This

proactive approach ensures that LIM’s faculty resources remain sufficient to support student success, program growth, and academic excellence.

Table 10: Class Size and Student-Faculty Ratio

Average Class Size	2025	2024	2017
LIM College Undergrad	15	13	16
LIM College Graduate	12	11	12
Average Peer Group	~18	~17	~19
Average NYSED	~20	~19	~21
Student-to-Faculty Ratio			
LIM College Undergrad	9:1	8:1	8:1
LIM College Graduate	8:1	8:1	6:1
Average Peer Group	~12:1	~13:1	~14:1
Average NYSED	~13:1	~13:1	~15:1

Assessment and Improvement

- **Assessment Example:** Faculty credential audits and curriculum mapping against program learning outcomes.
- **Improvement Example:** Launch of Fashion Media and Business Analytics programs in response to advisory board and employer feedback.
- **Assessment of Assessment:** Program Review process itself is assessed — reviewing whether curriculum maps and program assessment reports are consistent, useful, and drive program changes.

Recommendations

To support continuous improvement in alignment with Standard III, the following areas are recommended for focused attention:

- Broaden the ownership and scope of assessment by establishing dedicated General Education, Business Core, and Experiential Education Councils to increase collaboration and accountability.
- Improve access to data for decision-making by developing and implementing leadership-accessible dashboards through the Office of Institutional Research.
- Enhance faculty professional development by (1) reinstating mandatory Canvas training for adjunct faculty, (2) requiring twice-yearly workshops focused on assessment and data-informed instruction, and (3) increasing support for faculty participation in external industry opportunities.
- Continued focus on cross-departmental coordination and consistent application of assessment findings will further strengthen LIM’s ability to maintain academic quality and support student success.

Standard IV: Support of the Student Experience

Students are the number one priority at LIM College and all resources are designed and provided with the student experience in mind. Faculty and staff members are committed to ensuring the highest level of student service and take great pride in students achieving successful outcomes. Student Focus (“Keep students at the heart of everything we do”), is one of the College’s five core values and is also noted in the College mission statement, which describes LIM’s “...deep commitment to students...in and outside of the classroom.”

LIM College’s ongoing review, assessment, and enhancement of the student experience reaches across all departments and offices via student-centered committees (e.g., the Student Success Committee), surveys, and ongoing data analysis. All these elements support activities and services that enhance the quality of the learning environment and foster student success.

In addition to the student support activities, programs, and services offered by LIM, the College has made several substantial investments to enhance student communication and provide targeted support. These are described in LIM College’s Retention Plan, which details institutional retention (historic and future goals), comparative retention data, and initiatives to increase student persistence, considering both Academic and Student Affairs (*Appendix 46: 2023+ Retention Plan*). As of Spring 2025, the Student Success Committee has been actively working on an updated retention plan for 2026 and beyond, which will continue to focus on international students, online students, and first-year students.

In a major effort to support student retention, the College has engaged the consulting firm Credo for a two-year initiative called “Moving the Needle.” (This project will be discussed in more detail later in this section.) Initiatives put in place that are having a positive impact on retention include the following:

1. Corequisite Model for Writing and Math
2. Centralized Academic Advising and Early Alerts
3. Expanded Orientation and First Year Experience Programming
4. Career Services and Internship Integration
5. Targeted International Student Support

Table 11 provides a visual representation of how recent improvements to student support services have positively impacted student experience and outcomes.

Table 11. Student Support Improvements Evidence

Student Support Service	Change / Improvement	Impact on Student Experience	Impact on Student Outcomes
Corequisite Writing & Math	Replaced stand-alone remediation with credit-bearing courses plus support labs	Students felt more confident and less stigmatized.	Pass rates increased; equity gaps narrowed; improved first-to-second year retention
Orientation Programs	Expanded to include undergraduate, graduate, transfer, international, and families	A stronger sense of belonging and preparedness is reported by students and families.	Fall-to-spring persistence improved for first-year and international cohorts
Centralized Advising & Early Alert	Introduced centralized advising and proactive early alert system	Students experienced more individualized support and outreach.	Withdrawal rates declined; persistence improved; advising satisfaction rose
Career Services & Internships	Enhanced workshops, alumni mentoring, and earlier career integration	Students felt more connected to career pathways and industry mentors.	High Career Outcomes rates in fashion/related fields; stronger employer evaluations

International Student Services	Expanded advising, immigration support, and integration programming	International students reported greater academic and social support.	Retention and persistence rates for international students increased
Academic Resource Center (Tutoring & Workshops)	Extended hours and added hybrid/virtual tutoring options	Students reported improved access and flexibility.	Higher utilization rates; improved course pass rates in high-risk subjects

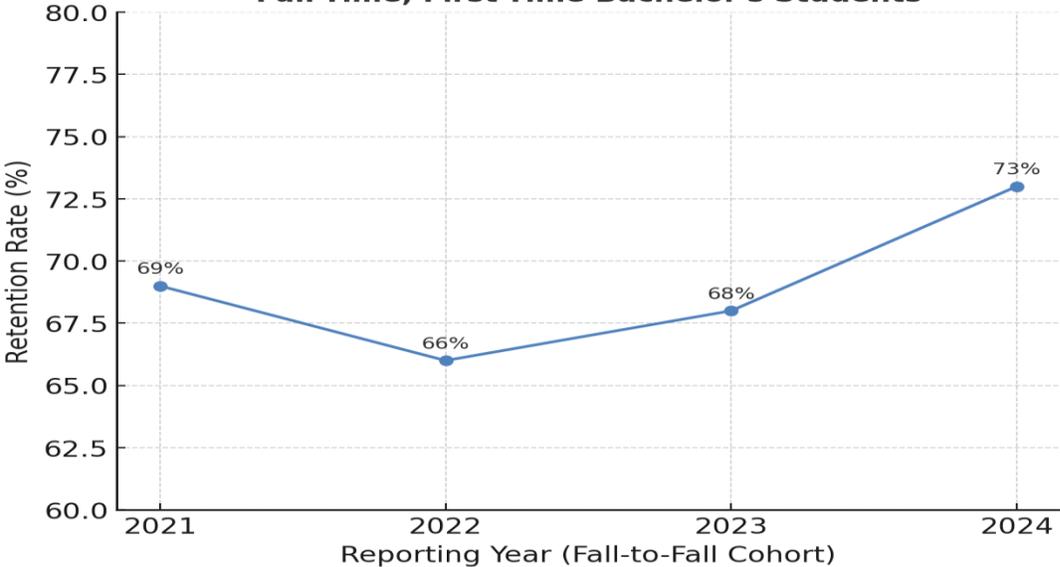
IPEDS First-Time, Full-Time (FTFT) Retention Rates

LIM’s IPEDS-reported Fall-to-Fall retention rate for full-time; first-time bachelor’s degree students demonstrate steady improvement after a decline during the pandemic’s recovery years. Retention fell from 69% (Fall 2020 cohort, reported 2021) to 66% (Fall 2021 cohort, reported 2022) but has since rebounded, rising to 68% for the Fall 2022 cohort and most recently 73% for the Fall 2023 cohort (Figure 5).

This upward trajectory reflects the effectiveness of enhanced student support initiatives, advising interventions, and the implementation of retention-focused programs. This evidence most directly supports Standard IV: Support of the Student Experience, while also cross-referencing Standard VI: Planning and Institutional Improvement because it demonstrates measurable progress tied to institutional planning.

While encouraged by the positive retention trends observed, LIM recognizes the ongoing importance of retaining students and guiding them through completion and graduation. Not only does LIM College take ownership and responsibility to ensure that the debt students incur financing their education is not in vain, but LIM recognizes that enrolling new students will continue to become a challenge over the next five years. This is why LIM has invested so many resources into student retention initiatives and technology.

Figure 5. FTFT Retention Rates 2020-2024
IPEDS FTFT Retention Rate (Line E5)
Full-Time, First-Time Bachelor's Students



Student Support Programs and Activities

New Student Orientation

At the start of each Fall and Spring semester, the Office of Student Affairs, in collaboration with several other offices on campus, organizes a comprehensive orientation program for entering students into on-campus programs. This multi-day program takes place the week before the start of classes. Orientation consists of four separate programs for on-campus students, all of which fall under the umbrella of New Student Orientation (NSO). These are:

- Graduate Student Orientation
- Undergraduate Student Orientation
- International Student Orientation
- Parent & Family Orientation

During New Student Orientation, students and their families are introduced to the policies, procedures, and expectations that shape the LIM College community. Orientation sessions ensure that all participants understand key institutional policies—such as academic integrity, Title IX, student conduct, and the Family Educational Rights and Privacy Act (FERPA)—and how these policies safeguard student rights and responsibilities. This early introduction reinforces transparency, compliance, and a shared understanding of the standards that support a safe, ethical, and student-centered learning environment.

Additionally, several virtual engagement opportunities are offered in advance of NSO. Topics in this series have included:

- Investing in Your Education (presented by the Office of Student Financial Services)
- Virtual roommate mixers
- Housing Information for International Students
- NYC 101: Preparing for Life in New York City
- Graduate Student Connect
- First Semester Sneak Peak: An Overview of Academics at LIM College

First Week Orientation

Implemented in Fall 2024, the First Week Orientation (FWO) program for incoming undergraduate students helps participants successfully navigate their educational journey at LIM. This program introduces students to relevant academic and student support staff, informs students about the support services and technology available to them (e.g., the Academic Resource Center, Counseling, Accessibility Services, Academic Advising, Career & Internship Services), and instructs students on how to monitor their degree progress (e.g., understanding a syllabus, academic calendar, catalog). This program is embedded in the first week of instruction for the following introductory courses: *First Year Experience (LIMS 1000)*, *Internship Prep (CARE 1300)*, *English Composition (ENG 1100)*, *Communication: Methods & Audiences (COMM 1400)*, and *Introduction to the Fashion Business (FASH 1110)*. Graduate students have a similar program embedded in the first week of their semester, known as the “Graduate Residency.”

First Year Experience Course (Now College Success)

First Year Experience (LIMS 1000) (FYE) is a 1-credit course that expands on the FWO program, including providing students with an in-class visit from the College President and Provost. During this course, students focus on key topics such as goal setting, communication, and financial literacy to prepare for a successful academic and student life experience. Since Fall 2023, each class section has been taught by a full-time faculty member, with support from a full-time LIM staff member. A student mentor and an alumni mentor are also assigned to each section to provide additional guidance and support. After the Fall semester concludes, FYE faculty continue to reach out to their students throughout the Spring and Summer semesters, encouraging students to engage with their instructors and register for classes, and to direct students to assistance if requested. This course is currently required for all first-time, first-year students as well as transfer students with fewer than 13 credits.

In Spring 2024, the Academic Affairs Committee voted to increase the number of transfer credits needed for students to be waived out of the FYE course. This decision was made to better support transfer students who may have had only one semester of college experience. As of Fall 2025, transfer students with 29 or fewer transfer credits will be required to take *LIMS 1000* or *LIMS 1020* and the course name has been changed to *College Success*.

Online Student Orientation

Beginning in Summer 2024, Online Student Orientation was established as a required component for all students in fully online programs. Online Student Orientation is delivered via Canvas and is available on-demand to support students' transition into online learning and provide essential information about LIM programs and services. It is also offered synchronously online. Online Student Orientation is presented by the Office of Admissions in collaboration with the undergraduate and graduate academic deans, the Offices of Academic Advising, Housing & Residence Life, and Student Financial Services, and other key departments. A complementary Canvas orientation course is also available to reinforce and support the live session.

Major/Minor Madness

Major/Minor Madness is run from late October through November, to give new students an opportunity to meet with department chairs and learn about each degree program prior to major declaration. Some events include class visits to LIMS 1000 sections (first from department chairs, and then from advising), lunch-learn meet ups with the Dean, Advising sessions to understand degree audit, registration assistance breakfast events, etc. In addition to the FWO and FYE courses, the College hosts events throughout the academic year that allow students to explore academic majors and minors and connect with department chairs. These efforts are part of a broader initiative to increase the major declaration rate for incoming undergraduate students.

Honors Program

The LIM College Honors Program offers enriched opportunities for academically gifted and high-achieving students. The Honors Program follows a cohort model, where students take several designated honors-level courses throughout the course of their degree program. This cohort model builds a strong sense of connectedness and community among participating students. Students in the Honors Program graduate with Honors designation on their official transcripts, are recognized at Commencement together as a cohort, and receive Honors hoods for Commencement. Many Honors students go on to serve as Industry Mentors to future Honors Program participants. Additional benefits of being in the Honors Program include priority registration, a career mentor program, a scholarship for studying abroad, and invitations to exclusive Honors Program student events.

Global Pathways to Fashion Program

With the College's continued strategic focus on international recruitment, both graduate and undergraduate populations have seen an increase in international students. Since the introduction of MPS programs in 2012, and STEM-designated programs in 2022, graduate programs have shown a marked increase in international student enrollment, with international students making up 57% of the graduate student population in Fall 2023 (*Appendix 4: Fact Book/Key Indicators 2024*).

The Global Pathway to Fashion program was designed for accepted international students to strengthen their English language ability and transition to college life in the U.S. while starting to earn credits for their LIM degree. These participants enrolled in non-credit fashion- and business-focused English courses, as well as for-credit courses.

Based on evaluation of enrollment trends and feedback from students and faculty, the program was discontinued in Fall 2024. In its place, the College resumed offering a dedicated version of *English Composition (ENGL 1060)* for international students. Additionally, a new elective course, *English in Context (ENGL 1212)*, was established to further support international students in strengthening their

writing and communication skills. These courses offer students embedded, individualized academic support, complemented by additional guidance from International Student Mentors. To further promote a sense of belonging, a Global Students Club was established. In addition, opportunities to expand existing Student Life programming tailored to international student needs are currently being explored.

Student Clubs

Student clubs and organizations at LIM College reflect a wide array of student interests. A full listing of Student Clubs and Organizations be found on the website (*Appendix 136: Clubs and Organizations*).

LIM College offers a variety of industry-focused student groups that align with its mission to prepare students for careers in the business of fashion and lifestyle through experiential learning. These clubs provide hands-on experience, networking opportunities, and skill development in areas such as fashion, retail, media, and event production.

One example of LIM College's commitment to diversity and industry engagement is its student chapter of BRAG (formerly the Black Retail Action Group), which the College has proudly supported since 2007. BRAG is a national nonprofit organization dedicated to preparing and empowering students, professionals, and entrepreneurs of color for leadership roles in retail, fashion, and related industries. At LIM, the BRAG chapter promotes career readiness, mentorship, and cultural awareness through a range of events and workshops. Each year, the organization coordinates with academic departments and student services to host programs that highlight diversity, equity, and inclusion in the business of fashion—such as the annual Black History Month panel, which features industry leaders and alumni who are advancing equity within the field. BRAG also provides national scholarship opportunities; 32 LIM College students have been recognized as BRAG Scholars, reflecting the College's enduring partnership with the organization and its shared mission of advancing access and representation in the fashion industry.

Student Leadership Council

The Student Leadership Council (SLC) serves as the primary voice of the student body at LIM College, fostering an open forum where students can express their ideas, needs, and concerns. The SLC is dedicated to being approachable and receptive to the diverse perspectives and individual differences of students. The SLC collaborates with other student organizations and the Office of Student Life to promote a cohesive and inclusive campus environment, aligning with LIM's mission to prepare students for professional success through real-world experience. Its areas of focus include Advocacy and Representation, Information and Guidance, Service and Engagement, and Leadership Development.

The SLC Executive Board meets with LIM's President and Provost at the beginning of each academic year and at least one additional time in both the Fall and Spring semesters. In the first meeting of the Fall semester, Executive Board members share their goals for the year. When a new Executive Board is elected each Spring, they also meet with the President and Provost.

The SLC is responsible for soliciting student feedback and has traditionally held community forums once each semester. For the 2025-26 academic year, the SLC plans to hold open meetings for students every 2-3 weeks. They also meet with VP of Student Affairs weekly during the academic year.

Student Support Services

Academic Resource Center

In July of 2020, the College established the Academic Resource Center (ARC). The ARC provides a range of academic support services and structured learning opportunities designed to promote student engagement, persistence, and success. Prior to the establishment of this “one-stop-shop” for academic course support, the College had a Math Center and a Writing Center. These were two separate entities in two separate locations (*Appendix 137: Math Tutoring (Spring 2022 -Spring 2024)* and *Appendix 138: Writing Tutoring Spring 24 Data*). The merging of these two centers created a more cohesive experience for both graduate and undergraduate students.

The ARC provides tutoring in math, writing, and graphic design. It also provides supplemental instruction by embedding tutors in math and writing courses. The selection of courses for supplemental

instruction takes students' feedback and/or concerns (typically reported to the Chair of Arts and Sciences or Provost) into consideration, as well as course pass rates. As part of this program, a peer tutor assists faculty members during class to provide personalized attention to first-year students. Having a tutor available to support students during class has proven to be a quick and effective way to address students' needs, create a more supportive environment in the classroom, and provides a positive learning experience for both tutors and tutees.

Student tutoring appointments in the Academic Resource Center are tracked using WC Online, via the Statistics Report and through internal tracking documents (*Appendix 47: ARC Tracking Document*). These reports are used to analyze the efficacy of the ARC in improving student outcomes. In Spring 2024, 252 students received one-on-one math tutoring, and 84 students received writing support, as compared to 222 for math and 116 in Spring 2022. Students who go to the ARC for writing tutoring see improvements in assignment grades and overall course grades. From August 2023 to August 2024:

- 86% of students who went to the ARC for writing received online tutoring
- 95% spent a minimum of one hour with a tutor
- 62% said their professor suggested they go to the ARC

Of the students who went to the ARC for writing assistance:

- 84% felt that being tutored in the ARC improved their assignment grade
- 53% said that tutoring helped improve their course grade

Supplemental Instruction in Business Spreadsheets

Based on feedback from employers (*Appendix 60: Tech Skills 2022-2024*) of students in internships and Senior Co-ops, LIM College has worked to improve students' Excel skills. One way this has been done was by embedding math tutors in the ***Business Spreadsheets (TECH 1310)*** course.

An analysis shows higher pass rates in the *Business Spreadsheets* sections that had an embedded peer tutor. Furthermore, pass rates appear to correlate with the regularity of the tutor's presence. Prior to embedding tutors in the Business Spreadsheets course, pass rates were close to 70%. Once tutors were embedded, the following improvements were made:

- An impressive success rate (passing) of 90% when the peer tutor joined class twice a week.
- A success rate of 81% when the peer tutor joined class once a week (*Appendix 139: Embedded Tutors in Business Spreadsheets*)
- Pass rates were below 81% prior to embedding tutors in the class.

Credo: Moving the Needle

To strengthen student retention and persistence, in May of 2025 LIM launched a two-year partnership with the higher education consulting firm Credo on an initiative called "Moving the Needle" (MTN). Year One of MTN focuses on first-year student success systems—including clearance, intervention, advising, registration, and data practices—using an agile "sprint" model to identify and address gaps.

Working with MTN has allowed the College to identify and implement significant improvements to foster student success. For example, the clearance process has been streamlined from 79 fragmented touchpoints to a centralized financial clearance website, and first-year students are now assigned dedicated Academic Advisors through College Success course enrollment.

This initiative has fostered a cultural shift toward cross-functional ownership and integrated student support. Key findings from the first year identified the need for a centralized case management system within SONIS, leading to the creation of an early alert system. The initiative also improved data sharing across departments, resulting in process mapping, enhanced communication, and more systematic tracking of performance metrics under the leadership of the Vice President for Student Affairs. While Year One focused primarily on first-year students, Year Two will extend these improvements to transfer and online learners, guided by recommendations from Credo's Fall campus visit.

MTN reflects LIM’s commitment to building and maintaining student-centered systems that facilitate a sense of belonging, academic momentum, and long-term success, aligning directly with institutional priorities for continuous improvement and holistic student support.

Counseling Services

LIM College’s Office of Counseling Services provides confidential support to promote student mental health, well-being, and academic success. Licensed counselors offer individual counseling, crisis intervention, and referrals to community resources, addressing issues such as stress, anxiety, depression, relationships, and adjustment to college life. This office also delivers proactive programming, including workshops on wellness, stress management, and resilience, as well as outreach during high-stress times in the semester. Counselors collaborate closely with Student Affairs, Academic Advising, and the Academic Resource Center to ensure students receive coordinated support. Counseling Services staff play an essential role in fostering an inclusive and supportive campus environment where students can thrive personally and academically.

Student Financial Services

The Office of Student Financial Services (SFS) was relocated to Maxwell Hall in 2022 and was strategically placed near the Office of Admissions, the Office of the Registrar, the Office of Academic Advising, and other student support teams. This relocation centralized student support offices into one primary area in one campus building so that students could more easily and effectively receive services. LIM is currently in the process of relocating several other offices, so they are better positioned to serve student needs. This includes combining various functions, such as Registrar and ISS (International Student Services) to optimize efficiencies and provide better service.

SFS offers both virtual and in-person financial counseling for students and families to help them make informed decisions about incurring education-related debt. These sessions are offered in one-on-one and group formats and are available to students from the point of admissions inquiry through to post-graduation. The goal of financial counseling sessions is to help students and their families access and utilize all available sources of financial aid, understand their payment options, meet payment deadlines, and fulfill their payment obligations. SFS contracts with FA Solutions to assist with student appointments, communication, and account status, which are used to guide targeted financial counseling.

SFS verifies through the Common Origination and Disbursement website that all students requesting federal student loans have completed the required financial counseling with the U.S. Department of Education. Students who do not complete this requirement will not have their loans disbursed and will have a hold placed on their account. To remove this financial hold, students must speak directly with a member of the SFS team.

SFS partners with ECMC Solutions to provide free financial literacy modules that help students make informed borrowing decisions. ECMC also maintains loan records and conducts outreach to students in repayment or default for up to three years after they leave LIM, complementing counseling provided by SFS. Together, these efforts have kept student indebtedness at moderate levels compared to peer institutions, and they have contributed to LIM’s consistently low Cohort Default Rates (*Tables 12 and 13*).

Table 12. Indebtedness in Comparison to Peers

Name	State	2023 Indebtedness	% of Students with Debt (2023)
LIM College	NY	\$24,000	60%
Berkeley College	NY	\$30,426	70%
Drexel University	PA	\$25,325	50%

Fashion Institute of Technology	NY	\$30,342	31%
Fashion Institute of Design and Merchandising*	CA	\$13,734	49%
Johnson & Wales University	RI	\$26,000	75%
Lasell University	MA	\$26,000	77%
Marist University	NY	\$25,000	64%
Pace University	NY	\$23,250	50%
Parsons School of Design	NY	\$22,266	27%
Savannah College of Art and Design	GA	\$25,148	36%
Thomas Jefferson University	PA	\$14,744	85%

*Two-year college

Source: Department of Education College Scorecard

Table 13. Trends in Loan Default Rates for LIM College

	FY 2017	FY 2018	FY 2019	FY 2020	FY 2021
LIM College	6.8%	5.4%	2.2%	0.0%	0.0%
Public Four-Year Institutions	9.3%	7.0%	2.3%	0.0%	0.0%
Private Four-Year Institutions	6.7%	5.2%	1.7%	0.0%	0.0%
Proprietary Four-Year Institutions	14.7%	11.2%	3.1%	0.0%	0.0%
National Average	9.7%	7.36%	2.3%	0.0%	0.0%

Note: During more than three years of the COVID pandemic, payments were not required for any federal direct student loans. Collection efforts were stalled during this period as well. No federal direct student loans were put into a defaulted status during this period, and as a result, cohort default rates in FY 2019 were limited to a partial year and are 0.0% for FY 2020 and FY 2021 for all schools and all sectors.

The Office of Student Financial Services (SFS) regularly evaluates its services and goals using data from the undergraduate and graduate Student Satisfaction Surveys. Based on student feedback (*Appendix 48: 2018 Student Satisfaction Survey, page 7*), SFS has made changes to better support students, including offering evening hours on campus and virtually. Additionally, a Scholarship & Opportunities Fair was launched in Spring 2024 to educate students about scholarship, financial aid, and industry award opportunities. The fair is held annually every February.

Designing Student Success

LIM College’s Commitment to Student Success

At LIM College, student success is the central measure of institutional effectiveness and the unifying purpose behind every strategic priority. The College’s mission—to prepare students for leadership in the business of fashion and lifestyle industries—comes to life through personalized advising, experiential learning, and proactive support systems that meet students where they are. From small, faculty-mentored classes and embedded career coaching to the integration of early alert technologies such as Dropout

Detective and EdSights, LIM provides the academic and personal scaffolding students need to persist and thrive. Investments in tutoring, accessibility, international student services, and mental-health resources ensure that every learner is supported holistically. The results are evident in improved retention, career placement, and student satisfaction outcomes. Rooted in care, data, and continuous improvement, LIM’s commitment to student success reflects both its mission and its promise—to empower every student to achieve meaningful, sustainable success in college, career, and life.

Promoting Affordability

LIM College continues to focus on offering its students an affordable and accessible private education. College leadership and the Board of Directors have devoted particular attention to the cost of an LIM education and have worked diligently to keep that cost affordable. *Table 14* compares LIM College’s 2023-24 and 2024-25 tuition and fees with those of 10 competitor private colleges.

**Table 14. 2024-2025 Tuition and Fees for LIM College
Compared to Selected Competitor Private Colleges**

Name	State	2023-24 Undergrad Tuition & Fees*	2024-25 Undergrad Tuition & Fees**
LIM College	NY	\$31,950	\$33,504
Berkeley College	NY	\$28,600	\$29,800
Drexel University	PA	\$60,663	\$62,412
Fashion Institute of Design and Merchandising	CA	\$34,325	\$34,600
Johnson & Wales University	RI	\$40,408	\$41,982
Lasell University	MA	\$26,000	\$27,040
Marist University	NY	\$46,140	\$47,670
Pace University	NY	\$51,424	\$53,290
Parsons School of Design	NY	\$56,386	\$56,026
Thomas Jefferson University	PA	\$45,683	\$47,355
Savannah College of Art and Design	GA	\$40,595	\$41,130
Fashion Institute of Technology	NY	\$38,420	\$35,943

*Source: National Center for Education Statistics College Navigator

** Source: Institution’s website

Table 15 Identifies LIM College’s increases in tuition as compared to New York State and U.S. national averages. For the five years shown, LIM’s increase has been comparable to those of the other groups.

**Table 15. Percent Change in Tuition and Fees for LIM College
Compared to Selected Competitor Groups**

% Change in Tuition	LIM College	New York State Private Colleges	National Average
Fall 2020 to Fall 2021	3.4%	2.3%	1.1%
Fall 2021 to Fall 2022	2.4%	2.6%	2.1%
Fall 2022 to Fall 2023	3.9%	4.2%	4.9%
Fall 2023 to Fall 2024	4.4%	4.9%	4.5%
Fall 2024 to Fall 2025	3.5%	N/A%	3.9%
Five-Year Change	17.6%	17.7%	16.5%

In addition to keeping tuition and fees competitive, LIM College has increased institutional aid for students (*Table 16*).

Table 16. Institutional Aid for New Students

Year	# of Students	% of Students	Institutional Aid	Avg/Student
Fall 2017	231	91	\$1,533,654.00	\$6,639.00
Fall 2018	261	90	\$1,949,038.00	\$7,468.00
Fall 2019	240	94	\$1,740,079.00	\$7,250.00
Fall 2020	187	98	\$1,448,272.00	\$7,745.00
Fall 2021	202	97	\$1,662,697.00	\$8,231.00
Fall 2022	234	100	\$2,079,562.00	\$8,887.00
Fall 2023	255	100	\$2,473,863.00	\$9,701.00

The tuition costs for LIM graduate programs are lower than those of private competitors (*Table 17*).

**Table 17. 2024-2025 LIM College Graduate Program Costs
Compared to Selected Programs at Private Competitors**

College	Location	Program	Cost per Credit	Total Program Tuition
LIM College	New York, NY	All MPS programs (30 credits)	\$1,179	\$35,370
Parsons School of Design	New York, NY	MA Fashion Studies (42 credits)	\$2,029	\$60,870
Thomas Jefferson University	Philadelphia, PA	MS Global Fashion Enterprise (43 credits)	\$1,190	\$35,700
Fashion Institute of Technology	New York, NY		\$1,198	\$35,943

Pratt Institute	New York, NY	MPS Design Management	\$2,135	\$128,100
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Source: Competitor institution websites

LIM College’s graduate tuition remains among the most affordable of its peer institutions, offering exceptional value for specialized, industry-focused education. With a total program cost of \$35,370, LIM is significantly below competitors such as Parsons and Pratt, reflecting the College’s commitment to access and affordability while maintaining high academic and professional standards.

Promoting Accessibility

Transfer Policies and Procedures

LIM College has policies and procedures in place regarding the evaluation and acceptance of transfer credits from other institutions. These policies are available in (*Appendix 20: LIM College Catalog*) under LIM College Policies and Reporting > Graduate and/or Undergraduate Academic Policies > Transfer Credit Guidelines.

Articulation agreements are publicly available for prospective students. As of March 2025, LIM had articulation agreements with 14 high schools and 13 colleges. The details of these agreements are available to students and partners on the LIM College website.

- High School Agreements: <https://www.limcollege.edu/admissions-aid/apply-lim/first-year-admissions/high-school-articulation-agreements>
- Undergraduate Articulation Agreements: <https://www.limcollege.edu/admissions-aid/apply-lim/transfer-admissions/transferring-credits>
- Graduate Articulation Agreements: <https://www.limcollege.edu/admissions-aid/apply-lim/graduate-admissions/graduate-articulation-agreements>

In instances in which an articulation agreement has not been established, LIM has created “Transfer Guides,” which help incoming transfer students to better understand their transfer credits prior to committing to enrollment at LIM College.

All accepted and enrolled undergraduate transfer students are provided with official transfer credit evaluation and degree audit documents prior to submitting their enrollment deposit. The transfer credit evaluation document provides a course-by-course analysis of all coursework completed at the student’s previous institution(s). *Appendix 49: Advising Curriculum Worksheet* shows transfer equivalencies and how credits would apply to the student’s intended degree program. The College began producing these documents for the transfer student populations noted above in 2018, at which time the role of Assistant Director of Transfer Advising was established to provide a more holistic support structure for incoming transfer students. The Office of Academic Advising also provides one-on-one transfer counseling.

If a prospective transfer student wishes to understand how their previously earned courses and credits will be evaluated before applying to LIM College, they may complete the online Transfer Course Evaluation Request Form (*Appendix 50*). This form allows applicants to submit transcripts or course syllabi for preliminary review by the Office of Admissions and the Registrar, enabling the College to provide an advance assessment of transferable credits. This proactive process helps students make informed enrollment decisions, supports transparency in the transfer evaluation process, and reinforces LIM’s commitment to a seamless transfer experience.

Academic department chairs evaluate potential transfer courses using the Transfer Evaluation System (TES) software. Through TES, the Associate Director of Transfer Advising can send department chairs course numbers and course descriptions from the institution(s) the student intends to transfer credits from. By utilizing TES, LIM can award consistent transfer credit and maintain a historical database of transfer equivalencies over multiple academic years. If the incoming course description is substantially similar (approximately 70% or more) LIM’s course description, direct equivalent credit will

be awarded. If the course description is not specific enough, a syllabus may be requested from the transfer institution for further analysis. LIM College does not grant credit for prior non-academic learning or competency-based assessment.

Prior Learning Assessment

Students who have enrolled at LIM College can request permission to seek prior learning assessment (PLA). The process for undergraduate PLA and graduate PLA is published in the College Catalog and on the LIM website (*Appendix 20: LIM College Catalog*). The request is evaluated by a PLA counselor who determines eligibility based on a formal resume review and a conversation or email exchange and then determines what credits would be appropriate to write for PLA. Once the student and the counselor agree on the number and type of credits, the counselor will supply the student with copies of the syllabi. At this time, the students would be advised that they must do the following:

- Write to the learning objectives to show a mastery of the subject matter.
- Provide evidence (project, business plan, other work) to substantiate the written material.
- Provide endorsements from two business-related subject matter experts. These could be prior employees, colleagues or supervisors, current employees, colleagues or supervisors, or industry experts who have interacted with the student in a business setting.

Students who elect to pursue PLA enter a formal contract with LIM College and must pay the assessment fee (\$300 per credit) before the process begins. The fee applies whether credit is awarded or not. Students have three months from the contract date to complete their submission, which may be returned for additional information or clarification. PLA credit is capped at 21 credits for undergraduates and 6 for graduate students. Non-matriculated individuals must first apply and be admitted to LIM before initiating PLA.

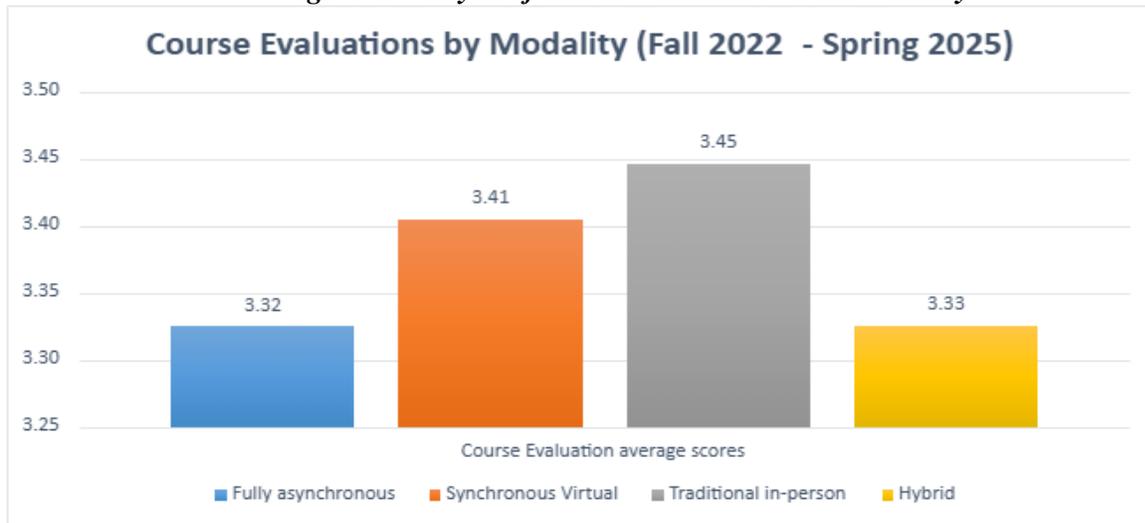
Offering Flexible Scheduling

Feedback on student surveys has shown that when registering for courses, students desire options in course modality in addition to in-person, 15-week courses, the College offers online undergraduate programs and courses in a 15-week asynchronous modality and an accelerated 7.5-week asynchronous option. Most courses in online graduate programs follow the 7.5-week asynchronous model. The online semester is divided into two 7.5-week sessions. Further, synchronous virtual courses are offered in both graduate and undergraduate programs.

As LIM College continues to expand its online offerings, it is important to assess the effectiveness of this modality, particularly in asynchronous online courses. Asynchronous course delivery offers flexibility but presents unique challenges in maintaining engagement, timely feedback, and consistent achievement of learning outcomes. To evaluate the quality of asynchronous instruction, the College collects and compares course evaluation data across multiple delivery modalities, including traditional in-person, hybrid, synchronous virtual, and fully asynchronous formats.

Figure 6 illustrates comparative student feedback from course evaluations, highlighting strengths and areas for improvement across modalities. This data, based on a scale of 1-4, helps inform instructional design enhancements and faculty development priorities specific to asynchronous learning environments (see Standard III, Supporting Professional Development for Faculty).

Figure 6: Analysis of Course Evaluation Across Modality



Enhancing Communication and Targeted Support

Prospective Students

Engagement with prospective students who are still making their way through the enrollment process is primarily tracked via Slate, which is the Office of Admissions CRM (Customer Relationship Management) system. This includes student-related support requirements such as student financial clearance, one-on-one course registration counseling, and submission of application materials. Admissions Counselors are provided with daily student informational updates from Slate, which enables them to provide targeted outreach to students and inform them of the College’s services. Slate also tracks New Student Orientation attendance, and feedback is gathered through post-event surveys, including the Orientation Survey and the Student Satisfaction Survey.

New and Continuing Students

The College launched myLIM as a primary resource for students. This intranet portal includes pertinent campus information such as announcements, reminders, directory information, club and organization sign-up, and more. myLIM has enabled both on-campus and online students the opportunity to get involved and stay connected to the LIM community (Figure 7).

Figure 7. Screen Shot from myLIM

Need assistance? Contact Us ...	Contact Your Academic Department Chair / Dean / Provost:
<p>Academic Advising: Email: Advising@limcollege.edu; Call: 646-388-8430; Make an appointment through AdvisorTrac</p> <p>Academic Resource Center / Tutoring: Make an appointment with a Tutor</p> <p>Accessibility Services: Email: accessibility@limcollege.edu; Call: 646-310-0640;</p> <p>Counseling Services: Email: counseling@limcollege.edu; Call: 212.310.0630; Make an appointment through the Student Health Portal</p> <p>Career and Internship Services: Email: Careers@limcollege.edu; Call: 646-218-4129; Make an appointment through Handshake</p> <p>Student Financial Services: Email: SFS@limcollege.edu; Call: 212-310-0689</p> <p>Library: Email: library@limcollege.edu;</p> <p>IT Help Desk / Technical Support: Open a support request: mail: itsupport@limcollege.edu ; Call: 646-218-2190</p>	<p>Fashion Merchandising and Marketing: Nancy.Miller@limcollege.edu</p> <p>Fashion Media: Daniel.Chaskes@limcollege.edu</p> <p>Fashion Management & Leadership, Cannabis: Mlondrigan@limcollege.edu</p> <p>Visual Studies: Laurel.Lueders@limcollege.edu</p> <p>Graduate Studies: Eda.Sanchezpersampieri@limcollege.edu</p> <p>Provost Office: Provost@limcollege.edu</p>

In 2018-2019, a task force reviewed various Learning Management Systems (LMS), deciding to transition from Blackboard to Canvas in Spring 2020. This change was driven by the need for a more intuitive, user-friendly platform to support both faculty and students. Canvas offers advantages that include mobile compatibility, improved navigation, and enhanced integration with third-party tools such as VoiceThread (a tool that supports students with accessibility needs), Microsoft Teams, Padlet, and Atomic Journals. Canvas fosters a more interactive and collaborative learning environment and has the capability to generate advanced analytics to gain insights into student engagement.

In 2022, the College invested in AspirEDU's Dropout Detective, an analytics tool integrated into the Canvas Learning Management System (LMS). Dropout Detective continuously monitors student engagement metrics—such as course access frequency, assignment submissions, discussion participation, and grades—to generate an individualized risk score for each student. These risk indicators enable faculty and Student Affairs staff to identify potential academic challenges early and coordinate timely interventions. The system aligns with LIM's broader retention and student success strategy by fostering proactive communication between instructors, advisors, and support staff. Since implementation, faculty have reported increased awareness of at-risk students earlier in the term, allowing for more targeted outreach and improved course-level persistence. Dropout Detective represents a key advancement in the College's data-informed approach to holistic student support and early intervention.

In Spring 2024, EdSights artificial intelligence texting software was introduced for undergraduate students to enhance the College's communication about campus resources and referrals. This tool provides an additional mechanism for alerting the Academic Advising team to "high-risk" students who need person-to-person communication or intervention. Since the start of the Fall 2024 semester, EdSights (referred to as "Max" for students) has engaged in over 4,160 text message conversations with students. This engagement includes campus referrals, appointment setting, high-need interventions, and more. (*Appendix 51: EdSights Intervention Report 2024*).

EdSights and Student Retention

In Spring 2024, LIM College implemented EdSights, an artificial intelligence (AI)-powered texting platform designed to strengthen student communication, engagement, and persistence. Known to students as "Max," the tool facilitates two-way, conversational outreach about campus resources, academic support, and well-being. EdSights proactively identifies "high-risk" students—those who may require direct outreach or intervention—and alerts the Academic Advising team for personalized follow-up.

Since its launch, EdSights has become an integral part of the College's early intervention strategy. During the Fall 2024 semester alone, the platform engaged in more than 4,160 text message conversations with undergraduate students, supporting referrals, appointment scheduling, and targeted outreach. Engagement has remained strong, with 97% of students opting in and 73% actively participating, generating over 7,600 messages during the 2024–25 academic year—well above EdSights' national benchmarks.

The partnership with EdSights exemplifies LIM's commitment to leveraging technology for proactive student support, enabling earlier identification of challenges, more meaningful communication between students and advisors, and measurable improvements in student connection and retention. This engagement includes campus referrals, appointment setting, high-need interventions, and more. (*Appendix 51: EdSights Intervention Report 2024*).

Risk analyses generated by Max have proven predictive: only 46% of high-risk students persisted compared to 87% of low-risk students, with "social engagement" emerging as the strongest predictor of withdrawal. Insights from EdSights have already informed targeted interventions, such as assigning first-year students dedicated Academic Advisors and streamlining financial clearance communications. EdSights insights have also identified specific populations—first-year students and online learners—as priorities for early outreach. By listening directly to the student's voice, LIM has advanced proactive, evidence-based support strategies that foster belonging, academic momentum, and improved persistence outcomes.

Additional Improvements to Policies, Processes, and Organizational Structure

In addition to the efforts made to enhance communication to provide targeted support to students, several other notable changes have been implemented since the last Self-Study to reverse the declining trend in undergraduate student completion (from 59% within six years in 2018 to 51.4% in 2024; (*Appendix 4: Fact Book/Key Indicators*)). These include:

- Change to SAT/ACT test-optional (2018)
- Changes in required admissions essay to guided short-answer questions (2021)
- Early Action required interviews transitioned to “Discovery Discussions” and most recently to the “Early Action Counselor Chat” (2024)
- All students in graduate and undergraduate online programs are required to participate in a one-on-one conversation with the following LIM staff members prior to matriculation: Admissions Counselor, Student Financial Services Counselor, Academic Advisor (2024)
- Virtual New Student Orientation is now required for all new online students (2024). This mandatory orientation was created to help ensure that online students feel connected to campus and are aware of support services and strategies for success once they matriculate. An example of the required online orientation presentation is included in the evidence inventory.

To further support student achievement, LIM College has created the following positions:

- Student Success Coach (2024).
- Director of Academic Support Services (2023).
- Senior Advisor & First Year Success Manager (2023)
- Part-Time Designated School Official (2023)
- Senior Director of Student Success and Enrollment (2022)
- Dean of Undergraduate Studies (2022)

The College has also established the Student Success Committee (2023). The primary charge of this committee is to review student achievement, retention, and other related data (gathered from various student surveys, the Fact Book, etc.) to identify obstacles to persistence and student success. The Committee is comprised of the Provost and representatives from undergraduate and graduate staff and faculty. Notable recommendations from the Student Success Committee include:

- Placement of in-class tutors in a high-failure undergraduate courses (e.g., *Business Spreadsheets (TECH 1310)* (2024)
- Removal of the Matriculation Maintenance fee, formerly billed to students taking a one-semester leave of absence. This fee presented obstacles to time away and future returns. (2024)
- Establishment of clear appointment-setting processes and/or departmental contact details on myLIM (the student intranet portal). Based on data shared in the Student Satisfaction Survey 2023, pages 10-14 (*Appendix 52*), students had difficulty navigating departmental processes for appointment-setting and/or gathering contact information.

The Office of Academic Advising has become a central hub of support for all students. As of 2022, advising for all levels (graduate and undergraduate) and all modalities (online and on-campus) is housed within one department. Before this change, advising services were not managed under the same reporting line, but were instead shared among multiple departments.

LIM College contracts with the following third-party providers to provide non-academic student support services:

- *Dr. Michelle Rottenstein* – Licensed psychiatrist on retainer to provide emergency support to students in crisis.
- *Mount Sinai Adolescent Health Center* – Offers international students the guide “Adjusting to the American Classroom,” to help manage stress as they adjust to living in New York City.

- *I Pariya Dinoto* – Yoga instructor who for over five years has offered yoga classes to LIM students throughout the year, providing a safe space to tend to their physical, mental, and cardiovascular health.
- *Gabrielle Rubin* – Self-defense instructor who has worked with LIM students for more than five years to teach them skills to defend themselves against criminal activity.
- *NY Therapy Animals* – Semesterly workshop offered since Spring 2023 that supports student wellness through interaction with trained therapy dogs.
- *Caribbean Dance Fitness* – Offered since Spring 2024, this is a 50-minute, total body aerobic dance fitness class.

Assessment and Improvement

- **Assessment Example:** Retention data (first-to-second year, equity gaps) tracked annually.
- **Improvement Example:** Introduction of corequisite model for writing and math courses, plus expanded orientation programs, which improved persistence rates.
- **Assessment of Assessment:** Review of the Retention Plan process, measuring whether interventions suggested by assessment data (e.g., advising models) led to measurable gains.

Recommendation

- Refine the Fact Book to include data points that more clearly elucidate data on international students and students completing developmental and corequisite courses.

Standard V: Educational Effectiveness Assessment

As stated in the institutional mission, LIM College's commitment to students and legacy of experiential education comes to life through learning and working, in-person and virtually, in New York City and beyond. LIM continuously reimagines the student experience in and out of the classroom by being relevant, flexible, and inclusive and the College's close-knit community connects students with alumni, industry partners, and professional networks, preparing them for post-graduate success in the dynamic business of fashion and lifestyle.

For this Self-Study it is valuable to consider some of the differences and similarities between the assessment philosophies of LIM's undergraduate and graduate programs. The undergraduate program assessment philosophy emphasizes a balance of direct and indirect methods integrated throughout general education, business core, and program-specific coursework. Assessment focuses on foundational academic skills, experiential learning, and industry preparation. The graduate program assessment philosophy emphasizes mastery of specialized knowledge, critical thinking, and professional skills. Assessment is aligned with industry relevance and students' readiness for leadership roles. The LIM College Assessment Framework (*Table 18*) provides an overview of the undergraduate and graduate program assessment efforts.

The cohesion and rigor of LIM's curriculum—marked by the meaningful integration and assessment of experiential learning, along with feedback from faculty and industry partners (described further in Standard III), provide a solid foundation for assessing student learning and promoting continuous improvement. This is evidenced by a consistently outstanding Career Outcomes Rate. In 2024, 95% of LIM College graduates were working in the business of fashion and lifestyle or continuing their education within six months of graduation. This figure is based on an 85% knowledge (response) rate, which is 20% higher than the NACE-recommended minimum (*Appendix 53: Life After LIM Class of 2023 Community Report*). The current Student Learning Assessment model at LIM is as follows:

Learning Outcomes Defined:

- At institutional (core competencies), program (discipline-specific), and course levels
- Aligned with mission and NACE Career Readiness Competencies (e.g., communication, teamwork, critical thinking)

Assessment Tools and Methods:

- Capstone projects, signature assignments, and internship evaluations
- Rubrics standardized across programs (undergraduate and graduate rubrics)
- Curriculum Maps show alignment of courses with learning outcomes
- Annual Assessment Reports by faculty/program directors Or Chairs

Assessment Cycle:

- Evidence of learning is collected each semester.
- Results are shared with faculty/program leaders and the Continuous Improvement Committee (CIC).
- Decisions on program or course changes are made based on evidence.
- Follow-up assessments check whether changes improved learning outcomes.

LIM College applies a comprehensive and differentiated assessment framework across its undergraduate and graduate programs to ensure that learning outcomes are achieved at the appropriate level. Undergraduate assessment emphasizes general education competencies, professional skill development, and experiential learning, while graduate-level assessment focuses on advanced disciplinary knowledge, applied research, and industry leadership.

Both frameworks use a combination of direct and indirect measures, including capstone projects, signature assignments, employer feedback, and survey data, with results mapped to program and institutional outcomes. Faculty review findings annually to inform curricular revisions, enhance teaching strategies, and strengthen student support (*Table 18*).

Table 18. LIM Assessment Framework

Dimension	Undergraduate Programs	Graduate Programs
Philosophy	Broad foundation; balance of direct/indirect measures; focus on skills, experiential learning, and industry readiness	Mastery of specialized knowledge; aligned with industry; prepares for leadership roles
Learning Outcomes	Gen Ed competencies + business core + discipline-specific skills	Program-specific, advanced, specialized outcomes
Assessment Methods	Direct: Gen Ed assignments, capstone exams, portfolios, internships. Indirect: NSSE, satisfaction surveys, employment data	Direct: Signature assignments, capstone projects, CLO – PLO alignment Indirect: Capstone surveys, Canvas reviews, industry feedback
Capstone/Final	Required exams, portfolios, and co-op presentations	Applied capstone projects with industry analysis and feedback
Technology	Canvas Outcomes, Dropout Detective, Instructor Insight	Surveys, grade reports, Canvas Blueprint reviews
Experiential Assessment	Internship/co-op evaluations of career readiness	Graduate internships; employer feedback on leadership deliverables
Curriculum Mapping	CLOs→PLOs→ILOs alignment; faculty rubric reviews each term	Reviewed when launching or closing programs
Feedback & Improvement	Annual reviews inform faculty development, curriculum, and support	APR and CIC peer review drive innovation and institutional learning

LIM’s core values are complemented by the institutional learning objectives/general education competencies used to guide undergraduate degree programs. As mentioned in Standard III, these competencies include Communication; Quantitative Reasoning; Critical Analysis; Technological Competency; Information and Digital Literacy; and Equity, Culture, and Sustainability. These competencies are embedded as general education requirements for each undergraduate degree program. As such, general education competencies are mapped to program outcomes for each undergraduate degree program (*Appendix 40: Institutional Curriculum Map*). This mapping helps clarify how learning outcomes are interrelated and build upon one another as students progress through their programs. Learning outcomes for all degree programs are publicly available on the institutional website (*Appendix 140: Undergraduate Degree Program Learning Outcomes* and *Appendix 54: Graduate Degree Program Learning Objectives*).

These learning outcomes provide a structure for program assessment to take place, which is captured in the Learning Outcomes Assessment Plan developed by the Learning Outcomes Assessment Planning Committee (as described in Standard III). For undergraduate degree programs, the Student

Learning Outcomes Assessment Plan (*Appendix 41*) includes assessment of general education goals, business core professional competencies (CPC) for BBA degrees, as required by ACBSP accreditation, and degree program goals, as well as feedback from industry professionals. The CPC emphasizes business learning outcomes that are consistent across all BBA programs. These fundamental areas include accounting, business law, economics, finance, management, and marketing. Mastery in these academic areas provides students with the knowledge and skills to excel in various business environments.

LIM offers 13 undergraduate and 6 graduate degree programs, with 81% of students enrolled at the undergraduate level. Four programs—the BBA in Fashion Marketing, BBA in Fashion Merchandising, BBA in Visual Studies, and BS in Fashion Media—comprise nearly half of total enrollment (49%), generating the most robust assessment data. Accordingly, undergraduate assessment examples in this Self-Study highlight these programs. However, assessment occurs across all degree programs and remains essential to evaluating the knowledge, skills, and competencies students need to complete their degree program successfully.

Assessment of Business Core Professional Competencies

Students enrolled in BBA programs are assessed for performance in the business core professional competencies. It is a normative practice among accredited business programs for this assessment to be performed utilizing a standardized examination. LIM College follows this practice and requires students to complete the Business Core Exam. This exam was developed by LIM faculty with expertise in each area of competence to ensure the alignment of learning goals across BBA degree programs (Fashion Marketing, Fashion Merchandising, Management (now Fashion Management and Leadership), and Visual Studies). It is important to note that this alignment was a recommendation from the previous Self-Study.

Outcomes are analyzed to identify areas of weakness, or competencies with an average score below 70%. This threshold is consistent with the degree requirement of a minimum cumulative GPA of 2.00. Results of the Business Core Exam are provided below and include a breakdown of business core competencies. Overall, students tend to perform better in management and typically have lower performance in finance, accounting, and economics. Since this method of tracking was implemented in 2020, there has been an improvement in student performance in finance, accounting, and economics.

Table 19. Outcomes of Business Core Professional Competencies

Outcomes of Business Core Professional Competencies						
Semester	Management	Marketing	Business Law	Finance	Accounting	Economics
Fall 2020	80.40%	80.40%	76.40%	64.30%	66.82%	71.00%
Spring 2021 Section 1	76.60%	75.50%	80.50%	63.40%	66.28%	68.20%
Spring 2021 Section 2	83.30%	72.80%	79.90%	61.20%	68.29%	66.20%
Summer 2021	73.20%	80.10%	69.40%	74.80%	72.41%	66.60%
Fall 2021	84.70%	87.00%	77.00%	79.60%	76.43%	85.00%
Spring 2022 Section 1	86.50%	85.90%	86.90%	77.10%	69.86%	72.10%
Spring 2022 Section 2	71.00%	65.90%	69.90%	58.10%	69.19%	57.80%
Summer 2022	79.40%	87.30%	78.50%	77.30%	75.44%	81.60%
Fall 2022	79.10%	87.50%	80.00%	73.10%	77.30%	74.70%

Spring 2023 Section 1	92.80%	90.90%	83.50%	82.30%	82.08%	84.90%
Spring 2023 Section 2	84.60%	87.30%	85.40%	84.50%	82.75%	82.10%
Summer 2023	79.90%	86.60%	84.90%	83.30%	86.39%	86.70%
Fall 2023	92.90%	90.80%	90.90%	90.10%	87.04%	90.80%
Spring 2024	79.40%	87.90%	84.70%	84.80%	86.13%	90.20%
Summer 2024	88.90%	90.10%	95.60%	84.60%	82.39%	96.70%
Fall 2024	88.20%	97.30%	100%	97.30%	88.00%	98.20%

In addition to the Business Core Exam for BBA programs, BBA and BPS students complete the Business Core Assessment Exam as well as an in-house, program-specific assessment exam or portfolio (depending on major). Students pursuing a BS degree complete a portfolio.

Assessment of Undergraduate Degree Programs

In LIM College degree programs, program-level objectives are assessed via exams and/or portfolio analysis. The methodology is described in the Learning Outcomes Assessment (LOA) Plan. The LOA Plan guides all learning outcomes assessment activities and is updated annually as goals and processes are revised (*Appendix 41: Learning Outcomes Plan 2024-2025*).

The following sections present a detailed overview of the assessment practices currently underway at LIM College. They begin with *Table 20*, which outlines each degree program and its corresponding capstone course as of Fall 2025. These capstone experiences represent a critical component of the College’s assessment strategy, serving as culminating demonstrations of student learning, applied knowledge, and program-level achievement. The narrative that follows provides a program-by-program discussion of capstone assessments, illustrating how faculty evaluate student performance against established learning outcomes and how the results are used to inform curricular refinement and continuous improvement across all academic programs.

Capstone Assessment: BBA, Fashion Marketing

A 60-question multiple-choice learning outcomes assessment exam is administered to all students in the *Fashion Marketing Senior Capstone (MRKT 4960)* course. The exam, consisting of 10 questions related to every required major course, was created by Fashion Marketing faculty to align with specific program learning goals. This exam assesses the knowledge gained from completion of all core coursework in the Fashion Marketing major as students complete their final Fashion Marketing course. The assessment is administered towards the end of the semester and represents 2.5% of the total grade for the course. Full credit is given to the students if they fully complete the assessment. The assessment has been administered since Fall 2020. In every semester since then, the average score on the exam has exceeded 70% (*Appendix 55: Marketing Major Assessment Reports*).

Capstone Assessment: BBA, Fashion Merchandising

An 80-question multiple-choice learning outcomes assessment exam is administered to all students in the *Fashion Merchandising Senior Capstone (FASH 4960)* course. The exam, consisting of 10 questions related to every major required course, was developed by Fashion Merchandising faculty to align with the program’s specific learning goals. This exam assesses the knowledge gained from completion of all core coursework in the Fashion Merchandising major as students complete the Senior Capstone. The assessment is administered midway through the semester and represents 2.5% of the total grade for the course. Full credit is given if the student fully completes the assessment.

Table 20. LIM Degree Programs and Corresponding Capstone Courses

Degree Program	Capstone	Comments
AAS - Fashion Merch & Mgmt	/	
AOS - Fashion Merchandising	/	
BBA - Business of Fashion	FASH 4960 - Business of Fashion Senior Capstone - credit(s): 6	
BBA - Fashion Mgmt & Leadership	MNGT 4961 - Fashion Management and Leadership Senior Capstone - credit(s): 6	
BBA - Fashion Marketing	MRKT 4960 - Marketing Senior Capstone - credit(s): 6	Starting Fall 2025 the requirement will be: FMKT FASHION MARKETING CAPSTONE
BBA - Fashion Merchandising	FASH 4960 - Fashion Merchandising Senior Capstone - credit(s): 6	
BBA - Management	MNGT 4960 - Management Senior Capstone - credit(s): 6	Program not being offered by: Fall 2024
BBA - Marketing	MRKT 4960 - Marketing Senior Capstone - credit(s): 6	Program not being offered by: Fall 2022 (Replaced with Fashion Marketing)
BBA - The Business of Cannabis	CANN 4960 - Cannabis Senior Capstone - credit(s): 6	Program not being offered by: Fall 2025
BBA - Visual Studies	VIST 4960 - Visual Studies Senior Capstone - credit(s): 6	
BPS - Fashion Merchandising	FASH 4960 - Fashion Merchandising Senior Capstone - credit(s): 6	
BS - Fashion Media	FAME 4960 - Fashion Media Senior Capstone - credit(s): 6	
BS - International Business	BUSN 4960 - International Business Senior Capstone - credit(s): 6	Program not being offered by: Fall 2024
MPS - Fashion Marketing	MPSM 609 - Capstone in Fashion Marketing - credit(s): 3 or MPSX 777 - Graduate Capstone - credit(s): 3	
MPS - Fashion Merch and Retail Mgmt	MPSR 660 - Capstone in Fashion Merchandising and Retail Management - credit(s): 3 or MPSX 777 - Graduate Capstone - credits(s): 3	
MS - Global Fashion Supply Chain Mgmt	MPSS 609 - Capstone: Supply Chain Management Industry Project - credit(s): 3 or MPSX 777 - Graduate Capstone - credit(s): 3	
MPS - The Business of Cannabis	MPSC 667 - Cannabis Capstone - credit(s): 3	Program not being offered by: Fall 2025
MPS - The Business of Fashion	MPSB 609 - Capstone in The Business of Fashion - credit(s): 3 or MPSX 777 - Graduate Capstone - credit(s): 3	
MS - Consumer Analytics	/	

Exam results are analyzed by Fashion Merchandising faculty each Fall and Spring semester and action plans are developed and implemented to address any weaknesses uncovered. Deans and Chairs review the higher number of questions that students got wrong by topic and then close the loop by adding additional content into the class/projects to help reinforce the subject matter. Most recently, student performance has met or exceeded the target score of 70%; i.e., 78% average in Fall 2023, 75% average in Spring 2023 (*Appendix 56: 2020-2024 Fashion Merchandising Assessment Report*).

Portfolio Assessment: BBA, Visual Studies

The Visual Studies Department utilizes a rubric for Capstone student portfolios to assess achievement of program outcomes. The assessment of portfolios is also used to determine weaknesses and make recommendations for improvement (*Appendix 57: Spring 2024 Assessment VIST 4960 Capstone*).

The most recent assessment data (*Table 21*) shows that students are meeting or exceeding all benchmarks of program competencies. Students are meeting standards in digital technology, visual literacy competency, and critical thinking and they are exceeding standards for utilizing and applying industry standard vocabulary, constructing well composed images and layouts, demonstrating a balance of traditional and digital skills, and building a successful portfolio.

A key concern identified was that some student work included copyrighted material, limiting its use in professional portfolios. In response, the department directed instructors to incorporate assignments using only original or copyright-free components. For example, *Digital Design I (VIST2601)*—a foundational course for all Visual Studies majors—is being revised to include comprehensive copyright-free sourcing resources and require all deliverables to be portfolio-ready. This ensures students begin developing industry-standard digital competencies and professional-quality work early in their program.

Table 21. Visual Studies Capstone Assessment Outcomes

Visual Studies 2023-2024 Capstone Assessment Outcomes

	Program Learning Outcome	Below Standard	Approaching Standard	At Standard	Exceeds Standard
1	Define visual vocabulary and utilize visual language within a variety of approaches to visual communication				4.2
2	Utilize digital and relevant technology skills for visual and creative industries			3.5	
3	Create innovative visual imagery and successful compositions using the elements and principles of design				4.5
4	Design and construct industry applicable visual work utilizing a variety of both traditional and digital techniques, tools, and materials				4.2
5	Develop and apply strong visual literacy competency contextualized within the history of art and design			3.8	
6	Originate conceptual thinking, creative problem solving, and various methods for establishing a clear visual identity			3.5	
7	Build a well-edited visual portfolio that's relevant across a broad range of visual and creative industries				4.5
	Assessment scale: 5- Exceeds Standards 4- At Standard 3- Approaching Standard 2- Approaching Standard 1-Below Standard				

Another weakness addressed was an overall lack of understanding of the principles of Design Thinking. To remedy this, the department has added a Design Thinking unit to the course *Design Eras and Visual Style (VIST2710)*, which is a required course for all Visual Studies majors (*Appendix 57: Spring 2024 Assessment VIST 4960 Capstone*).

Portfolio Assessment: BS, Fashion Media

Like Visual Studies, students in the Fashion Media capstone course assemble a portfolio to demonstrate their knowledge and application of program learning goals. During the course, students review and refine their aptitude in a set of “core skills”: writing, photography and design, video editing, and social media marketing. This culminates in a final project in which students assemble a portfolio. Media faculty analyze the portfolios according to a specialized rubric (see Learning Outcomes Assessment Plan).

In 2023, assessment results revealed weaker than expected student strength in the ability to analyze examples of mass media (as per program learning goal number two, to analyze examples of mass media via form and content). The department determined that better continuity of critical concepts between classes was needed. As a result, *Introduction to Mass Media (COMM 1500)*, was made a prerequisite for most media electives. Previously, a required course but not a prerequisite, the new requirement allowed faculty of media studies classes to draw from foundational concepts to better scaffold advanced analytic coursework.

Results for the most recent year available and a year-over-year comparison are as shown in *Figure 8* and *Table 22*, with additional detail found in *Appendix 58: FAME Program Goal Assessment 22-23* and *Appendix 59: FAME Program Goal Assessment 23-24*.

Using Industry Feedback to Promote Curriculum Improvement

Academic deans and department chairs meet regularly with industry partners to discuss trends, skills, and competencies essential to the fashion industry, offering insights that can guide the College’s academic offerings. Based on feedback provided by the Industry Advisory Board and employers (*Appendix 60: Tech Skills 2022-2024*), a need for increased training in the use of technology was identified (additional information on the Technology general education competency and supplemental instruction in Business Spreadsheets can be found in Standard III). To address this programmatically, LIM revised the BBA in

Marketing to become the current BBA in Fashion Marketing, and the BBA in Visual Merchandising was revised to become the current BBA in Visual Studies. These shifts were made to address the industry’s growth in these areas and clarify curricular requirements, including technological expectations, necessary to meet growing employer demand.

Figure 8. Percentage Meeting Expectations (2023-2024)

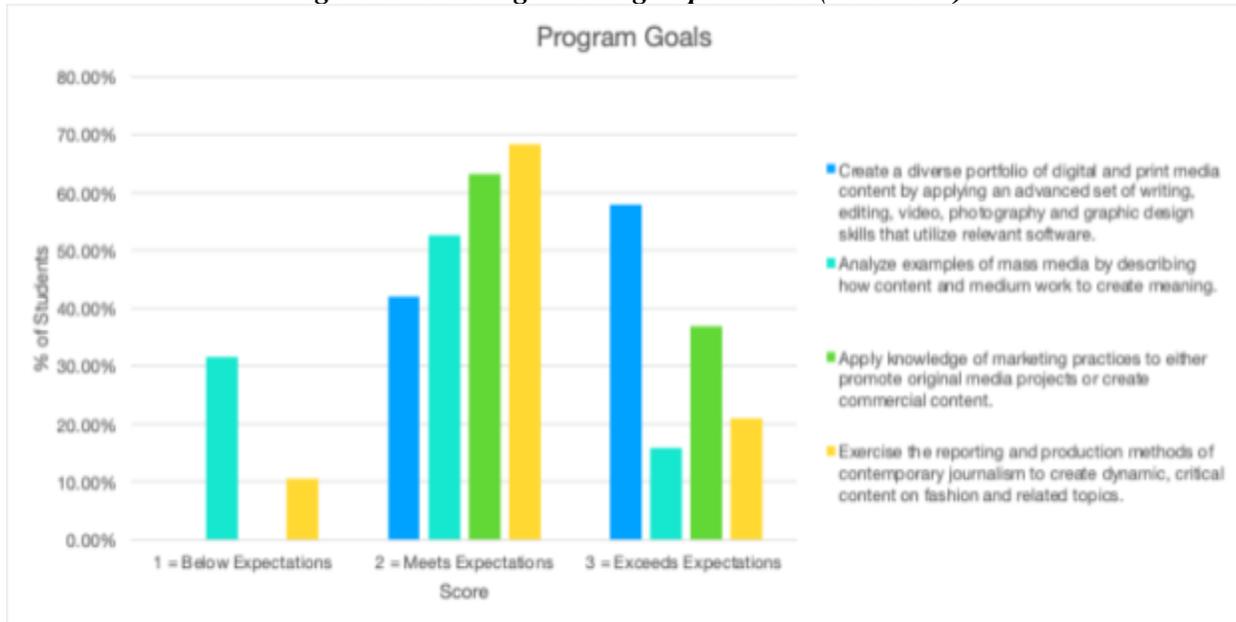


Table 22. Year-Over-Year Averages:

Category	2022-23 Average	2023-24 Average
Diverse Portfolio	2.54	2.58
Media Analysis	1.77	1.84
Apply Marketing Knowledge	2.54	2.37
Content Creation/Writing	2.00	2.11

In addition, *Digital Design 1 (EMRK 3415)* and *Marketing Analytics (MRKT 3688)* were added as requirements for the BBA in Fashion Marketing. More assignments in Microsoft Excel have been embedded in courses required for the Fashion Marketing and Fashion Merchandising degrees. Third-party certifications have also been embedded in required Fashion Marketing courses to strengthen students’ technological competency, including:

- Hootsuite: Social Marketing Course and the Social Marketing Certification
- Hootsuite: Platform Course and Platform Certification
- HubSpot: Content Marketing Certification
- Google: Google AI-Powered Shopping Ads Certification
- Google: Google Analytics Certification

Appendix 61: Students in Marketing Courses with External Certifications contain information on the number of students enrolled in courses who pass the Certification exams.

Beyond integrating industry-relevant technologies such as Adobe Creative Suite, Shopify, Excel for Analytics, and digital merchandising systems into select courses, LIM prioritized enhancing technological accessibility and engagement across all academic programs and modalities. This includes expanded access to cloud-based learning resources, simulation tools, and interactive LMS integrations designed to support collaboration and experiential learning in both on-campus and online environments.

Through feedback from Faculty Tech Surveys (2019, 2021, 2024), Student Tech Surveys (2023), and Student Satisfaction Surveys (2018, 2023) administered by the Educational Technology Council (formerly the Academic Technology Council; discussed further in Standard VI), the following budgetary investments were made to enhance training in and use of technology:

- R-Studio (FY 2022-23)
- Tableau (FY 2022-23)
- SAP (FY 2020-21)
- Atomic Journal (FY 2023-24)
- Padlet (FY 2021-22)
- Institutional licenses (e.g., Adobe Creative Cloud, IBM SPSS, Sketch-up)

These surveys also provide an ongoing mechanism for systemically gathering information on the instructional needs of both faculty and students.

The shift of the fashion industry toward sustainable business practices was also identified. To address this, *Sustainability & the Future of Fashion (FASH 2612)* became a required course in the BBA program in Fashion Merchandising. Additionally, more elective courses on sustainability were developed, and a minor in Sustainability was established.

It is important to note that the addition of minors in the curriculum represents a shift from the concentrations and tracks that were in place prior to 2021. A minor is comprised of four courses and is included on the student's transcript once declared. The College continually assesses industry trends to align minor offerings with evolving needs. Recent additions include Photo Styling and Set Design, and Fashion Design for Business. A photo studio and a fashion sewing studio were built out accordingly to support these new minors.

In addition to new courses and minors, the following undergraduate degree programs were introduced:

- The BBA in Fashion Management & Leadership was created to address the need for business leadership in the fashion and lifestyle sectors (NYSED).
- The BBA in the Business of Cannabis (NYSED) was created in response to the legalization of cannabis across many U.S. states and the resulting projected job growth, though this program has ceased enrolling new students.
- The BBA in the Business of Fashion (NYSED) was designed specifically for transfer students who have already earned a minimum of 60 college credits. The program offers students who have not previously studied fashion merchandising an opportunity to focus their studies on fashion, business, and experiential education and earn a BBA in no more than two years.

The development of new curricula has driven the reimagining of LIM's physical spaces to support both academic and co-curricular needs. Several areas on campus serve multiple purposes. For example, the digital photography studio supports digital courses, such as VIST3014 Digital Photography and Imaging, and serves as production space for the *Lexington Line* student publication. A sustainability and incubator space reflects LIM's commitment to sustainability while providing flexible room for student-led initiatives. Designed to support environmentally conscious and entrepreneurial initiatives, the space encourages students to develop projects centered on sustainable fashion, responsible sourcing, and innovative business models. Other student areas were redesigned for quiet study and mobile device use, and plans are underway to retrofit space at the Fifth Avenue building into a state-of-the-art sewing lab. These improvements or additions include:

- Digital Photography Studio (FY: 2021-22)

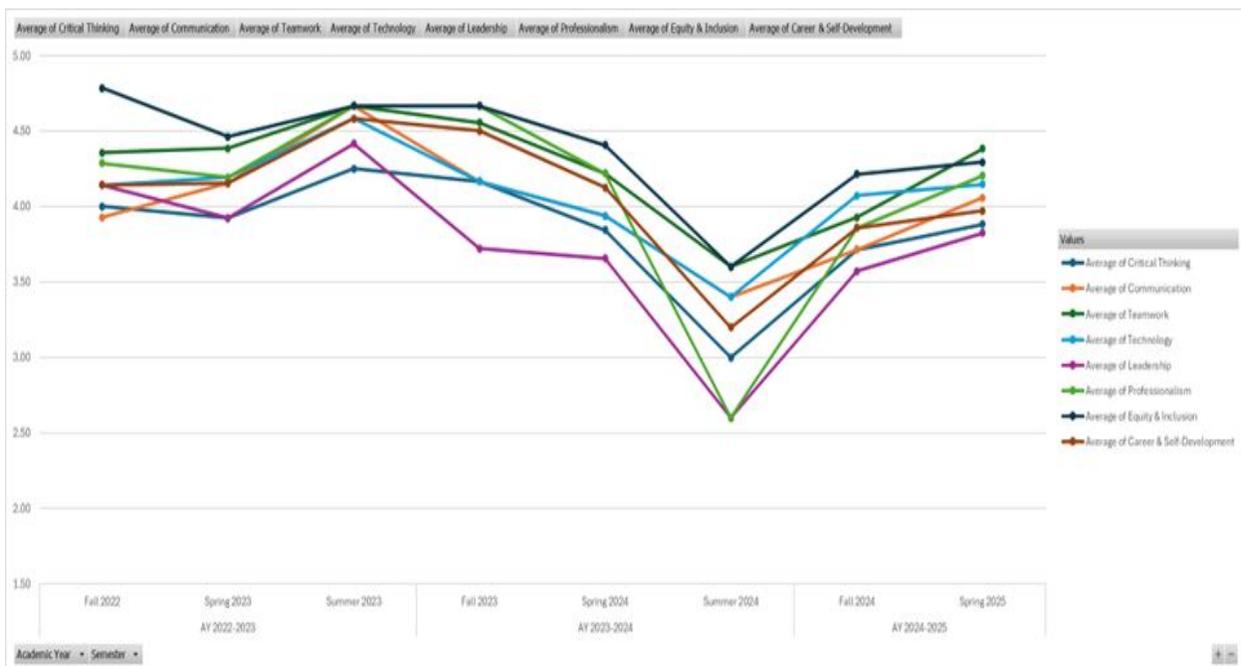
- Sustainability and Incubator Lab (FY: 2021-22)
- Maxwell Hall - Quiet Study Space (FY: 2021-22)
- Sewing Lab (FY: 2023-24)

As previously noted, the Office of Career and Internship Services track the annual Career Outcomes Rate of LIM graduates, using National Association of Colleges and Employers (NACE) guidelines. By monitoring students’ employment status within six months after graduation, the College has been able to identify top employers, job roles, and sectors. This information has been valuable for decision-making around program development, course offerings, and more.

For example, between 2020 and 2023, interest in fashion industry careers among LIM graduates decreased from 74% to 68%, while the interest in the lifestyle sector rose from 26% to 32% (See CIS 2023 Life After LIM Community Report). In the Fall of 2022, LIM updated its mission statement to add the term “and lifestyle” to the phrase “business of fashion,” so that the resulting term would be “the business of fashion and lifestyle.” This in part reflected the launch of two new degree programs in 2022—the Master of Professional Studies and the Bachelor of Business Administration in the Business of Cannabis—and the significant number of students finding jobs in sectors outside the fashion industry.

In addition, information collected by the Office of Career and Internship Services from students completing their Senior Cop-op has allowed for tracking of career outcomes by program. This information is now part of the new Program Review Template. *Figure 9* is an example of information on NACE competencies that are available for every degree program to track changes over time.

Figure 9 BBA Fashion Merchandising Senior Cop-op Employer Evaluation 2022-2025



A full interactive report can be found in the *Senior Cop-op Employer Evaluation 2022-2025* (Appendix I49).

Graduation Rates for First-Time, Full-Time (FTFT) Bachelor’s Degree Seekers

Over the past decade, LIM College’s graduation rates for first-time, full-time bachelor’s degree seekers have remained relatively stable (*Table 23*). For the 2013–2015 cohorts, the 4-year graduation rate has

hovered between 38–40%, while the 6-year graduation rate has been steady at 52–54%. Importantly, LIM consistently reports an 8-year graduation rate of 55%, indicating that while most students who complete do so within six years, an additional number benefits from extended pathways to completion.

By comparison, the average 4-year graduation rate for Peer Institutions is 42%; the 6-year graduation rate is 50%, and the 8-year graduation rate is 52%. This pattern reflects the College’s commitment to supporting persistence across diverse student populations, many of whom balance academic study with employment and other responsibilities.

Table 23: LIM Graduation Data

Cohort Year	4-Year Grad Rate	6-Year Grad Rate	8-Year Grad Rate	Source
2013	40%	53%	55%	IPEDS 2021-22
2014	38%	52%	55%	IPEDS 2022-23
2015	39%	54%	55%	IPEDS 2023-24
2016	In progress	Data available 2024-25	TBD	IPEDS 2024-25

Graduate Studies Assessment

Graduate Studies programs employ a comprehensive assessment process that operates at three levels: course, program, and institutional, utilizing both direct and indirect assessment methods (*Appendix 62: Graduate Studies Assessment Process 2024-2025*).

At the course level, direct assessments include a variety of assignments—such as essays, journals, and problem sets—along with the use of rubrics and instructor assessment surveys focused on course learning outcomes (CLOs). These assessments are systematically applied across courses in different semesters. Indirect assessments involve classroom observations, course evaluations, and student feedback initiatives, such as the THREAD (Transformative Hands-on-Real-World Experiential Academic Development) Program survey. This is LIM’s experiential learning framework that integrates live collaborations with brand partners into graduate coursework- essentially “stitching” together industry and class-based learning.

At the program level, the Learning Outcomes Plan includes direct assessments of assignments, customized rubrics, and instructor assessment surveys of CLOs (*Appendix 41: Learning Outcomes Plan 2024-2025*). Assessment touchpoints have been scaffolded throughout required courses leading up to the capstone.

At the institutional level, direct assessments include evaluations of capstone courses against institutional learning outcomes (ILOs). Indirect assessments encompass aggregate GPA data, graduation and retention rates, and results from surveys related to initiatives such as THREAD and Masterclasses, ensuring a holistic understanding of student success and program impact across the institution.

Summary of Graduate Studies Assessment Results

The Marcuse School of Graduate Studies employs final grade distribution analysis as a quantitative measure to evaluate academic rigor and consistency across its programs. At the conclusion of the Spring 2025 semester, a total of 1,189 final grades were analyzed and compared with the 1,063 grades awarded during Fall 2024 to identify patterns and trends in student performance (*Table 24*). This comparative analysis allows faculty and program leadership to assess grading consistency, examine variations by course or modality, and identify areas where curricular or pedagogical adjustments may be needed to ensure appropriate levels of challenge and academic integrity. Findings from this review are discussed at the Graduate School’s end-of-term faculty meeting and incorporated into ongoing program

evaluation and continuous improvement efforts (*Appendix 63: Spring 2024 Graduate Studies Assessment Report, Appendix 141: First APR report, and Appendix 142: Second APR report*).

Table 24: Graduate Studies Final Grade Analysis

	Fall 2024	Spring 2025	Difference	% Change
A	663	505	-158	-23.83
A-	170	330	160	94.12
B+	74	147	73	98.65
B	62	89	27	43.55
B-	27	36	9	33.33
C+	9	25	16	177.78
C	18	13	-5	-27.78
F	20	14	-6	-30.00
FA	5	18	13	260.00
W	15	12	-3	-20.00

The table shows a modest improvement after the adjustment of grading rubrics in graduate courses. The Spring 2025 data showed that grades are approaching a B curve (which typically consists of 60% of grades in the B range, 20–35% in the A range, with minimal grades in the C range or below) showing fewer signs of grade inflation among graduate courses.

Graduate Program Revisions

Graduate programs, including the MPS in Fashion Marketing (FMKT) and MPS in Fashion Merchandising & Retail Management (FMRM), have been updated to include specializations that align with current industry needs, emphasizing skills in technology, higher order math, and quantitative analysis.

In 2023–2024, LIM conducted a comprehensive review of its graduate curriculum, using faculty meetings, student interviews, focus groups, and industry roundtables. This review highlighted the need to update multiple MPS programs—FMKT, FMRM, and Global Fashion Supply Chain Management (GFSCM)—as some courses had been unchanged since 2016–2019. A full-scale revision began in Spring 2023, led by full-time faculty and select adjunct subject matter experts in partnership with the Online Learning Innovation (OLI) team, and was scheduled for completion by Summer 2025. This effort supports the College’s strategic goal of refreshing programs and ensures graduate curricula remain current, industry-relevant, and supports student success.

As part of these curriculum updates, the MPS in GFSCM was restructured into a STEM-designated Master of Science (MS) degree (NYSED), emphasizing technology and data analysis to better align with industry trends. This change was approved by the New York State Education Department (NYSED) in June 2023, with the revised program launching online in Spring 2024 and in-person in Fall 2025. Similarly, STEM designations emphasizing higher-order math and digital literacy were approved for the FMKT program (launched Fall 2024) and the FMRM program (launching Fall 2025). This aligns with the College’s strategic initiative to become a data-driven organization and is relevant to the Self-Study line of inquiry on offering flexible academic pathways.

LIM’s MBA program also underwent revisions. The credit requirement was reduced from 45 to 39 and three specializations were introduced. The MBA was also renamed to become the MBA in Luxury Brand Management to reflect the updated curriculum, which was approved by NYSED in July 2024 for a Fall 2025 launch. Currently, the MBA in Luxury Brand Management and the MS in Consumer Analytics (MSCA) programs are only available in person on campus and are not offered online. This aligns with LIM College’s initiative to refresh and expand its graduate offerings and is relevant to the Self-Study line of inquiry on providing diverse learning resources to support student progress.

Using Student Feedback to Enhance Graduate Programs

Student feedback has been integral in shaping graduate curriculum and program enhancements. In June 2023, December 2023, August 2024, and December 2024, feedback sessions with graduate students highlighted a demand for more flexible course formats (specifically more daytime courses and virtual modality), more interaction with industry on real-world-style projects, and enhanced training in technology use. This input led to the development of pilot initiatives aimed at improving student outcomes and satisfaction.

Key pilots launched in Fall 2023 include expanded real-world project opportunities and increased collaborations with industry partners. Digital literacy “boot camps” were piloted for MSCA students in Spring 2024, with plans to expand these offerings to other programs by Fall 2025. More virtual courses were offered starting in Fall 2024 and an additional daytime class block was piloted in Spring 2025.

The Marcuse School of Graduate Studies has also increased integration of industry-recognized certifications—such as Google Analytics, Hootsuite, HubSpot, SAP, eMarketing Institute, UN SDGs, (Sustainable Development Goals) and Six Sigma White Belt—into the curriculum. These certifications enhance learning by providing practical, career-ready skills and credentials aligned with course outcomes. The Marcuse School of Graduate Studies continues to expand these offerings, with the goal of embedding relevant (to course learning outcomes) third-party certifications in 70–80% of graduate courses to strengthen student employability and industry alignment.

New Graduate Programs

As of Fall 2022, LIM College is approved by NYSED (*Appendix 143: Degree Inventory*) to offer three types of graduate degrees: a Master of Professional Studies (MPS), a Master of Science (MS), and a Master of Business Administration (MBA). Both MS and MPS programs require 30 credits for completion, with a minimum 3.0 cumulative GPA for degree conferral (*Appendix 20: LIM College Catalog*). The MBA program, which had been on pause since 2014, is set to relaunch in Fall 2025 and requires 39 credits for completion, with a minimum 3.0 cumulative GPA for degree conferral. This expansion aligns with the strategic initiative of launching new academic programs and reflects the flexibility provided to students, relevant to the Self-Study line of inquiry on offering flexible pathways.

In 2022, two new graduate programs were launched: the Master of Science in Consumer Analytics (MSCA)(NYSED) and the Master of Professional Studies in the Business of Cannabis (MPS in BOC)(NYSED). The MSCA program is offered in person, while the MPS in BOC is offered exclusively online. These programs were introduced to meet emerging industry needs and expand the College’s offerings, although challenges with enrollment have arisen. The launch of these programs supports the strategic initiative of expanding and enhancing online learning and growing the international student base.

Program Portfolio Review and Teach-Out

LIM College engage in ongoing review of its academic programs to ensure alignment with mission, student demand, and industry relevance. As part of this process, the Business of Cannabis degrees were evaluated and are currently in teach-out. While initially designed to prepare students for emerging career opportunities in a growing sector, enrollment trends did not meet projections, and the long-term employment outlook was less favorable than originally anticipated. After analysis of enrollment data, labor market information, and feedback from industry partners, the College determined that continuing the programs would not best serve students or align with institutional priorities. Current students are being fully supported through program completion, consistent with accreditation and regulatory requirements, and Academic Advising has ensured that all impacted students can complete their degree pathways. This decision reflects LIM’s commitment to continuous assessment of program viability and its willingness to make evidence-based decisions to sustain academic quality and student success.

Communication of Assessment Efforts

In addition to the governance structure for oversight of the curriculum and assessment described in Standard III, broader communication efforts exist to inform the campus community—including faculty, staff, administration and the Industry Advisory Board—of pertinent developments. Some of these mechanisms include the following.

Communication with faculty

- **Annual Assessment Reports:** Program directors/Chairs and faculty submit and review annual reports summarizing learning outcomes data, curriculum mapping, and use of rubrics. These reports are then shared across departments for discussion.
- **Faculty Council and Department Meetings:** Assessment findings (e.g. capstone rubric results, general education competency data) are presented during council meetings, allowing faculty to discuss trends and make curricular adjustments.
- **Workshops and Training:** The Learning Outcomes Assessment (LOA) Committee holds sessions where faculty receive feedback on assessment data and are trained to integrate findings into pedagogy.
- **Closing-the-Loop Discussions:** Faculty review evidence such as student course evaluations and employer feedback, then determine adjustments (e.g., adding presentation skills training after employer surveys indicated gaps).

Communication with Administration

- **Provost's Council:** Aggregated assessment results and institutional effectiveness dashboards are presented to senior academic leaders, including deans and directors, for planning and decision-making.
- **President's Cabinet:** Key assessment findings related to retention, graduation, and student learning outcomes are communicated to Cabinet members, ensuring administrative decisions are evidence-based.
- **Board of Directors Reports:** Summarized assessment results tied to strategic initiatives (e.g., retention improvements from corequisite models, graduate curriculum modernization) are reported to the Board through the Provost and President.
- **Budget and Resource Planning:** Assessment data (e.g., increased demand for tutoring, student feedback on online learning quality) is communicated to the Executive Vice President for Finance and Operations, Treasurer and used in the Budget Development Survey to guide resource allocation.

Promoting Continuous Improvement of the Assessment Process

In addition to previously described revisions and additions made to curricula, LIM faculty have actively worked towards addressing feedback from the previous Self-Study regarding enhancing the rubrics used for general education and programmatic assessment. As a result, LIM College has moved away from generic rubrics for these courses. There are some standardized rubrics available for some types of assignments (e.g., discussion boards); however, instructors are encouraged to customize their design based on the assignment and its alignment to course and program learning outcomes (*Appendix 64: Undergraduate Sample Assignment Rubrics* and *Appendix 65: Grad Studies Rubrics with Assignments*).

Beginning in December 2024, LIM began centralizing data collection throughout the College. A Data Request Group was formed, and all data requests are now routed to the Data Request Group for processing. In addition, the Office Institutional Research will meet with all academic department chairs and deans to establish and clarify ongoing, as well as ad hoc, data requests. All data shared with department chairs and deans during these meetings will be recorded using a standardized minutes form (*Appendix 66: Standard Minutes Form*).

First Program Review

As mentioned in Standard III, during the Fall 2023 semester the Assessment Planning Committee was charged with developing an annual assessment plan for undergraduate, graduate, and CIS programs. An Annual Program Review Template was adopted to guide and standardize assessment efforts across all programs (*Appendix 144: Annual Program Review Template*). This template was designed to capture program-specific assessment information on: program learning objectives, general education learning objectives (for undergraduate degrees only), career/internship learning objectives, required degree course evaluations, enrollment, retention and graduation data, Career Outcomes Rates, and alumni surveys. This information is used to formulate overall goals for the program and to make specific plans for improvement for the next academic year.

The initial program review for undergraduate degree programs was conducted in Spring 2025 to review the 2023-24 academic year (focusing on Fall 2023 and Spring 2024). This review was intended to serve as a baseline for future reviews. Graduate degree programs will use the template starting with the 2024-25 academic year, and will include Fall, Spring, and Summer semester data for an entire degree cycle, as graduate degrees are one-year programs.

After all departments complete their reviews, the Continuous Improvement Committee (CIC) meets to analyze the individual reviews. The initial meeting of the CIC was held in April of 2025. During its second meeting, the CIC reviewed all program assessment reports and evaluated each program's assessment process using the Academic Report Rubric. The Dean of Academic Administration collected, analyzed, and prepared a report containing an executive summary that lists program strengths, opportunities for improvement, recommendations, a brief overview, and conclusions for each undergraduate program. This gives the CIC the opportunity to evaluate each program's assessment process in addition to identifying strengths and opportunities for improvement and making recommendations. The college-wide assessment report is meant to be used to support budget recommendations for the following fiscal year. The following is an overview of the first program review report.

BBA, Fashion Marketing

The Academic Program Review for the BBA program in Fashion Marketing identified program strengths (alignment with the institutional mission and strategic planning, coherent curriculum with program learning outcomes, multiple assessment tools, and use of data for decision-making) and opportunities for improvement that included increased discussion on curricular alignment with emerging industry standards and students' needs, strengthening the systematic use of assessment data to inform pedagogical and curricular decision-making, and improving documentation and analysis of progress on previously set goals. Overall, the Academic Program Review for the BBA program in Fashion Marketing indicates a generally solid and proficient program with several commendable strengths as well as areas where targeted improvements can be made.

BBA, Fashion Merchandising

The Academic Program Review for the BBA program in Fashion Merchandising indicates a level of proficient rating as defined by the rubric across most criteria, with some areas approaching developing rating. Program strengths include clear alignment with the College mission statement, a well-articulated curriculum which aligns with the program learning outcomes, and evidence of data-informed decision-making. Some of the opportunities identified included developing a more robust process for analysis and implementation of assessment results, improving the tracking of the progress of actions plans from previous years, and incorporating emerging trends and industry demands to maintain relevance and competitiveness. These three opportunities for improvement are also stated as recommendations. Overall, the BBA program in Fashion Merchandising shows a solid foundation and alignment with institutional goals but needs stronger evidence of assessment-driven improvement and tracking of prior goals.

BBA, Visual Studies

The Academic Program Review for the BBA program in Visual Studies scored it at the proficiency level across all rubric criteria, indicating a well-structured and mission-aligned academic offering. Program strengths were identified in the areas of alignment with the College’s mission and strategic goals, a curriculum that supports learning outcomes, and evidence of thoughtful assessment practices and use of data in decision-making. Opportunities and recommendations for improvement that were identified included formalizing a consistent process for documenting and tracking action plans, expanding assessment practices to include longitudinal data, and emphasizing industry trends/emerging tools in visual studies to maintain program distinctiveness.

BS, Fashion Media

The BS program in Fashion Media is well-aligned with LIM College’s academic and strategic priorities, ranking consistently on the proficiency level for all evaluated criteria. Program strengths include a clear curriculum design aligned with student learning outcomes and a well- documented assessment process with evidence of data-informed decision-making. Areas for improvement in this year’s recommendations include developing a narrative or dashboard that explicitly links program identity and outcomes to LIM’s mission and strategic plan, formalizing a longitudinal assessment—including documented tracking of how data informs curricular and operational adjustments, and engaging internal and external stakeholders (e.g., faculty, Industry Advisory Board, alumni) to validate program relevance and inform innovation.

Culture of Assessment

LIM College demonstrates a mature culture of assessment by not only identifying areas for improvement but also implementing targeted changes and then reassessing to confirm effectiveness. *Table 25* highlights clear examples of this cycle across multiple learning outcomes. For instance, weaknesses in capstone performance on “integration of theory and practice” led to faculty workshops and rubric revisions, which were followed by measurable gains in subsequent assessments. Similarly, underperformance in written communication was addressed through scaffolded assignments and peer review, resulting in stronger writing outcomes.

The College has also used quantitative data to improve retention-related learning outcomes, such as adopting the corequisite model in math, which produced higher pass rates and narrowed equity gaps. Graduate-level competencies were strengthened through the addition of a Business Analytics course, directly improving capstone rubric scores in data analysis. Finally, employer feedback on presentation skills informed curricular changes that led to improved evaluations of students’ professional readiness.

Together, these examples illustrate that assessment at LIM is not a one-time activity but an ongoing process of evidence, action, and validation. This closing-the-loop approach ensures continuous improvement and demonstrates alignment with Standard V: Educational Effectiveness Assessment, while reinforcing connections to Standards III and IV in supporting student learning and success. *Table 19* illustrates various examples of the use of assessment to implement change.

Table 25. Assessment, Change and Reassessment

Learning Outcome / Area	Assessment Tool	Findings (Assessment)	Change Implemented	Results (Follow-Up Assessment)
Integration of Theory & Practice (Capstone)	Senior Capstone Rubric	Students scored below benchmark on “integration of theory & practice.”	Faculty workshops on project-based learning; revised rubric guidance	Subsequent rubric cycles showed improved scores in theory-to-practice integration.

Written Communication	Gen Ed Writing Rubrics	Weaknesses in clarity and organization of writing	Scaffolded writing assignments with drafts and peer review	Later assessments showed stronger rubric scores in organization and mechanics.
Quantitative Reasoning (Math)	Course pass rates & D/F/W data	High failure/withdrawal rates in developmental math	Implemented corequisite math model with concurrent support labs.	Pass rates improved; equity gaps narrowed; higher progression into advanced math
Graduate Business Analytics Competency	Graduate Capstone Rubrics	Weaknesses in applying data analysis to decision-making	Introduced required Business Analytics course with applied projects.	Follow-up assessments showed stronger performance in analytics competencies.
Oral Presentation / Career Readiness	Employer Internship Surveys	Employers noted interns lacked strong oral presentation skills.	Faculty embedded more presentation assignments in sophomore/junior-level courses.	Employer evaluations in subsequent years reported improved presentation skills.

Assessment and Improvement

- **Assessment Example:** Capstone rubric results tracked to measure student integration of theory and practice.
- **Improvement Example:** Faculty development workshops on project-based learning improved subsequent rubric scores.
- **Assessment of Assessment:** The Assessment Planning Committee reviews assessment reports across programs to determine if outcomes are stated clearly, if measures are appropriate, and if findings lead to change.

Recommendations

- Strengthen accountability within the Learning Outcomes Assessment process to ensure consistent implementation and oversight by designated committees.
- Broaden assessment efforts to include systematic evaluation of course-level objectives—particularly within CARE (Career-Related) courses—to measure learning effectiveness and curricular impact.
- Continue to incorporate NACE competencies across the curriculum. Align LIM institutional goals with NACE goals when appropriate and establish a process to ensure they are updated regularly.

Standard VI: Planning, Resources, and Institutional Improvement

Introduction

LIM College's planning processes, resource allocations, and institutional structures are deliberately aligned to support its mission and advance strategic goals. The College engages in integrated and participatory planning that ensures financial, human, physical, and technological resources are equitably and effectively deployed to support institutional priorities. Continuous assessment practices are embedded at all levels, enabling data-informed decision-making, systematic improvement of programs and services, and a proactive response to emerging opportunities and challenges.

This intentional approach to planning and resource management has been especially critical in recent years. Following an enrollment decline from 1,815 students in Fall 2018 to 1,330 in Fall 2022—a 36% decrease—LIM undertook a comprehensive, mission-driven turnaround effort, building on the foundation established under the prior President. These efforts were further advanced with the appointment of a new President with proven expertise in institutional revitalization, the implementation of substantial cost-saving measures, and the launch of a strategic marketing campaign highlighting the distinctive value of an LIM education. In addition, the College strategically sold institutional real estate to reduce debt and strengthen its financial position.

These actions have produced measurable results. Enrollment grew 3% in 2023–24 (to 1375) and 7% in 2024–25 (to 1466), with an additional 5% increase projected for Fall 2025. Today, LIM is on a stronger financial foundation with greater capacity to reinvest in initiatives that support student success, enhance institutional effectiveness, and sustain innovation.

This section of the Self-Study illustrates how LIM's planning and budgeting processes are both coordinated and inclusive of key stakeholders, how assessment informs resource allocation, and how the adequacy of human, physical, and technological resources is evaluated. LIM's transformation underscores its resilience, adaptability, and enduring commitment to continuous improvement—qualities that directly align with the expectations of Standard VI.

Planning and Processes

Institutional objectives are clearly articulated within the College's Strategic Plan (*Appendix 1: Strategic Plan 2022-2027*). The Strategic Plan provides a framework linking LIM's mission, goals, and objectives across the College. In May 2021, LIM College initiated its 2022–2027 Strategic Planning process, following a temporary pause during the COVID pandemic. The Strategic Planning Committee (SPC) (*Appendix 8: Strategic Planning Committee Charge*) began its work by revisiting and revising the College's vision, mission, and core value statements to ensure continued relevance and alignment with institutional priorities. Building upon the foundation laid by 2019 SPC work, the SPC introduced a new core value focused on Diversity, Equity, Inclusion, and Sustainability, reflecting LIM's commitment to these guiding principles.

The planning process was intentionally inclusive, with feedback solicited from a wide range of institutional stakeholders. The first draft of the revised vision, mission, and core values was approved by the Board of Directors in July 2021 and subsequently shared with the campus community in August 2021, reinforcing the College's commitment to transparency and shared governance.

Following this foundational work, the SPC developed a set of six strategic priorities with corresponding action items to guide the institution over the next three years. This strategic framework was presented to the Board of Directors in October 2021 and has served as a roadmap for institutional decision-making, resource allocation, and assessment.

To monitor progress, the College established departmental timelines and metrics for each strategic goal (*Appendix 67: Metrics for Strategic Goals*). Department heads are responsible for completing annual assessment reports (*Appendix 68: Annual Assessment Reports*) that provide updates on progress toward assigned goals and highlight achievements, challenges, and areas for improvement. These qualitative and quantitative outcomes are synthesized into an annual Strategic Plan Update,

presented to the Board of Directors each October and shared with the broader LIM community during the spring All-College meeting. As of the most recent reporting cycle, results indicate that the College remains on track to achieve its stated goals.

The strategic planning process is further supported by LIM's Institutional Learning Goals, which outline the broad competencies and skills students are expected to develop throughout their academic journey. These learning goals, developed in alignment with the College's mission and strategic direction, are used by academic departments, in their respective assessment plans, to ensure that students have ample opportunities to acquire the skills needed to thrive as innovative professionals.

LIM College's strategic planning process demonstrates strong alignment between institutional priorities, resource allocation, assessment, and mission fulfillment. Inclusive planning, regular assessment, and transparent communication reinforce the College's commitment to effectiveness and continuous improvement in line with Standard VI. Assessment results consistently inform planning and guide resource allocation, ensuring decisions advance strategic priorities. In 2024, for example, the College surveyed department heads to evaluate their understanding of the budget development process. The results identified areas where transparency and communication could be improved. In response, LIM has implemented targeted changes to ensure that all department heads have a clear understanding of the process and experience a more streamlined and collaborative approach to budget development, further strengthening transparency and shared accountability.

LIM employs a range of assessment strategies tailored to the distinct functions of academic and non-academic units. Academic departments use the assessment of student learning outcomes to inform ongoing improvements in teaching, curriculum, and program design (*Appendix 41: Learning Outcomes Plan 2024-2025*). In administrative and support units, assessment is conducted via various methods, including internal surveys, benchmarking against peer institutions, and external program reviews, such as the Grant Thornton Audit conducted in Spring 2025 (*Appendix 69: 2025 Grant Thornton Audit*). These assessments are directly connected to divisional strategic plans and aligned with the College's overarching strategic framework.

By integrating assessment results into strategic planning and resource allocation processes, LIM ensures that institutional priorities are data-informed, mission-driven, and responsive to both internal performance indicators and external benchmarks. This approach supports a culture of continuous improvement and reinforces the College's commitment to institutional effectiveness, as outlined in Standard VI.

LIM College's financial planning and resource allocation processes are intentionally aligned with the institution's mission and strategic priorities. The College maintains a planning and budgeting system that is transparent, participatory, data-informed, and continuously evaluated to ensure that institutional goals (*Appendix 71*) are supported through equitable and effective use of resources.

Following the finalization of the Strategic Plan, the College did not create a separate, stand-alone Strategic Plan budget (*Appendix 70*). Instead, strategic priorities are embedded within the College's overall budgeting process, ensuring that institutional planning and resource allocation remain closely aligned. Annual budgeting is informed by institutional assessment data, enrollment projections, academic program reviews, and market research, supporting the College's broader strategic goals (*Appendix 8: Strategic Planning Committee Charge*).

The budget planning process is iterative and inclusive. The Dean of Academic Administration and the Provost initiate discussions with department heads to evaluate unit-level objectives and forecast requirements for the upcoming fiscal year. These discussions are grounded in departmental assessment results, key performance indicators (KPIs), and progress toward Strategic Plan goals. Departments submit annual reports that include outcomes assessment and resource requests tied to strategic initiatives such as student retention, academic innovation, and industry partnerships.

After collecting input, the Provost, Executive Vice President of Finance and Operations, Treasurer (EVP), and the Budget Office analyze projected expenses using institutional data, including prior-year budget-to-actual trends, enrollment data, and program performance metrics. This ensures that budgeting decisions are evidence-based and support initiatives with demonstrated impact.

Although a Strategic Plan budget is not maintained separately, departments incorporate strategic priorities into their annual budget submissions, and the connection between planning and resource allocation is made explicit in budget templates and reporting. A shared spreadsheet is utilized to track spending relative to the Strategic Plan. This integration reinforces accountability and strategic alignment throughout the institution.

At the close of each fiscal year, actual spending is reviewed in relation to budgeted projections. These insights are used to inform adjustments and identify opportunities for improvement in future planning cycles.

Each spring, the Board of Directors reviews updates on institutional progress, including analyses of resource deployment and alignment with strategic objectives (*Appendix 9: DEI Strategic Plan 2020-2025* and *Appendix 10: Previous Mission Statement*). This process supports transparency, accountability, and a culture of continuous improvement.

The Strategic Plan functions as a living document regularly revisited and refined based on institutional performance data, assessment findings, and environmental scanning. This approach ensures that planning, resource allocation, and institutional assessment are integrated and mutually reinforced, enabling the College to advance its mission, enhance student success, and maintain financial sustainability.

LIM College has undertaken several major assessment and planning initiatives over the past seven years, the majority of which are guided by and aligned with the College's Strategic Plan. These initiatives illustrate the institution's commitment to evidence-based planning, data-informed decision-making, and the continuous improvement of academic offerings to ensure alignment with workforce needs and student success (*Table 25*).

Graduate Curriculum Revisions and STEM Designations

Internal academic program reviews supplemented by feedback from student and alumni surveys and faculty input and focus groups with industry advisors identified key areas for curricular improvement across multiple graduate programs. These assessments emphasized the need to strengthen students' quantitative and analytical skills, particularly through the inclusion of higher-order mathematics, and to integrate workplace-relevant technologies such as advanced spreadsheet modeling, data analysis, and supply chain analytics. As a result, substantive revisions were made to the Master of Professional Studies (MPS) programs in Global Fashion Supply Chain Management (GFSCM), Fashion Marketing (FMKT), and Fashion Merchandising & Retail Management (FMRM), as well as the new Master of Business Administration (MBA) in Luxury Brand Management (launched in Fall 2025).

The revised MPS programs in GFSCM and FMKT were approved as STEM-designated degrees by the New York State Education Department (NYSED) and the Middle States Commission on Higher Education (MSCHE) in June 2023. These updates introduced more rigorous coursework in data analytics, logistics modeling, and strategic forecasting. Furthermore, the MPS in GFSCM was transitioned to a Master of Science (MS) degree to better reflect its analytical depth. In July 2024, NYSED and MSCHE approved further program changes, including STEM designations for the revised MPS in FMRM and the new MBA in Luxury Brand Management. These curricular enhancements directly support LIM College's Strategic Plan objectives to expand career-focused academic offerings and prepare students for the evolving demands of the global fashion and lifestyle industry.

These academic changes followed a structured, evidence-based process that included faculty self-studies, curriculum mapping, analysis of learning outcomes and labor market trends, benchmarking against peers, and feedback from advisory boards and employers. Revisions were reviewed by the Graduate Curriculum Committee and Academic Council, with final approval from NYSED and MSCHE. Implementation was supported by strategic investments in faculty development, software platforms, and data analytics.

These initiatives exemplify how LIM College's planning, decision-making, and resource allocation processes are aligned with institutional priorities and continuously assessed for effectiveness. They reflect the College's commitment to responsiveness, academic excellence, and the strategic goal of

preparing graduates for success in data-driven, technology-enhanced fields. This integration of academic innovation into the broader strategic and financial planning framework demonstrates LIM's capacity for sustainable improvement and institutional effectiveness, in alignment with the expectations of Standard VI. The committees detailed below assist in institutional decision-making processes, assignment of accountability, and assessment strategies for ensuring institutional effectiveness and success.

Educational Technology Council

The Educational Technology Council (ETC) (*Appendix 72: Educational Technology Council*), established in 2022, plays a crucial role in supporting LIM College's mission and strategic goals by evaluating, developing, implementing, and communicating technology initiatives, particularly as they pertain to the College's academic offerings.

Initially founded as the Instructional Technology Task Force (ITTF) in 2018, the ETC has evolved to become the primary body addressing academic technological needs across the institution. The ETC ensures that LIM stays aligned with industry standards and innovations, especially in business and fashion, while providing robust support to faculty and students. The ETC is responsible for creating and proposing policies and procedures that enhance the technological offerings for the academic community. It serves as the central body for coordinating academic technology needs with the Information Technology (IT) department and the Office of Learning Innovation. Through regular meetings, the ETC ensures that LIM College's academic technologies align with institutional priorities, fostering transparency, accountability, and collaboration across the institution. This supports decision-making processes, ensuring that technology integration is in line with the College's strategic goals.

Data Security Committee

The Data Security Committee (DSC) (*Appendix 73: Data Security Committee*), established in 2022, has been integral in overseeing the College's information security initiatives, ensuring these efforts align with LIM College's mission and goals. The DSC is responsible for creating and managing data security policies, procedures, and strategies that ensure compliance with legal and regulatory standards. This committee also provides strategic direction for information security and data privacy issues. By actively managing LIM College's Data Security Policy and related programs, the DSC ensures that digital and physical data are securely handled, reinforcing the institution's commitment to safeguarding sensitive information. The DSC works closely with various College departments to integrate data security into broader institutional planning and decision-making processes, thus promoting accountability and institutional effectiveness in managing and protecting data.

Student Success Committee

The Student Success Committee (SSC) (*Appendix 74: Student Success Committee*), created in 2021, is focused on improving the overall student experience at LIM College. The SSC brings together key constituencies from across the institution, including staff who work in admissions, financial aid, academic advising, career development, and experiential learning, to collaboratively focus on enhancing student success from enrollment through graduation. The committee's work directly aligns with LIM College's strategic priorities, with a focus on initiatives that impact all students, including first-year, transfer, international, graduate, and online learners. The SSC establishes college-wide initiatives each year which are reviewed and approved by the President's Cabinet to ensure alignment with institutional goals. By prioritizing student success and holding itself accountable for continuous assessment and improvement, the SSC ensures that the College's strategies and efforts are directly contributing to the achievement of its strategic mission.

Diversity, Equity, and Inclusion Committee

Launched in July 2020, the Diversity, Equity, and Inclusion (DEI) Committee (*Appendix 75: Diversity, Equity and Inclusion Committee*) is central to LIM College's ongoing commitment to fostering an inclusive, equitable, diverse community. Comprised of faculty, staff, and students, the DEI Committee

plays a vital role in aligning DEI initiatives with the College's Strategic Plan. It works to ensure that College policies, programs, and practices reflect the values of diversity, equity, and inclusion, creating structures that support these principles throughout the LIM community. The DEI Committee provides oversight for the DEI Strategic Plan, ensuring its continuous assessment and the incorporation of necessary adjustments. The committee serves as a resource for DEI-related issues across the College, supporting transparency and accountability in how DEI initiatives are implemented. Through regular meetings and ongoing assessment, the DEI Committee ensures that diversity and inclusion are not only valued, but also integrated into decision-making processes, strengthening institutional effectiveness and success across the College.

Institutional Assessment Processes

In addition to large-scale assessments, the College engages in routine assessment activities to ensure continuous improvement. These assessment activities are described below.

Routine Assessment Activities

LIM College utilizes a comprehensive and data-informed budgeting and resource allocation process that aligns directly with its mission and strategic goals. This process is built upon the integration of multiple institutional assessments that capture key aspects of the student experience, academic quality, and operational effectiveness. Core tools such as the National Survey of Student Engagement (NSSE) and the annual Student Satisfaction Survey serve as foundational inputs to this process. The NSSE provides comparative data from first year and senior students regarding academic engagement, quality of interactions, and overall educational experience. These results are benchmarked against peer institutions and analyzed to identify strengths and areas for improvement, including student involvement in learning experiences and access to support services. The Director of Institutional Research presents these findings at the President's Cabinet and department meetings, encouraging cross-departmental dialogue.

The annual Student Satisfaction Survey provides actionable feedback on advising, instruction, communication, and campus life. Results, combined with NSSE data, offer a holistic view of the student experience and are integrated into the College's strategic and budget planning cycle. Reports highlight priority areas such as advising, technology, engagement, and academic support, guiding evidence-based resource allocation by the President's Cabinet. Departmental budget proposals must align with these student-identified needs and demonstrate support for institutional objectives.

In addition to core surveys, LIM uses multiple assessment tools to guide planning and improvement. End-of-semester course evaluations provide feedback on content, teaching, and engagement; results are reviewed by chairs and academic leaders to inform faculty development and curriculum design. Summary reports, issued three times a year, track trends in instructional quality for long-term planning. The Student Progress Survey, administered in the fourth week of the semester, offers early feedback that enables timely instructional adjustments and helps identify students who may benefit from targeted support such as tutoring or language assistance.

Internship satisfaction surveys, alumni surveys, and the Faculty Technology Survey further contribute to LIM's data ecosystem, offering insights on career readiness, faculty instructional needs, and post-graduation outcomes. The Retention Analysis Report, led by the Office of Institutional Research, is a key resource in understanding patterns in student persistence. It examines variables such as financial aid packages, transfer status, academic performance, and course load to identify which students are most at risk of attrition. These findings directly inform institutional strategies to improve retention, which in turn affect resource allocation to areas such as financial aid, academic advising, and first-year programming.

In addition, LIM College employs specialized surveys to support planning in emerging and mission-critical areas. The biannual Campus Climate Survey evaluates awareness and understanding of sexual misconduct policies, helping the institution align with regulatory compliance and community safety standards. The Needs Assessment Survey for incoming students, first administered in 2023, captures early data on first year and transfer students' needs, helping shape orientation, academic support, and DEI initiatives. The Student Technology Survey and the Modality Survey inform investments in

technology infrastructure and course delivery design, ensuring that LIM's educational model aligns with student preferences and learning styles.

Together, these assessment tools provide the foundation for LIM College's planning and budgeting. Findings are synthesized and integrated into strategic discussions, ensuring that resource allocation is data-informed, mission-aligned, and focused on student success. The budgeting process is transparent and collaborative, with a continuous feedback loop that monitors outcomes and refines strategies. This approach reflects LIM's commitment to continuous improvement, institutional effectiveness, and responsible stewardship in support of its mission and strategic vision.

DEI Planning

LIM College is committed to fostering a diverse and inclusive community consistent with its mission. In 2020, the College developed a DEI Strategic Plan (*Appendix 9: DEI Strategic Plan 2020-2025*) to guide priorities and ensure resources are used effectively. Assistant Director of Diversity, Equity, Inclusion, and Accessibility was appointed in 2022, supported by a cross-functional DEI Committee. DEI initiatives are integrated into professional development, student support, and campus programming. Examples include training sessions, enhanced counseling services, and targeted mentorship opportunities. These efforts are assessed through participation data, feedback surveys, and utilization rates to confirm relevance and impact.

Ongoing communication, such as a college-wide DEI newsletter (*Appendix 145: DEI Newsletter*), helps promote awareness and engagement. The College regularly evaluates the effectiveness of DEI activities through climate surveys and annual planning processes, ensuring that initiatives remain mission-aligned and responsive to student and community needs.

Financial Planning and Budgeting

The College's budget development process is done on a systematic, evidence-based cycle that is closely aligned with the institution's strategic planning goals and academic mission. The fiscal year runs from July 1 to June 30, with budget planning beginning in December of the prior year. The process is intentionally designed to ensure that financial planning supports institutional priorities, strategic initiatives, and resource efficiency.

At the onset of the planning cycle, the Vice President of Enrollment Services collaborates with the President, Executive Vice President of Finance and Operations (EVP), Treasurer, and Provost to establish annual enrollment goals for new and returning students (*Appendix 76: Annual Enrollment Goals*). These projections are critical for calculating anticipated tuition revenue and forming the foundation for the College's financial planning. Simultaneously, capital budget needs are reviewed to identify infrastructure projects and technology upgrades, with each proposed investment evaluated for its alignment with the Strategic Plan and potential institutional impact.

By January, the Budget Office will prepare preliminary revenue and expense scenarios for review by the EVP to ensure targets are realistic and strategically aligned. Once approved, departments receive standardized templates and training on budget guidelines. Departments then have one month to submit proposals outlining program needs, strategic initiatives, and requests for personnel, technology, or equipment. Each request must demonstrate alignment with Strategic Plan objectives and is reviewed in the context of facilities, IT, and payroll budgeting.

The Budget Office consolidates departmental submissions into a comprehensive summary for review by the EVP and the Leadership Team (President, Senior Vice President and Chief Growth Officer, Provost). Department heads provide context for major changes or new initiatives, after which revisions are made, and the final draft is approved by the President and EVP. The budget is then reviewed by the Board's Finance Committee and presented for tentative approval at the April Board Meeting.

The budget is reviewed and adjusted for changes in enrollment projections. If needed, expenses are adjusted to support the change in enrollment numbers. Then the final budget is presented to the Finance Committee and the full Board of Directors for review and approval at their July meeting,

To support ongoing financial oversight, department heads receive monthly reports (*Appendix 77: Monthly Budget Reports*) tracking year-to-date expenditure and comparative data from the prior year. The Budget Office also holds monthly meetings with departments to review budget performance and reinforce alignment with institutional goals. To assess the budget development process, a year-end Budget Development Process Survey (*Appendix 78: Budget Developmental Process Survey*) is administered to all departments. Feedback from this survey informs annual refinements, increases transparency, and promotes cross-departmental engagement in financial planning.

For the Fiscal Year 2025–26 budget cycle, several key enhancements were implemented to improve efficiency and support departments more effectively:

- A redesigned budget template ensures consistent data entry and simplifies reporting and analysis across departments.
- Daily office hours with the budget and accounting team provide departments with personalized support during the planning phase.
- A new standardized Budget Transfer Form streamlines fund transfers between Other Than Personal Services (OTPS) accounts, improving tracking and accountability.

LIM's Office of Purchasing also plays a vital role in maintaining fiscal integrity and efficient use of institutional resources. Utilizing Reqlogic e-procurement system, which is fully integrated with the College's accounting software, the purchasing process is automated and aligned with approved budgets. All purchase requests are reviewed for funds availability prior to approval. New staff responsible for procurement undergo training on the system, and all users have access to detailed purchasing policies, which are reviewed and updated annually in the Employee Handbook (*Appendix 21*).

This integrated, data-driven approach to budgeting, procurement, and resource allocation underscores LIM College's commitment to fiscal responsibility, strategic alignment, and continuous improvement. The College ensures that resources—financial, physical, technological, and human—are used effectively to support its mission, goals, and long-term institutional sustainability.

Financial Resilience

In recent years, LIM College has faced a rapidly evolving landscape requiring deliberate and mission-driven resource planning. Between Fall 2018 and Fall 2022, overall student enrollment declined from 1,815 to 1,330—a 36% decrease. In response to this shift and its associated fiscal impact, the College implemented a comprehensive realignment strategy to ensure institutional sustainability while maintaining the integrity of its academic mission.

In addition to reducing expenses the College appointed a new President with demonstrated expertise in institutional revitalization, executed significant cost-saving measures, and launched a strategic marketing campaign focused on communicating the distinctive value of an LIM education. Financial resilience was further supported by the strategic sale of institutional real estate, a move that both reduced debt and improved the College's financial footing. Importantly, while reducing operational expenditure, LIM also invested in its long-term strategic capabilities by creating several new positions dedicated to planning and institutional effectiveness. *Appendix 79: Strategic Plan Initiatives* lists the positions and the Strategic Plan initiatives or goals that each support.

See Standard VII: Administrative Structure and Decision Making for a description of the College's decision-making processes and assignment of responsibility.

Facilities and Technical Infrastructure

COVID Pandemic

The onset of the COVID pandemic required LIM College to adapt quickly to protect its community and sustain academic continuity. In March 2020, the College transitioned from in-person instruction and events to fully remote learning. To support students, the residence hall, which was then at 1760 3rd Avenue, remained open through May, and resident students who chose to return home received prorated refunds for their early departure. In response to ongoing public health restrictions and to ensure fiscal

responsibility, the College concluded its housing lease early and restructured operations to manage enrollment uncertainty. These measures included temporary workforce reductions and furloughs, resulting in lower payroll costs while maintaining essential student services.

When the campus reopened in Fall 2020, significant investments were made in community health and safety. Enhanced cleaning protocols, regular testing, and personal protective supplies were implemented, along with the adoption of Everbridge, a daily health screening and tracking application used by students and staff. These actions reflected LIM's priority to safeguard its campus while continuing to provide a high-quality educational experience during a period of unprecedented disruption.

Campus Facilities

LIM College property leases were set to expire in 2021. Space planning commenced in 2018 with Marner Architecture, a long-time partner that assisted LIM College with previous expansion projects, collaborating with all departments to evaluate space requirements. Additionally, a classroom space analysis was conducted to assess classroom usage (*Appendix 80: Classroom Space Analysis*). Based on the findings and analysis, it was concluded that consolidating offices and student spaces into two campus locations, at the Fifth Avenue building and Maxwell Hall, would adequately meet the space needs of the College without compromise to the student experience.

In 2020, those leases were extended, and renovations to both locations began. By the end of 2021, affected staff moved into their new offices. With the Townhouse at 12 East 53rd Street vacant and under mortgage, the Leadership Team made the decision to sell that property to avoid continuing to incur long-term debt. The sale of the Townhouse was finalized in 2024, resulting in the College becoming debt-free.

Bookstore

In 2021, the College ended its long-term partnership with Follett Higher Education Group, the on-campus bookstore, and signed an agreement with MBS Direct. MBS Direct is a fully virtual bookstore that facilitates all purchases online. With growing online enrollment and an increasing preference for hybrid and online courses among current students, the new partnership better meets student needs.

The vacant bookstore space was transformed into a student-run concept store that sells LIM-branded merchandise. In addition, a new hands-on creative course was introduced, *Student-Run Concept Shop: Visual Experience (INTD 2329)*, allowing students to learn through direct application. Each semester students transform the look of the concept store according to a selected theme. Students present a proposal for this work based on research into resourcing trends, materials, and supplies while staying within an allotted budget. Upon approval, students execute the look and feel of the space through installations, window displays, and visual merchandising.

LIM College is now reimagining the on-campus concept store as a laboratory for applied learning and innovation. Graduate students are conducting a competitive analysis to identify factors contributing to declining sales and to benchmark the store against peer and industry models. Building on this analysis, students will develop a comprehensive business plan to revitalize the store, enhance its market positioning, and align it more closely with evolving consumer trends. This initiative integrates classroom theory with hands-on practice, providing students with the opportunity to address real-world business challenges while directly contributing to the College community.

Residence Hall

In 2022 LIM contracted with FOUND Study at 569 Lexington Avenue for student housing, initially on a three-year lease and later extended to five. Its proximity to LIM's academic buildings supports the Strategic Plan goal of fostering student community with convenient access to campus events. To enhance the residential experience, LIM's Office of Housing & Residence Life redefined staff roles, adding a Residential Community Coordinator and Residential Community Advisors focused on community-building, programming, and student support. LIM leases 144 rooms each semester (plus a staff apartment) and regularly exercises the option to add beds to meet growing demand.

The Office of Housing & Residence Life hosts a variety of virtual information sessions and events throughout the summer for incoming students to review residence hall policies and expectations, as well as provide opportunities for students to build connections with each other before moving in. In addition, before the semester begins, Resident Community Advisors participate in a week-long virtual training to ensure they are up to date on current policies and understand their roles and responsibilities, and to enhance their skills in supporting students. The Office of Housing & Residence Life collects feedback from students via the annual Student Satisfaction/Experience survey. This input is used to help improve services and programs at the residence hall.

Technology Infrastructure

LIM College ensures ample computer access for students through various facilities, including computer labs, student tutoring spaces, communal areas, study rooms, lounges, studios, and the library. Remote access to computing resources and associated applications is available to the entire College community via the Microsoft 365 system, LIM's On the Hub portal for application downloads, and myLIM, a centralized web service offering single sign-on (SSO) access to all LIM services. Classrooms are equipped with internet connectivity, ceiling-mounted projectors, screens, and instructor workstations. The campus also has high-speed Wi-Fi across all locations, along with printing and scanning services. Detailed descriptions of all technology services and infrastructure can be found on the Information Technology Department (IT) fact sheet (*Appendix 81*).

Guided by the Strategic Plan, LIM College has made substantial advancements in its technology infrastructure over the past five years to enhance operational efficiency, data security, and continuity of services. Key improvements have focused on strengthening cybersecurity through annual vulnerability and penetration testing, with critical issues promptly addressed. The College has launched proactive initiatives to increase community awareness of cybersecurity best practices, including phishing simulations, training sessions, and tutorials. To protect against sophisticated cyber threats, LIM has secured its Microsoft portal to reduce risks such as man-in-the-middle attacks, introduced immutable data backups to defend against ransomware, and implemented advanced Microsoft 365 security tools. These tools include multi-factor authentication for all users, data loss prevention protocols, advanced threat protection, and identity and risk management policies.

LIM has significantly upgraded its datacenter infrastructure with new virtualized systems at Maxwell Hall and Fifth Avenue and a secondary internet provider to ensure continuity. A cloud-based telephony system (Cisco Webex) enables remote communication through virtual desk phones, and core services are progressively migrating to the cloud to enhance scalability and resilience. These investments demonstrate a forward-looking technology strategy aligned with LIM's mission, priorities, and the evolving needs of students, faculty, and staff.

The IT department is committed to maintaining high-quality and reliable technology services by leveraging advanced monitoring systems and conducting comprehensive annual assessments. These evaluations measure progress toward the strategic objectives outlined in the Information Technology Master Plan (*Appendix 82*). To ensure that technology initiatives align with the needs and expectations of the LIM community, the department assesses the effectiveness of the College's computer resources and support services through the annual Student Satisfaction Survey (*Appendix 52*) and Student Technology Survey (*Appendix 83*).

A key focus of the IT department is ensuring that academic applications remain current and relevant to curricular requirements. To support this, upgrades to LIM's computing and network infrastructure are prioritized and thoroughly vetted through the budget process. This process involves collaboration with key stakeholders, including the Academic Technology Council, President's Cabinet, Faculty Council, Leadership Team, and the Board of Directors, fostering a culture of continuous improvement in technology services and infrastructure.

Financial Resources, Funding Base, and Plans for Financial Development

LIM College maintains comprehensive financial documentation, including detailed budgets, audited financial statements, and related reports (*Appendix 84: Financial Documentation - Budgets and Audited Financials*), all of which are reviewed regularly to ensure transparency, accountability, and financial accuracy. These documents serve as foundational tools for understanding the College's fiscal position and support institutional planning, resource allocation, and compliance.

As part of the annual audit, the College conducts a thorough financial ratio analysis to assess its financial health and operational efficiency. LIM's Composite Scores (*Appendix 85*) consistently demonstrate a stable financial position, supported by strong reserve levels that indicate sufficient expendable net assets to cover several years of operating expenses. This fiscal resilience helps the College to withstand potential economic volatility. Additionally, the College has eliminated its institutional debt, enhanced financial flexibility, and allowed for the reallocation of funds toward student-centered services and academic program development.

Although the College has not had an operating surplus in the last two fiscal years, it is projected to have a \$2,500,000 surplus in 2025, with continued improvement expected. Revenue projections are trending positively, bolstered by enrollment growth and the development of new, market-aligned academic programs. In tandem, the institution continues to implement targeted expense management strategies aimed at increasing operational efficiency and reducing unnecessary expenditures.

LIM's primary revenue streams include tuition and fees, which constitute the largest portion of its funding base, along with housing revenue, which supports both the student experience and operational sustainability. These funding sources are carefully monitored to ensure alignment with institutional priorities and to support the long-term viability of the College.

To sustain and enhance financial stability, the College is implementing initiatives aimed at increasing revenue through strengthened enrollment management, expanded marketing, and industry-relevant program offerings that are expected to attract a larger and more diverse student body. Cost-control measures are being advanced across departments to improve efficiency without compromising academic quality. Strategic partnerships with industry leaders also remain a key priority, helping to provide students with valuable experiential learning opportunities while broadening the College's network of support.

LIM College's approach to financial planning exemplifies a commitment to continuous improvement and institutional sustainability. By aligning financial resources with strategic goals and mission-driven priorities, the College ensures that planning and budgeting processes directly support academic enterprise and student success. These efforts reflect a culture of data-informed decision-making, transparency, and fiscal responsibility that is central to the College's long-term institutional effectiveness.

Financial Audit Process

LIM College undergoes an independent annual audit of its financial statements, conducted by Adeptus Partners (*Appendix 86: Adeptus Partners Audited Financial Statements*). The audit process begins after each fiscal year's close, with the Office of Accounting finalizing institutional accounts in July and submitting all necessary documentation for external review. Audited financial statements are typically finalized and made available by October. Over the years Adeptus Partners has consistently issued unqualified opinions, affirming that the College's financial statements fairly present its financial position in accordance with U.S. Generally Accepted Accounting Principles (GAAP).

For the fiscal year ending in 2023, the auditors identified several deficiencies in the College's internal controls related to accounting processes (*Appendix 87: 2023 Audit Findings*). In response, LIM College promptly reviewed the recommendations and enhanced its internal control environment. As part of these efforts, the College engaged Grant Thornton to conduct a comprehensive assessment of its financial processes and internal controls. The firm's report, issued in February 2025 (*Appendix 69: 2025 Grant Thornton Audit*), found no material weaknesses or significant deficiencies in the College's

accounting systems. However, it did provide a roadmap to improve the accuracy and timeliness of financial data processing.

The Vice President of Finance and Controller has been tasked with implementing the recommendations outlined in the report. A detailed implementation plan has been developed (*Appendix 88: Implementation Plan*) and is being monitored by the Executive Vice President of Finance and Operations, Treasurer and the President. The Finance Committee of the Board of Directors will receive quarterly updates on progress to ensure continued accountability and oversight. These actions reinforce LIM College's strong commitment to transparency, financial integrity, and continuous improvement in alignment with institutional goals and regulatory expectations.

Decision-Making Processes and Accountability

LIM College uses a structured, inclusive decision-making process with clear accountability for institutional and unit effectiveness. The President's Cabinet, comprised of senior academic and administrative leaders, advises the President on resource allocation, infrastructure, and organizational planning. Recommendations are grounded in assessment data, institutional outcomes, and external research, ensuring decisions advance the College's strategic objectives and long-term success. When budget proposals are submitted for new initiatives, the Cabinet conducts budget prioritization meetings to collaboratively evaluate and rank each request. These discussions are focused on identifying proposals that most significantly enhance student success and align with the College's strategic goals. This process reinforces transparency, shared governance, and collective responsibility across departments.

Following the institutional budget approval and the start of the fiscal year, the College continues to align resource allocation with its mission and evolving strategic priorities. Formal procedures allow departments to submit requests for new or adjusted funding. Department heads, as outlined in the College's Organizational Chart (*Appendix 2*), are required to align any budget adjustment requests with the institution's mission, Strategic Plan, and unit-level objectives. This process ensures ongoing accountability and responsiveness, allowing LIM College to maintain operational agility while upholding a culture of continuous improvement and mission-driven planning.

Comprehensive Planning for Facilities, Infrastructure, and Technology

LIM College engages in comprehensive strategic planning for its facilities, infrastructure, and technology, ensuring alignment with both institutional goals and financial planning. This process is informed by sustainability considerations, operational efficiency, and long-term maintenance needs, including strategies to address deferred maintenance.

In 2023, LIM strengthened its facilities management through the adoption of Max Panda, a system that tracks maintenance requests, equipment, and space usage in real time, automates preventative maintenance, and issues low-stock alerts to prevent service disruptions. Users can submit and monitor work orders, and the system generates reports to inform resource planning. Classroom and space utilization is further supported by SchoolDude, a digital scheduling platform that improves efficiency and assessment of physical resources.

LIM College provides student housing through a partnership with FOUND Study – Midtown East, a professional student residence located near campus. FOUND Study offers 24/7 on-site staffing, including a Residence Director, Resident Advisors, security officers, and maintenance personnel, ensuring that students live in a safe, well-maintained, and supportive environment. The partnership is overseen by LIM's Office of Student Affairs, which collaborates closely with FOUND Study staff to address student needs, promote community standards, and coordinate residential programming. These efforts include orientation activities, wellness initiatives, and educational events that help residents build a sense of belonging and connection to the College community. Regular meetings between LIM staff and FOUND Study management ensure consistent communication, timely response to student concerns, and alignment with institutional policies and student life goals. This collaborative housing model supports

LIM's commitment to providing a secure, inclusive, and developmentally focused residential experience that enhances student well-being and academic success.

The IT department follows the priorities outlined in the College's Information Technology Master Plan to ensure a reliable, secure, and scalable digital infrastructure. The department maintains all campus technology, including servers, infrastructure devices and endpoint devices, using scheduled patches, updates, and automated tools such as a system center configuration manager. New software and updates are tested with beta user groups before full campus deployment, reducing the likelihood of service disruptions. To manage service requests, LIM uses Footprints, a user-friendly helpdesk system accessible via web login or email.

To maintain cybersecurity and system integrity, all College devices are protected with Cortex XDR, a next-generation, AI-driven platform that identifies and mitigates potential cyber threats in real time. System health and uptime are monitored using tools that include Orion, Microsoft 365, and vRops, ensuring that emerging issues are proactively addressed before they affect users. This approach supports continuous access to critical systems and promotes a secure digital environment.

In 2018, following a strategic review aligned with the College's mission and long-term goals, LIM initiated a transition from Blackboard to Canvas as its new learning management system (*Appendix 89: LMS - CANVAS*). The migration began in Spring 2019 and was completed by Summer 2020. Canvas offers an integrated digital learning environment that supports online, hybrid, and in-person learning, while also providing around-the-clock support and 99% system uptime. It enhances faculty-student interaction and course delivery through robust analytics, real-time engagement tracking, and a wide range of integrations, including Microsoft Teams and Adobe Creative Cloud.

LIM College's current rental leases for classroom and office space are set to expire in 2029. The College will begin planning for the expiration of the leases in Spring 2026, and the related decisions will be incorporated into the next Strategic Plan. This proactive approach ensures that the College will have the necessary time and resources to evaluate space requirements, make informed decisions, and adjust its facilities strategy in alignment with evolving educational needs and growth.

Collectively, these investments in physical and technological infrastructure reflect LIM College's ongoing commitment to strategic planning, sustainability, student-centered learning, and operational excellence. They also ensure that the College is well-positioned to respond to emerging needs while maintaining an environment that fosters academic success and institutional effectiveness.

Title IV Compliance

LIM College is dedicated to maintaining its Title IV responsibilities and ensuring compliance with federal regulations as outlined in 34 CFR 602.16(a)(1)(x). This regulation mandates that institutions demonstrate their commitment to meeting the eligibility requirements for participation in Title IV federal financial aid programs, which is critical for the College's ability to offer federal financial aid to its students.

Under Title IV, LIM College is responsible for several key areas to maintain its eligibility for federal financial aid. First, the College administers its financial aid programs in accordance with federal regulations, ensuring that students receive accurate information about their eligibility, application processes, and available types of aid. The College also implements processes for verifying student data, as required by federal guidelines, which includes confirming the accuracy of financial information submitted by students and their families during the financial aid application process. Additionally, LIM College regularly conducts assessments and audits to evaluate its compliance with Title IV regulations, ensuring the timely and accurate disbursement of financial aid (*Appendix 90: Title IV Audit*).

Federal Regulation 34 CFR 602.16(a)(1)(x) requires institutions to demonstrate that they have appropriate policies and procedures to verify compliance with Title IV requirements. LIM College actively implements several measures to meet this regulation. This includes ongoing training for financial aid staff to ensure they are knowledgeable about Title IV regulations and understand the importance of compliance. The College also maintains thorough documentation of its financial aid processes and student verifications to facilitate audits and reviews by regulatory bodies. Furthermore, LIM takes proactive measures to identify and mitigate potential compliance risks related to financial aid administration.

LIM College is firmly committed to continuous improvement in the administration of its Title IV federal financial aid programs, ensuring full compliance with all U.S. Department of Education regulations and institutional accountability standards. The College conducts regular reviews of financial aid policies and procedures to maintain accuracy, transparency, and efficiency in aid delivery. These reviews are informed by findings from annual independent financial audits, internal process evaluations, and periodic federal or state compliance reviews.

Feedback and recommendations from these assessments are systematically analyzed by the Office of Student Financial Services, in collaboration with the Business Office and the Vice President for Finance and Operations, to identify areas for improvement and implement corrective measures. Recent enhancements include the refinement of verification procedures, improved documentation protocols, and expanded staff training on federal regulatory updates. These ongoing efforts strengthen the integrity and effectiveness of LIM's financial aid operations, reinforce responsible stewardship of federal funds, and ensure equitable access to financial resources for all eligible students.

The College also fully adheres to the terms and conditions outlined in its most recent Program Participation Agreement with the U.S. Department of Education (*Appendix 91*). This agreement is essential for the College's eligibility to participate in federal financial aid programs under Title IV and ensures that LIM College meets all regulatory requirements. Additionally, the 2017 Statement of Accreditation Status (*Appendix 92*) affirms the College's ongoing commitment to academic excellence and compliance with the accrediting body's standards. LIM College regularly reviews and updates its practices to ensure alignment with these standards.

Measurement and Assessment of Institutional Resource Utilization

LIM College regularly evaluates the adequacy and efficient use of resources through the Institutional Assessment Report, which reviews all major administrative units—including Counseling Services, Academic Advising, Academic Affairs, Admissions, Marketing and Communications, Facilities, IT, Career & Internship Services, and the Library. Each department outlines annual goals, reports on outcomes, and aligns results with Strategic Plan priorities. Departments also identify how findings will be used to improve services, ensuring that resource allocation and effectiveness directly support the College's mission and goals.

Additionally, academic departments conduct annual assessments to ensure that their courses meet established learning objectives. These assessments help LIM College to advance its strategic priority of student success by continuously refining educational offerings.

In alignment with the College's strategic goal of social responsibility and community engagement, LIM has taken intentional steps to enhance the visibility and accessibility of its Office of Diversity, Equity, Inclusion, and Accessibility (DEIA). To strengthen campus engagement and signal institutional commitment to these priorities, the Director of DEI and Accessibility was relocated to a larger, more prominent office space on the third floor of Maxwell Hall—a central and high-traffic area frequently used by students, faculty, and staff. This move provides greater physical accessibility and creates a welcoming environment that encourages open dialogue, collaboration, and resource utilization.

The new location also allows the DEIA office to host small-group discussions, workshops, and student organization meetings that promote belonging, allyship, and inclusive leadership development. In addition, its increased visibility fosters stronger partnerships with Student Affairs, Academic Affairs, and Human Resources, advancing campus-wide DEIA initiatives and integrating inclusive practices into the broader institutional culture. This deliberate relocation underscores LIM's visible and operational commitment to diversity, inclusion, and accessibility as core institutional values.

Further promoting student success, the College combined the Writing Center and Math Center into the Academic Resource Center. This consolidation brings all tutoring services, including math, writing, and graphic design, into one central location, improving accessibility for students.

Finally, to help ensure the safety and well-being of the LIM College community, the Emergency Response Committee meets quarterly to review and update the College's Emergency Response Plan (*Appendix 93*), ensuring the institution is prepared to respond to any unforeseen events or emergencies.

These strategies reflect LIM College's ongoing commitment to assessing and optimizing its resources to support its mission and enhance overall institutional effectiveness.

Assessment of Institutional Renewal Processes

LIM College conducts systematic assessments across its non-academic and administrative units to ensure that resources, services, and operations are aligned with institutional priorities and student success. Each department establishes clear objectives, collects relevant data, and documents outcomes, which are then used to guide improvements.

As *Table 26* illustrates, these processes have yielded tangible results. Career and Internship Services use career outcomes data to expand employer engagement. Enrollment Services refine recruitment strategies based on application trends. Academic Affairs tracks probation/dismissal outcomes to improve retention support. Counseling Services adjust staffing and outreach to meet demand for mental health resources. Similar cycles of assessment and improvement are evident in Student Financial Services, Marketing and Communications, Human Resources, and the Office of Learning Innovation.

These examples demonstrate that assessment is embedded in LIM’s culture of continuous improvement. By applying evidence-based decision-making to non-academic areas, the College ensures that administrative and support functions directly contribute to institutional effectiveness and the overall student experience.

In alignment with its Strategic Plan and mission, LIM continuously assesses its processes to ensure the gathering and utilization of accurate data to make well-informed decisions, allowing the College to better serve its students. As stated in the Institutional Assessment Plan, Institutional Effectiveness consists of both Institutional Assessment of non-academic areas and Student Learning Outcomes Assessment. The Assessment Committee meets each semester to review the results of the Institutional Assessment Survey submitted by each functional unit (*Table 26*). The following are notable changes:

Table 26. Select Institutional Assessment of Non-Academic Areas

Department / Office	Objective	Key Results	Use of Results (Improvements)
Career & Internship Services	Foster career readiness via experiential learning and employer engagement	Career Outcomes Rate rose to 97% (94% working within 6 months)	Expand employer partnerships; increase tailored job coaching; more early recruiting events
Enrollment Services (Admissions)	Increase application volume/quality and geographic diversity	15% rise in applications; out-of-state apps +11%; international apps –33%	Strengthen late-stage communications; refine messaging to attract international students
Academic Affairs	Monitor and support students at risk of probation/dismissal	38 students off probation across Academic Year 2023–24	Enhanced outreach and best-practice messaging; proactive congratulatory calls
Learning Innovation	Expand faculty development in teaching/assessment and technology	51 attended Teaching & Learning Conference; multiple trainings offered	Plan training calendar 6 months ahead; targeted marketing to improve participation
Counseling Services	Increase access to individual counseling and mental health resources	Students served rose from 38 to 61 after staffing increase	Expand counseling capacity; convert more consultations to ongoing counseling

Financial Aid Compliance	Ensure accurate and timely federal/state reporting	All reports filed successfully; no errors; FVT/GE data shows no programs at risk	Data retained for trend analysis with annual cohort default rates
Marketing & Communications	Expand LIM's global brand to grow international enrollment	International enrollment +21%; increased traffic from India, China, UK	Expanded international campaigns, collateral, and partnerships; implement financial aid/scholarship messaging
Human Resources	Promote civic engagement via Volunteer Time Off (VTO)	VTO opportunity rolled out, but no requests submitted	Reiterate program availability; increase communication and engagement strategies

The Department of Institutional Research plays a pivotal role in the course evaluation process, ensuring data centralization and consistency in analysis. This shift towards a centralized data culture, with all evaluation-related processes flowing through the Institutional Research department, began in Fall 2024 and aims to streamline reporting, enhance data quality, and provide actionable insights for continuous improvement. This change is expected to improve the overall effectiveness of assessments and ensure that decisions are based on reliable, high-quality data.

LIM College's strategic goals are systematically assessed through a combination of quantitative and qualitative measures that inform decision-making and continuous improvement. As *Table 27* demonstrates, each goal is supported by specific assessment methods, translated into actionable results, and linked to measurable outcomes. For example, student retention and satisfaction data led to the development of the Retention Plan, expanded orientation programs, and the implementation of corequisite models in writing and math, resulting in improved persistence rates. Similarly, campus climate data and training feedback informed the redesign of DEI workshops, while employer surveys and Industry Advisory Board input shaped the launch of new academic programs such as Fashion Media and Consumer Analytics.

Resource allocation decisions also reflect this cycle of evidence-based planning, with budget surveys guiding investments in technology and infrastructure that have measurably improved IT and data governance. Governance processes are likewise assessed and refined, resulting in clearer committee roles and improved transparency in Board reporting. Collectively, these examples illustrate how strategic goals are not static statements, but living benchmarks that are actively monitored, assessed, and improved upon. This approach demonstrates the College's commitment to mission-driven planning and institutional effectiveness in alignment with Standard VI: Planning, Resources, and Institutional Improvement. *Table 27* examines Strategic Plan goals and their linkage to assessment and outcomes.

Table 27. Strategic Plan Goals and Assessment

Strategic Goal	Assessment Method(s)	Use of Results	Outcomes
Enhance Student Success and Retention	Retention & graduation data (disaggregated) Student Satisfaction & NSSE surveys	Informed development of Retention Plan (Appendix 29), expanded orientation, corequisite math & writing	Improved persistence rates, stronger first-to-second year retention for first-year and international students
Advance Diversity, Equity, and Inclusion (DEI)	Campus Climate Survey results DEI training participation & feedback	Redesigned DEI workshops to be more scenario-based and practical	Higher satisfaction with DEI programming,

			improved perceptions of inclusivity
Strengthen Academic Programs and Industry Relevance	Advisory Board feedback Employer/industry partner surveys Program-level learning outcomes & capstones	Development of new programs (Fashion Media, Consumer Analytics); strengthened internship requirements	Employer surveys report improved career readiness, strong internship-to-job pipeline
Improve Institutional Resources and Infrastructure	Budget Development Survey (faculty/staff) Institutional effectiveness dashboards	Directed investments in educational technology and data security infrastructure (Appendices 14 & 15)	Increased satisfaction with tech resources, improved IT/data governance
Enhance Institutional Effectiveness and Governance	Annual governance reviews Institutional Assessment Reports to Board	Streamlined committee structures, clarified governance roles	Improved transparency in decision-making, more consistent reporting to Board

Assessment and Improvement

- **Assessment Example:** Budget Development surveys gather faculty/staff input on resource needs.
- **Improvement Example:** Investments in educational technology and cybersecurity infrastructure following survey results.
- **Assessment of Assessment:** Institutional Effectiveness Office reviews the strategic planning and budget feedback cycle to determine whether planning processes are evidence-based and inclusive.

Recommendations

- Increase awareness among staff and faculty about the various decision-making committees on campus to foster transparency, collaboration, and participation.
- Actively involve students in committees.

Standard VII: Governance, Leadership, and Administration

LIM College is a private, independent institution focused on the business of fashion and lifestyle. The College's governance, leadership, and administrative structures are designed to uphold its mission, ensure institutional integrity, and foster student success. This section of the Self-Study demonstrates how LIM maintains effective leadership and clear decision-making processes that align with its strategic priorities. The College's commitment to shared governance, transparency, and continuous improvement supports a collaborative culture that engages Board members, senior leadership, faculty, staff, and students. Through intentional planning and ethical stewardship, LIM College ensures operational excellence and institutional sustainability in a dynamic and competitive higher education landscape.

By-Laws

The College By-Laws (*Appendix 94: By-Laws*) are the central legal documents describing the roles and powers of LIM College's governing body and the selection process for governing body members.

Board of Directors

The Board of Directors (the Board) (*Appendix 95: Board of Directors List* and *Appendix 96: Board of Directors Charge*) is the independent and autonomous legal entity responsible for directing the overall management of the College in all its aspects and has fiduciary responsibility for oversight of the College's financial performance. The Board is the governing body of the College and, as such, establishes basic policies that set the course of the College. However, the Board is not involved in the day-to-day operations of the College, which are functions of the President, other officers of the College, and the administrators and staff appointed by the President.

LIM College's Certificate of Incorporation authorizes up to 15 directors, a number that may be increased by amendment. The Board currently has 11 members, eight of whom are independent. Directors are elected by shareholders for three-year terms and are typically re-elected. New directors are generally nominated by the Nominating Committee—comprised of the President and two directors appointed by the Board Chair—though nominations may also be submitted by shareholders or current directors. Vacancies are filled following this same process, as outlined in the Board By-Laws.

Board membership is transparent, as Board members are publicly identified and profiled on the College's website (*Appendix 97: LIM Website Bios*)

The Board meets quarterly, in January, April, July, and October (*Appendix 98: Board of Directors Binder*, *Appendix 99: Board of Directors Agendas*, and *Appendix 100: Board of Directors Minutes*) Directors are also invited to attend various College events, including Commencement. The College apprises the Board of its activities and initiatives in a quarterly State of the College Report. The Board has multiple committees and working groups: (*Appendix 101: Board of Directors Committees and Charge*) the Nominating Committee, DEI Working Group, Commencement Committee, Academic Committee, and Finance and Budget Committee. The latter makes recommendations to the Board regarding the budget and other financial matters. However, the committee does not have the authority to act on behalf of the Board unless such authority is expressly delegated by a Board resolution—something that does not occur.

Therefore, the Board acts on the Finance and Budget Committee's recommendations as an entity, usually by consensus. (*Appendix 102: Board of Directors Responsibilities*). Board Directors' responsibilities include:

- Monitoring quarterly operational results in terms of the budget
- Accepting the annual financial statement and operating report
- Appointing the College auditors
- Authorizing investigation of a new program or degree
- Authorizing application to the New York State (NYS) Education Department for a new program or degree

- Reviewing and setting the College’s vision and mission
- Approving the Strategic Plan
- Approving acquisition or leasing of new facilities
- Reviewing significant administration changes
- Examining College operating policies and practices
- Approving the degrees of students eligible to graduate
- Approving the Faculty and Employee Handbooks
- Conferring degrees upon qualified students
- Approving changes in student tuition, fees, and expenses
- Approving material capital spending
- Approving credit or loan applications and other contracts implicating significant operating changes or exposures for the College

Given their responsibilities, the College carries Directors and Officers insurance coverage. Board members are not paid for their service, though a small stipend for their time and travel-related expenses is given for each quarterly meeting they attend. Members of standing committees also receive stipends for travel-related expenses to attend committee meetings.

As per College policy, most directors of the Board are independent members. Directors are expected to be strong and vocal advocates for the College, and, in addition to attending meetings, are expected to support the College and its activities. In a real sense, the College’s success depends on the Board. Since 2017, the following new members have been added to the Board:

- Ron Marshall (2019)
- Dr. Francis Felser (2022)
- Gail Nardin (2023)
- Dr. Dario Cortes (2024)
- Denise Vujovich (2024)
- Troy A. LeMaile-Stovall (2024)
- Katy Marshall (2025)

To address the recommendation from the previous Self-Study to add at least one new member to the Board who has previous experience in academic leadership, two new members with extensive higher education experience were added.

- In 2022 Dr. Francis Felser joined the Board. Dr. Felser has more than 30 years of executive experience in higher education administration. He has been with Bryant & Stratton College since 1991, starting as a Vice President and Regional Manager and going on to become Chief Academic Officer (1995-1998), Chief Financial Officer (1998-2010) and Chief Administrative Officer (2010-2015), before being named President and CEO in 2015.
- Dr. Dario Cortes joined the Board in January of 2024. Dr. Cortes has more than four decades of experience in higher education, including 11 years with Berkeley College, New York City, where he was President and a Trustee. He has also served as Senior Vice President for Academic Affairs and Provost of Miami Regional University (Miami, FL) and held leadership roles at The American School Foundation (Mexico City), the Fashion Institute of Technology (New York), the University of Maryland at College Park and Johns Hopkins University School of Advanced International Studies (Washington, D.C.).

In January of 2024, the Vice Chair of LIM’s Board of Directors, Patty Farmer, was appointed as Chair. She is an LIM alumna, having earned a bachelor’s degree in Fashion Merchandising and a Master of Professional Studies degree in the Business of Fashion from the College, and she is the first woman to serve as Board Chair.

Katy Marshall joined the Board in 2025. She is the fourth generation of the Marcuse family to be affiliated with LIM College. Ms. Marshall has nearly 15 years of experience in scaling consumer and healthcare businesses. Most recently, she served as Chief Operating Officer at Thesis, a leading supplement brand backed by Unilever, where she oversaw end-to-end operations and strategic growth. Previously, Ms. Marshall was Chief Marketing Officer at Calibrate, a digital health company at the forefront of obesity treatment, and she has held leadership roles at Kraft Heinz, Glossier, and Harry's.

Troy A. LeMaile-Stovall and Denise Vujovich were added as members to bring deep financial and industry experience to the Board.

With these changes, the Board's composition is now 64% female and 36% male, with 64% of members having a business and retail background and 36% having a higher education background (this includes members with backgrounds in both sectors).

The College has a comprehensive onboarding process for new Board members, which includes meetings with key stakeholders, a tour of campus, and a Board Orientation binder. This binder contains the following items:

- LIM College by-laws
- Board member responsibilities
- Board member roster
- Conflict of Interest Policy and Statement
- Upcoming Board meeting dates
- Minutes from the most recent Board meeting
- List of Board committees, including chairperson and members
- Current audited financial statements and annual budget
- LIM College Strategic Plan 2022-2027
- LIM College Fact Book and Key Indicators sheet, which includes student demographic and enrollment information, retention and graduation rates, and other current statistics

LIM's annual financial planning cycle begins each October when the Executive Vice President for Finance and Operations, Treasurer (EVP) and the Chair of the Board's Finance and Budget Committee set the agenda for the first committee meeting. The EVP and Finance and Budget Committee Chair remain in regular contact throughout the year to monitor progress. The Finance and Budget Committee meets quarterly, one week before each Board meeting, with members receiving materials in advance based on the fiscal cycle.

The Finance and Budget Committee Chair, chosen for this role based on their financial expertise, leads discussions and provides a summary to the full Board, while the EVP delivers a targeted financial report. The College ensures that its budget complies with both bank covenants and the U.S. Department of Education's financial responsibility composite score. Each year, the external auditor presents the draft audited financial statement at one of the four committee meetings.

In addition, the College's legal counsel attends the January Board meeting to review the College's Statement of Conflict-of-Interest Policy with Board members. Counsel also attends the October Board meeting to hold elections for directors whose terms are up for renewal. Counsel attends other meetings as needed for matters of governance and is available between meetings by phone.

LIM College maintains a formal *Statement of Conflict of Interest (Appendix 103)* and *Disclosure Form (Appendix 104)* for Board members and officers. New members review and sign the policy upon appointment, and all members complete annual disclosures to update any potential conflicts. Conflicts are reviewed by the Conflicts Committee, consisting of the President and Board Chair, which issues written recommendations to the Board for action. If either is the subject of the conflict, the other provides the recommendation. If both are involved, College counsel assumes this role.

All four Board of Directors meetings have an executive session to discuss the performance of the LIM College Executive Committee. Executive Committee members (President, EVP, and Provost) are not present at this session. The President of LIM College is evaluated by the Chair of the Board, who meets

with the President once a year to discuss the prior year's goals and accomplishments and to set goals for the year ahead.

The Board of Directors has adopted a revised self-assessment process, conducted on a set timeline through a structured survey (*Appendix 105: Board Self-Assessment Survey*). This process strengthens governance effectiveness and alignment with LIM's mission. Board members evaluate their engagement, strategic impact, and oversight; the fairness and evidence basis of presidential evaluation; and the College's readiness for leadership transitions. They also assess Board composition, recruitment practices, and meeting effectiveness, while providing input on institutional improvement and long-term planning.

In June 2025, the LIM College Board of Directors completed their first annual Board Self-Assessment since many of the new members had joined the Board approximately a year earlier. A majority of the Board members "Agree" or "Strongly Agree" with questions across the nine dimensions assessed in the survey. There was strong consensus that the top three issues currently facing the College that the Board should be prioritizing are: Enrollment, Retention, and Curricular Development.

The Board of Directors approves any research for a new program or degree and, when satisfied with the results, authorizes application for the new program or degree to the New York State Education Department (NYSED). Per this process, the President and Provost present the rationale for the new degree or program to the Board. The EVP attends this presentation to present associated costs and projected revenue. The Board considers the proposal during the interval(s) between the next one or two of their quarterly meetings. In the interim, a Board member with senior-level NYSED experience asks key stakeholders in-depth questions about how the new degree or program would be set up, delivered, and reports back on the likelihood of NYSED approval. The Board continues the discussion until it reaches a decision.

LIM College Leadership Team

President

Ron Marshall became President of LIM College in January of 2024. Prior to assuming leadership of the College, President Marshall served on the Board of Directors since 2019, acting as a consultant and senior advisor to LIM on strategic, financial, and operational matters. A seasoned retail executive, President Marshall's previous roles include leading the Nash-Finch Company, a \$5 billion food distribution and retailing company, and he served as Chief Executive Officer for Borders Group, Inc., and the Great Atlantic & Pacific Tea Company. Most recently, President Marshall served as Chief Executive Officer of Claire's Stores Inc., from 2016 to 2019. Earlier in his career, President Marshall held positions with Pathmark Stores, Inc., Barnes & Noble Bookstores, Inc., and the Jack Eckerd Corporation. From 1976 to 1980 he was a Certified Public Accountant working for the international accounting and auditing firm PwC (PricewaterhouseCoopers). He has also served as Director and Audit Committee Member on the Board of Directors of Claire's Stores, Inc. and Linens & Things, Inc., and as an Executive Committee Member of the Wright State University Foundation. The President's position is defined in the College's By-Laws.

Provost

Dr. Scott Carnz was appointed Provost of LIM College in August 2023. As Chief Academic Officer, he oversees Academic Affairs and advises the President on curriculum, faculty, academic engagement, and pedagogy. Dr. Carnz previously served as Provost at the City University of Seattle, where he oversaw more than 50 programs, created an Office of Social Justice, Equity, Diversity, and Inclusion, launched a research institute, advanced a data-informed culture to improve learning outcomes, and increased persistence rates in key programs. Earlier, as Dean of Academic Affairs at the Art Institute of Seattle, he led 27 undergraduate programs across creative disciplines and established employer partnerships with Nordstrom, Amazon, and Zulily to expand internships. He has also served as a Peer Site Evaluator for the Northwest Commission on Colleges and Universities.

Executive Vice President, Finance and Operations, Treasurer

Michael Donohue has more than two decades of progressively responsible experience in higher education administration and is skilled at streamlining processes and procedures as they relate to that field. His previous positions include assistant controller at the American University of Beirut, budget analyst for the United States Military Academy at West Point, and budget assistant for the Army Athletic Association. Since his arrival at LIM College, Mr. Donohue has played a key role in the institution's strategically planned growth. As the student body has grown from 340 in 2001 to 1,500 in the current academic year, he has helped lead the expansion of the faculty, staff, and facilities necessary to support student success.

Chief Growth Officer

Danielle Yannotta became LIM College's first Senior Vice President and Chief Growth Officer in September of 2024, after serving for more than two years as the College's Vice President of Marketing and Communications. Earlier, she was an adjunct professor teaching undergraduate and graduate-level marketing courses at the College. Before joining LIM, Ms. Yannotta served as a marketing and brand strategist for over 15 years, including consulting work for major brands. Among other career leadership positions, she served for six years in executive roles of increasing responsibility at Toys "R" Us, where she developed partnerships with global brands and entertainment companies and rose to the position of Director, Digital Engagement. As LIM's Chief Growth Officer, she continues to be responsible for Marketing and Communications and leads Admissions and Enrollment Services, focusing on developing and executing an enterprise-wide growth strategy including enrollment plans, brand vision, partnerships, and integrated branding across advertising, public relations, and digital channels, among other functions. (*Appendix 106: Executive Resumes*)

Industry Advisory Board

The Industry Advisory Board (IAB) is an external consultative group that plays a vital role in advancing LIM College's strategic objectives. Comprised of professionals in a variety of functional areas within the business of fashion and lifestyle, the IAB's purpose is to serve as an important bridge between LIM and the industry, assisting and advising the College on visibility, career management, and curriculum (*Appendix 107: Industry Advisory Board Guidelines* and *Appendix 108: LIM Website Industry Advisory Board*).

Administrative Structure and Decision Making

A college is an educational community that relies on professional expertise to fulfill its mission. In this effort, the President is supported by an extensive committee structure responsible for and committed to promoting the mission and goals of LIM College (*Appendix 109: LIM College Committee Structure Table*).

President's Cabinet

Working in concert with the Leadership Team, the President's Cabinet (*Appendix 110: President's Cabinet Member List*) is the College's principal decision-making body on matters concerning the institution's policies, programs, and operations. The Cabinet formulates policy and makes operational decisions that are consistent with the College's mission and Strategic Plan, often with input from the Provost's Council and guidance from the Executive Committee. The Cabinet also advises the Executive Committee on strategic and long-range planning issues. The Cabinet is composed of senior leadership in all areas of the College and is chaired by the President (*Appendix 111: President's Cabinet Agendas*).

Provost's Council

The Provost's Council is a core group of department heads and key leaders in Academic Affairs who serve in an advisory capacity to the Provost, making informed recommendations regarding the College's academic direction, as well as creating and revising academic policies and procedures. The Provost's Council is the body responsible for two primary areas: driving and refining academic direction and

creating and revising academic policies and procedures. The Provost’s Council reports to the Provost, brings issues of concern to the Leadership Team, and meets regularly throughout the academic year (*Appendix 112: Provost’s Council Committee Charge*),

Academic Affairs Council

The Academic Affairs Council (AAC) is a group of faculty and staff who carry out the operational details of new programs and policies approved by the Provost’s Council. The AAC is the primary body for implementing curriculum, resolving operational matters, and enacting policies for the academic and academic support departments at both the undergraduate and graduate levels. Matters for consideration may include new courses, changes to existing courses, discontinuation of courses, operational challenges, and more. The AAC may approve, when appropriate, operational processes and procedures related to the graduate and undergraduate departments and academic support departments. The AAC reports to the Provost’s Council (*Appendix 113: Academic Affairs Council Charge*).

Faculty Council

The Faculty Council presents the views of the faculty to the administration. The Council initiates and recommends policies and procedures that impact educational objectives and the general welfare of the faculty. Faculty Council leadership reports to the Provost monthly during the academic year (*Appendix 114: Faculty Council By-Laws, Appendix 115: Faculty Council Agendas, and Appendix 116: Faculty Council Minutes*).

Student Leadership Council

The Student Leadership Council plays a vital role in amplifying student voices, driving engagement, and fostering a culture of leadership on campus. It is an essential element of maintaining a vibrant, responsive, and inclusive College community. The SLC is an elected student representative body that offers an open forum for discussion and advocacy. It also serves as an important bridge between the administration and student population, ensuring student interests and concerns are communicated effectively. Additional College committees include the following:

- Compliance Committee
- Emergency Response Committee
- Data Security Committee
- DEI Committee
- Student Success Committee
- Educational Technology Council
- Workplace Safety Committee
- Strategic Planning Committee

LIM College also organizes task forces and targeted committees to execute specific projects. Some examples include:

- Convocation Committee
- Commencement Committee
- Sustainability Task Force
- New Student Orientation Task Force
- Academic Response Team (was COVID-specific)

Staff members who are not part of committees or the President’s Cabinet have a variety of opportunities to have their voice heard in the decision-making process. For example, each year at Faculty/Staff Convocation there is an open Q&A session with the President and Provost. In addition, the administration holds “All-College” meetings throughout the year where staff and faculty are encouraged

to ask questions and voice concerns. The President also holds small-group meetings each semester with personnel from every functional unit each semester to discuss any topics of concern to those employees.

Organizational Structure

It is the responsibility of the administration to provide an organizational structure that is clearly documented and specifically defines reporting relationships. The College's current organizational chart (*Appendix 2: Organizational Chart*) reflects how administrators, staff, and faculty have been organized to promote efficiency and focus resources on operational, academic, and student-facing priorities. During the annual budget development process, the Leadership Team evaluates administrative units in consultation with the Office of Human Resources and department leaders. Significant changes to the organizational structure since the last report include:

Graduate Studies

In January of 2023, LIM elevated the leadership role for graduate programs from Chair to Dean, appointing Dr. Eda Sanchez-Persampieri, Associate Professor, as Dean of Graduate Studies. Dr. Sanchez-Persampieri holds a doctorate from Johnson & Wales University and has two decades of fashion and lifestyle industry experience with brands such as Sean John, Daisy Fuentes, Flint & Tinder, and County Seat. She previously directed entrepreneurship programs at St. Francis College and is active in national professional associations. A published scholar in entrepreneurship education, Dr. Sanchez-Persampieri integrates both academic and industry expertise into graduate program leadership.

As part of the restructuring of Graduate Studies, the full-time faculty supporting Dr. Sanchez-Persampieri now includes a professor with a doctoral degree and two assistant professors.

In August of 2023, the College renamed its Graduate Studies department to the Marcuse School of Graduate Studies, in honor of LIM's founder, Maxwell F. Marcuse. In conjunction with this naming, the institution updated its master's degree curriculum with new specializations and STEM designations to meet the evolving needs of students and employers.

Online Learning

In April of 2020, Deepa Rao-Sisario was hired in the new role of Director of the Office of Learning Innovation, and the Office of Learning and Innovation (OLI) was created to ensure that LIM's online programs are as rigorous and engaging as their on-ground counterparts and that students graduate with a solid foundation in technology skills.

The Director of the Office of Learning Innovation oversees all facets of online learning, including refreshing existing courses and launching new online programs. Ms. Rao-Sisario previously served as the Manager of Educational Technology and Assessment at Hunter College's Silberman School of Social Work and holds a master's degree in Instructional Technology and Media from Teacher's College, Columbia University.

Undergraduate Departments

In 2021, to strengthen the natural alignment between fashion merchandising and marketing, LIM moved its Marketing major into the newly configured Fashion Merchandising and Marketing department. Professor Nancy Miller, previously Chair of the Fashion Merchandising department, became Chair of Fashion Merchandising and Marketing, and was subsequently named Dean of Undergraduate Studies in 2023. In parallel, the department of Marketing, Management, and Finance was renamed the Business department. The Business department is currently chaired by Professor Michael Londrigan.

Senior Vice President, Chief Growth Officer

In September of 2024, the new executive-level position of Senior Vice President, Chief Growth Officer (CGO) was created, and the then-Vice President of Marketing and Communications, Danielle Yannotta, was appointed to the role. The CGO oversees both the Office of Marketing and Communications and the Office of Admissions to synergize these teams' efforts and support new opportunities to drive LIM's

growth and evolution. The Vice President of Marketing and Communications, Vice President of Enrollment Services, and Assistant Vice President of Strategic Communications all report directly to the CGO.

Leadership and Community Engagement

Most of LIM College’s directors, deans, and vice presidents have higher education experience consistent with the duties of their position, while others have professional experience in the fashion industry, consistent with the LIM College mission (*Appendix 117: Administrative Staff Job Descriptions, Appendix 118: Administrative Staff Resumes, Appendix 119: Dean and Above Job Descriptions, and Appendix 120: Dean and Above Resumes*).

The administration engages regularly with faculty and students to advance institutional goals and objectives, collect information for assessment, and help create a cohesive community. In addition to ongoing existing opportunities for LIM students to interact with the College’s administrative leaders (such as the President, Provost, and Dean of Undergraduate Studies joining First-Year Experience classes and speaking at community events), below are new initiatives that have been added since the last report:

- **Meet & Greet with the President and Provost:** A new on-campus event as of April of 2024, this is a semesterly opportunity for students to meet and speak with President Marshall and Provost Carnz. Hosted by the Student Leadership Council, students are encouraged to bring any questions or thoughts they have and make their voices heard.
- **Community Hour:** Since September 2021, LIM has designated 1–2 p.m., Monday through Thursday as “Community Hour”—a dedicated time for in-person and virtual events that foster wellness, engagement, and connection. Activities include student club meetings, workshops, social events, lunches with offices and departments, and sessions focused on mental health, DEI, social responsibility, and sustainability. Led by the Office of Student Affairs, Community Hour activities are regularly attended by senior administrators, providing students, faculty, and staff with meaningful access to leadership and opportunities for dialogue.
- **Industry Interaction:** In October of 2024, President Marshall brought a group of LIM students to the annual WWD Apparel and Retail CEO Summit. These students had the chance to attend sessions with speakers from major companies that included Amazon, Google, and Snapchat. This will be happening again in Fall 2025.

Students

Students present to the President’s Cabinet and Industry Advisory Board several times during the academic year. For example, undergraduates have detailed their experiences studying abroad, graduate students have presented their Capstone projects, students have shared details of their internship experiences, and scholarship recipients have shared their personal stories.

The Dean of Undergraduate Studies co-leads an annual Cross-Cultural Analysis Study Abroad trip during Winter Break. Additionally, the Provost accompanied a weeklong faculty-led London Buying Study Abroad trip during the summer of 2024.

Members of the Leadership Team and other administrative leaders regularly attend social events for students, including the New Student Orientation cruise on the Hudson River, welcome lunches for new students, the semesterly *Lexington Line* magazine launch party, the annual student recognition awards ceremony, breakfasts and dinners for Honors Program students, the annual student Fashion Show, and the Graduate Toast celebration.

Faculty

The President, Provost, Dean of Undergraduate Studies, and Dean of Graduate Studies meet with the Faculty Council annually. The President and Provost communicate regularly with faculty at All-College meetings and Provost Forums.

Administrators and department heads are invited to the Faculty Council to present topics relevant to faculty. Examples include:

- The use of technology and AI in the classroom: presented by the Director of Academic Support Services and the Director of the Office of Learning Innovation
- DEI and accessibility in curriculum and in the online learning environment: presented by the Director of the Office of Learning Innovation
- Enrollment and marketing updates: presented by the Vice President of Enrollment Services
- Changes in the career and internship curriculum: presented by the Assistant Vice President of Career and Internship Services

Recap of Governance, Leadership, and Administration Updates

The assessments and evaluations LIM has administered in support of Standard VII since the time of the last report are listed below:

Graduate Programs

In January of 2023, Eda Sanchez-Persampieri was appointed Dean of Graduate Studies. Prior to coming to LIM, Sanchez-Persampieri served as Director of Entrepreneurship Programs and Director of the Center for Entrepreneurship at St. Francis College in Brooklyn, New York. Later that year, LIM changed the name of its Graduate Studies department to the Marcuse School of Graduate Studies and revised its master's degree curriculum with new specializations and STEM designations to meet the changing needs of students and employers.

Board of Directors

The College has added seven new members to the Board of Directors since 2017, some with extensive backgrounds in business and retail, aligned with the College's curriculum, and some with backgrounds in leading higher education institutions. To address a previous recommendation to add at least one new director with previous experience in academic leadership, Dr. Dario Cortes, who previously served as Provost of Miami Regional University in addition to holding many other senior roles with institutions including Berkeley College, The American School Foundation, and FIT, joined the Board in January of 2024. Dr. Fran Felser joined the Board in 2022 after a long-term serving as a college President.

New Senior Vice President, Chief Growth Officer Role

In September of 2024, Danielle Yannotta was appointed Senior Vice President, Chief Growth Officer. This new role, created to serve as part of the Leadership Team, oversees both the Office of Marketing and Communications and the Office of Admissions, synergizing these teams' efforts and supporting new opportunities to drive LIM's growth and academic evolution.

Assessment and Improvement

- **Assessment Example:** Annual review of governance effectiveness and committee structures
- **Improvement Example:** Streamlined committee roles and clarified governance frameworks based on assessment results
- **Assessment of Assessment:** Surveys of governance participants (faculty, staff, administrators) are analyzed to determine if the governance review process itself captures input effectively.

Recommendations

- Regularly update the College organizational chart and publish it in an easily accessible location. Ensure it is shared with the Board of Directors and the LIM community at large.
- The Office of Human Resources should ensure that staff and faculty resumes/CVs and job descriptions are consistently up-to-date and available as needed, in a shared online repository.

Conclusions and Recommendations

By examining LIM College's successes and challenges, this Self-Study demonstrates how the College currently meets Middle States standards for accreditation. The process of self-study afforded members of the LIM College community an opportunity to reflect on the College's policies, processes, practices, and outcomes – in short, its collective work – in educating and servicing our student body. As the following conclusions show, a culture of continuous improvement across the College strengthens the institution and impels us to set ever higher goals. Through this comprehensive self-evaluation, the College demonstrates:

- **A clear mission and strategic vision** that guide institutional planning and resource allocation
- **Strong governance and administrative structures** that support institutional effectiveness
- **Delivery of academic programs** driven by high-impact experiential learning practices that enhance student learning
- **A culture of assessment and data-informed decision-making**, with processes in place to evaluate outcomes and implement improvements
- **Integrity and transparency** in policies, operations, and communications, ensuring compliance with regulatory expectations

As a college-wide examination and dialogue concerning every aspect of the College, this Self-Study process has put the LIM community in a strong position to focus our attention and resources on the challenges noted in this report and to accomplish the report's recommendations. We are encouraged by the improvements we have noted, both great and small, that have already been implemented, as well as our own continuing self-analysis and efforts to improve the College.

Further improvements have been made and planned because of what we have learned in this Self-Study, and this process has revealed areas where LIM College can build upon existing strengths to further advance institutional excellence. As a next step, each department of the College will review the Self-Study carefully and create action plans for achieving the recommendations specific to their areas.

Recommendations for Continued Improvement

To support sustained institutional effectiveness and alignment with MSCHE's Standards and Evidence Expectations, the College will:

1. **Expand the Use of Disaggregated Data**
Expand the systematic collection, analysis, and use of disaggregated student outcome data—across demographics, modalities, and other key variables—to better identify equity gaps and inform targeted interventions.
2. **Strengthen Assessment Processes**
Continue to refine assessment practices to ensure consistent application across all academic programs. Greater emphasis will be placed on documenting how assessment results directly inform curricular and institutional improvements.
3. **Document the Impact of Strategic Initiatives**
Systematically assess and report on the outcomes of resource allocations, leadership initiatives, and governance processes, demonstrating their effectiveness in advancing institutional priorities.
4. **Advance Student Belonging Efforts**
Continue to integrate measures into institutional planning and assessment that strengthen the College's commitment to fostering an inclusive learning environment in which all students can succeed.

Commitment to Continuous Improvement

LIM College approaches accreditation as one part of its broader culture of evidence-based decision-making and continuous institutional improvement. The processes of assessment, planning, and reflection described throughout this Self-Study are embedded into the College's operations and extend beyond the

requirements of the MSCHE. Across academic programs, student services, and administrative functions, LIM collects data, analyzes results, implements changes, and reassesses outcomes to ensure effectiveness and alignment with its mission.

For example, the adoption of the corequisite model in math and writing was based on internal analyses of student success and equity data, and subsequent assessments have confirmed increased pass rates and improved retention. Similarly, annual employer feedback and Industry Advisory Board input have guided curricular enhancements such as the integration of NACE Career Competencies and the launch of new programs in Fashion Media and Consumer Analytics. Institutional climate surveys have informed refinements to DEI training, shifting to scenario-based approaches that better meet the needs of the community. These actions were undertaken not solely to meet accreditation standards, but also to strengthen student learning, support services, and institutional capacity.

Through these and other initiatives, LIM College demonstrates that continuous improvement is an ongoing expectation and a shared responsibility across governance, administration, faculty, staff, and students. This culture of reflection and responsiveness provides a strong foundation for the College's future and underscores its enduring commitment to mission fulfillment and institutional effectiveness.

Closing Statement

The Self-Study confirms that LIM College is **in substantial compliance with all MSCHE Standards for Accreditation**. The College's mission-driven focus, culture of continuous improvement, and commitment to innovation provide a strong foundation for sustained institutional success. The recommendations outlined here will guide ongoing efforts to enhance quality, effectiveness, and student achievement as the College moves forward. We look forward to dialogue with the Evaluation Team for feedback and guidance.