Harrisburg University of Science and Technology

Design

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SECTION 1: INSTITUTIONAL OVERVIEW

Harrisburg University of Science and Technology (HU) is a private, non-profit institution of higher education located in Harrisburg, Pennsylvania, with an additional location in Philadelphia, Pennsylvania. The Pennsylvania Department of Education granted HU university status in 2005; and HU became the first comprehensive, non-profit university founded in Pennsylvania in over 100 years. The Middle States Commission on Higher Education (MSCHE) accredited Harrisburg University in 2009. HU has bachelor, master, and doctoral approved degreed program and is fully accredited by the MSCHE for distance education programs. The University also channels the creation and attraction of expanding economic development opportunities in Central Pennsylvania by aligning traditional undergraduate and graduate degree requirements with science and technology-based experiential learning.

Central to the success of Harrisburg University learning includes serving students through the interdisciplinary nature of academic programming and functional units. The ability to collaborate with minimal roadblocks, freely challenge the norm, and take risks in advancing the HU mission and core values remain the cornerstone of the University's Institutional Effectiveness Committee (IEC). These requirements signify the knowledge, skills, and disposition that every HU employee should express through program design, set policies, and operational expectations. The university-wide steering committee's inception emerged in 2018 in response to the University's commitment to continued academic and operational performance improvement.

The (IEC) is an advisory and decision-making hub of faculty and staff across the University. This central working group's primary focus is the adherence to performance improvement; therefore, it serves as the self-study's full steering committee (n=23). The committee's charter, goals, and structure allow constituents to serve on a rotating basis. Current members serve as the co-chairs for nine working groups, framed the self-study design, and serve on the IEC through the self-study site-visit in Fall 2021. The IEC membership then shifts with emphasis on responding to the self-study's recommendations and findings.

Mission Statement

The Harrisburg University of Science and Technology offers innovative academic and research programs in science and technology that respond to local and global needs. The institution fosters a diverse community of learners, provides access and support to students who want to pursue a career in science and technology, and supports business creation and economic development. {Approved by the Board of Trustees on September 17, 2015}.

Vision

The Harrisburg University's vision was framed to address the need of Pennsylvania's Capital Region for increased educational opportunities in applied science and technology-related fields, the vision of Harrisburg University of Science and Technology is to provide academic programs at undergraduate and graduate levels for a diversity of learners, using student-centered, technologically advanced, and experiential learning designs that emphasize student advancement, with a sharp focus on specific interdisciplinary competencies and strong linkages to career development. The desired outcome is the emergence of well-qualified, technically expert graduates whose understanding of applied science and technology-related fields is honed by direct industry experience and rounded by a sound, cross-disciplinary liberal education.

Community Values

The following values represent the underlying premise of the University's mission:
- the importance of personal integrity, honesty, and ethical decision making.
- the right of every individual to be treated with respect and dignity as a member of a learning organization.
- freedom of intellectual inquiry in the pursuit of truth, even if it defies commonly understood theories.
- acceptance and appreciation of human diversity regarding race, gender, religion, sexual orientation, age, ability, ethnicity, and political views.
- freedom from violence or harassment that would interfere with or disrupt university activities; and
- recognition that civic engagement is a component of the intellectual development of a student and provides a path for knowledge and personal development in the service of the community.

Key Programs

True to its mission, HU offers ten Bachelor of Science degrees (with 19 possible areas of concentration) and twelve Master of Science degrees (with 15 possible areas of concentrated study). HU has launched a PhD programs in Data Sciences in 2017; and in Systems Engineering and Management in 2019. The Analytics and Project Management programs represent the two highest enrolled graduate programs. General Education studies denote the highest enrolled undergraduate area of study. These undergraduate students may enroll in four five-year joint degree programs that lead to both a Bachelor of Science and a Master of Science degree. The University makes strategic decisions about which academic programs to offer and how to grow enrollments based on the university mission and vision statements, market research, and industry input. The joint degree programs are designed to lead to degrees in compatible fields of study. Table 1 shows the joint degree program pairings to date.

Table 1: Five-Year Bachelor of Science/Master of Science Programs

Bachelor of Science Program	Master of Science Program
Computer and Information Sciences with an Individualized Concentration	Computer Information Sciences with a concentration in Scientific Computing
Computer and Information Sciences with an Individualized Concentration	Computer Information Sciences with a concentration in Cyber Security
Computer and Information Sciences with an Individualized Concentration	Information Systems Engineering and Management with an Individualized Concentration
Interactive Media	Learning Technologies and Media Systems with an Individualized Concentration

The PhD education offers two doctoral programs. Data Sciences develop scientifically-minded and technically-proficient professionals with a comprehensive background in the methodological diversity of the data sciences, and with the intellectual depth to offer influential perspectives to analytical teams across disciplines. The Ph.D. program in Information Systems Engineering and Management (ISEM) educates the leaders who can plan, engineer/re-engineer, and manage the next generation of digital enterprises.

Harrisburg University is also home to eight research centers and institutes, addressing a broad range of interests, issues, and industries. These centers provide experiential opportunities for students, serve as a bridge to businesses and organizations, and drive economic development. HU students and faculty are working with government organizations, businesses, and others to find solutions for real-world problems. HU continues to build and expand a full continuum of educational

offerings, with strong initiatives targeting high school students (dual enrollment, college in the high school, early college, and summer STEM exploration camps); support for women in STEM (the STEM-UP Network); and access to STEM programs with global demand (HU's executive format; expanding HU Online and international locations).

Important Recent Developments

The most recent, impactful, and unpredictable development is the pandemic in which we find ourselves at the time of this writing. It is unclear how this will affect strategic plans, fiscal realities, our workforce, and our students. While HU rather seamlessly made the move to completely online delivery in less than a week in mid-March for both graduate and undergraduate programs and the services supporting both, it is also not clear what impact the pandemic will have on new and continuing students going forward.

Anticipated Direction

The recent developments most often discussed with the HU community and Board of Trustees and most closely aligned with the workforce development, economic development, and global service aspects of the University's mission and as work continues to build a world-class University.

HU Online -- HU has developed programs that are delivered in a complete, online format. Over the past two years, the University has been strategizing on how best to develop and expand its online offerings in a substantial way. The University is currently building HU Online as a framework and structure for further expansion into the online market.

Strategic International Locations -- Over the past three years, HU has assessed the appeal of its academic programs and delivery formats on a more global basis. Given that over 100 countries are represented in HU's student body, and the uncertainty of immigration policies around the world, it is prudent to consider strategic ways of delivering programs that appeal to international student in ways that do not depend on changing and unpredictable policies. Therefore, HU is building relationships in "gateway" countries that are stable, friendly to international visitors, and accessible from a regional perspective. Securing authorization continues to establish such additional locations in the United Arab Emirates and Panama.

Esports and Interactive Media -- The University was one of the first to invest in the Esports and Interactive Media domains in complete alignment with the focus of a STEM University. Over the past few years, HU's programming, team sports, and reputation have grown in this space to include a championship collegiate Esports team (the HU Storm). HU continues to expand its presence in these industries through new academic programming (a BS in Esports Management; MS in Human Centered Interactive Design), a new Center for User Experience, and budding research components important to these industries.

HealthCare and Advanced Manufacturing -- HU is investing in expansion into healthcare and advanced manufacturing given the anticipated, steep demand for both in the modern economy. Academic programs have been built and are being offered. Additionally, a new academic building is planned in Harrisburg to support growth in academic and professional development programming for workforce development, research, community engagement, and economic development in healthcare and advanced manufacturing.

Aquaponics and Precision Agriculture -- HU is investing in aquaponics and precision agriculture as a key area of programming, research, and economic development. International collaborations with the global greenhouse industry are underway with the strategic intent of making HU a center point for precision agriculture in the United States. The University already has developed curriculum in aquaponics for both high school and college students and is in process of creating professional development curriculum for K12 teachers with access to aquaponics labs and greenhouses. HU on campus aquaponics research lab is staffed by faculty and students to include making harvested goods from the lab(s) available to the community. HU also has a substantial aquaponics greenhouse near the University.

These developments and directions support HU's mission to develop a workforce in key, high growth industries with global demand and within the educational framework of also providing interdisciplinary, competency based, applied and experiential approaches to teaching and learning.

As a final note, the academic programs currently being researched and developed include, but are not limited to:

- Bachelor of Science in Forensics
- Bachelor of Science in ESports Management (approved to launch in fall 2020)
- Bachelor of Science in Applied Data Sciences
- Master of Science in Advanced Manufacturing
- Master of Science in Geospatial Technologies
- PhD in Computer and Information Sciences

Student Demographics

Harrisburg University's enrollment trend over the past three academic years continued upward with the largest undergraduate growth occurring in 2018-19 and the largest graduate growth taking place in 2017-2018 with a 28% increase over the previous academic year.

Enrollment Trends:
Unduplicated Headcount

	2016-17	2017-18	2018-19
Undergraduate	395	503	626
Graduate	4086	5228	5433
Total Unduplicated Headcount	4481	5731	6059
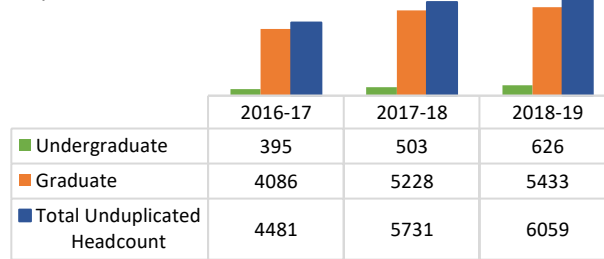
Most undergraduates at the University are traditional first-generation students who live in-state and attend full-time. Female students, 45.86% (n=287), and male students 54.15% (n=339), represent a total undergraduate enrollment of 626 students for the 2018-2019 AY.

Gender:
Undergraduate 2018-2019

	Female %	Male %
Undergraduate	45.85	54.15
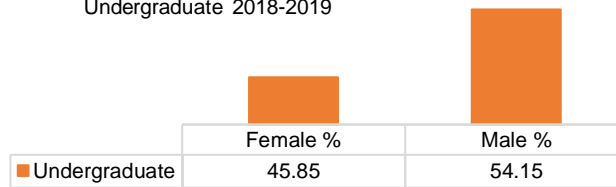
Graduate students are mostly international, working professionals who attend full-time courses offered through an Executive Weekend format. Like undergraduate enrollments, a larger portion of the graduate student body is male (53%).

Gender: Graduate 2018-2019

	Female %	Male %
Series1	49.35	50.65

HU undergraduate students came from 21 states with 414 students (66%) from Pennsylvania during 2018-2019 AY.

	PA	MD	DC	NJ
■ Count	414	93	34	32

Nonresident Alien graduate residency reached 98.3% for the 2018-2019 AY.
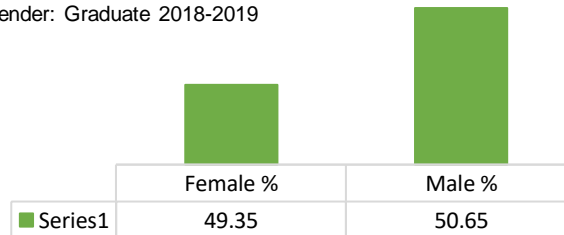
SECTION 2: INSTITUTIONAL PRIORITIES

Processes Used to Identify Priorities

Student Breakfast with the Provost

The Provost, Student Services, and the Office of Assessment hosted the first "Breakfast with the Provost" event on March 19, 2019. The event had two objectives. First, to deliver and discuss survey findings to those students who completed the 2018 and 2019 National Student Survey of Engagement (NSSE). Second, to get student input on the institutional strengths and areas of opportunities specific to student success at Harrisburg University. This discussion clearly identified student success factors as a priority for self-study in specific areas such as communication, access to accurate information, access to discipline-specific courses ear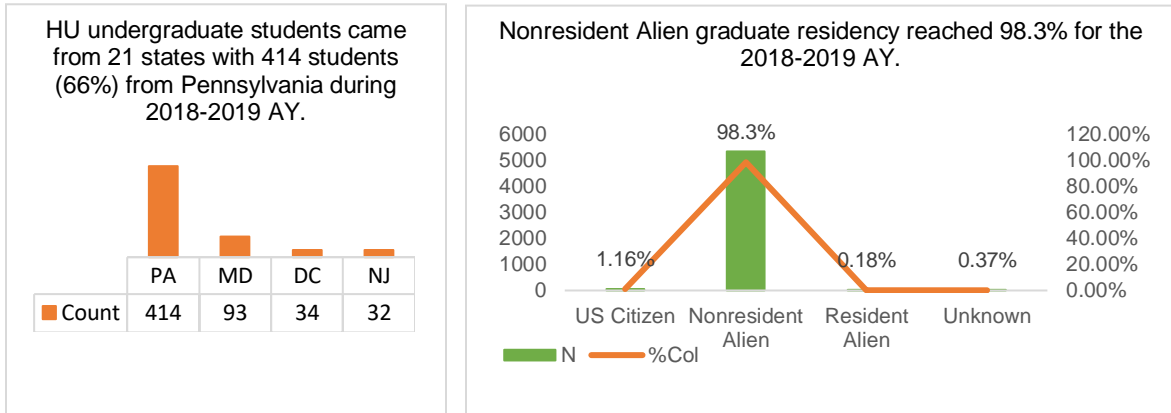lier in a program of study, and recognizing the unique support needs of students in different academic programs. The second such event was also scheduled for the second week in March but has been postponed due to the pandemic. The rescheduled event will continue to explore our institutional priorities with students and subsequent such events will be used to update and gather feedback from students on the progress of the Self Study (Date TBD by the MSCHE Liaison, Dr. Faison).

Faculty and Staff Assessment Days

Members of the *Institutional Effectiveness Committee* hosted a discussion with faculty and staff (n=76) during the May 19, 2019, Assessment Day. The conversation focused on HU's preparedness to serve students as enrollments, academic programs, delivery platforms and locations continue to grow (Strategic Plan Goal 2). Student success, effective programming, and on-going continuous improvement framed the five priorities for self-study. During Assessment Day on December 18, 2019 (n=82), discussion confirmed the five priorities for self-study outlined in Tables 1 and 2. The December 18 conversation also reinforced the need for expanded data governance and timely and easy access to data.

Defined Institutional Priorities

With the inputs from the discussions described above and aligning with, the University's mission, vision, and strategic goals (as affirmed by University leadership and Board of Trustees), Harrisburg University identified five institutional priorities around which to focus self-study. The institutional priorities framing the study were shared with University leadership for final approval. Tables 2 and 3 show the alignment between the priorities and the HU mission and the seven MSCHE standards.

Student Success includes the myriad planned educational and social experiences orchestrated to provide social, emotional, and academic development of Harrisburg University students. Civic engagement, research initiatives, and continuous individualized support combined with academic course work lay the foundation for successful STEM students at HU while bolstering the university's continuous growth in retention, persistence, and completion rates.

Continuous Improvement remains the central pillar for the university's academic and operational units. Recognizing the synergy between improvement and self-evaluation, the entire HU community strives for improvements in student and employee services, operational and tactical planning, and evidence-based decision-making associated with student success. institutional growth and positive local, regional, and global impact.

Growth and Sustainability are closely connected for a relatively young university since endowment support is minimal and operational income provides sustainability for both stable staff employment and programmatic expansion.

Innovation has been a central theme at HU since its inception with required experiential learning as part of the undergraduate curriculum; rigorous applied project or thesis work as part of the master's degree programs; and innovation and original work as integral to the new PhD programs. The entrepreneurial spirit, enhanced by corporate faculty from the broad science and technology industries, is a dominant force in the ethos of HU's faculty as it develops graduates capable of immediate contributions to the regional, national, and global economy.

Infrastructure supports student life and classroom environments, staff professionalism, and even the well-being of the surrounding downtown economy. The growing university is expanding its structural presence in Harrisburg as well as developing the ability to support distributed educational settings elsewhere to provide a consistent educational product to more students interested in the HU approach.

Table 2: Alignment of Mission with Institutional Priorities

Mission Elements Harrisburg University of Science & Technology is a private-not-for profit institution that fosters:	Priority 1 Student Success	Priority 2 Continuous Improvement *Across All Units*	Priority 3 Growth and Sustainability *Financial Stability & Capacity*	Priority 4 Innovation *Academic Programs, Services, & Research*	Priority 5 Institutional Infrastructure *People, & Technology*
Innovative Academic Programs	++X	X	X	X	++X
Innovative Research Programs			X	++X	+X
Responds to Local Needs	X	+X	X	+X	
Responds to Global Needs		X		X	
Fosters a Diverse Community of Learners	X	X	++X		++X
Provides Access to Targeted Students	++X			X	X
Supports Students of Science & Technology	++X	++X	++X	++X	X
Supports Business Creation			X	X	
Supports Economic Development	+X		X	X	

[++] Primary focus; [+] Secondary focus; [] Contributing Information as Appropriate

Priorities: Ensured Alignment with the Commission Standards

Table 3: Alignment of Institutional Priorities with Commission Standards

	Priority 1 Student Success	Priority 2 Continuous Improvement *Across All Units*	Priority 3 Growth and Sustainability *Financial Stability & Capacity*	Priority 4 Innovation *Academic Programs, Services, & Research*	Priority 5 Institutional Infrastructure *People, & Technology*
S1: Mission & Goals	X	++X		++X	
S2: Ethics & Integrity	++X				++X
S3: Design & Delivery of Student Learning Experience		++X		+X	
S4: Student Support Services	++X				+X
S5: Educational Effectiveness Assessment	++X	++X		+X	
S6: Planning, Resources, & Institutional Improvement		++X	++X	+X	+X
S7: Governance, Leadership, & Administration		+X	++X		

[++] Primary focus; [+] Secondary focus [] Contributing Information as Appropriate

SECTION 3: INTENDED OUTCOMES OF THE SELF-STUDY

Harrisburg University considered the September 2017 monitoring report, the December 2018 mid-point peer review, and two annual institutional updates findings (2018 and 2019) to validate its commitment to the priorities of financial sustainability and student-success. Between 2016-2019, HU experienced 73.4% growth in student-enrollment across academic programs from the AY 2016-17 (4,481) to the AY 2018-19 (6,105). New-program development also expanded by 59.1% during the same period.

Operating from principles of continuous improvement and managing growth, the HU community structured an inclusive, standing *Institutional Effectiveness Committee* for advancing student success, ensuring institutional planning, and meeting the University's mission as the University grows. Recognizing the self-study process denotes one mechanism of demonstrating responsibility, the HU community structured the following five intended outcomes. Additionally, the proposed outcomes and self-study process contributes to framing the appropriate action plans following the self-study.

Intended outcomes include to:
1. Provide a concise, accurate analysis of findings, recognizing strengths and gaps, and proposing actionable recommendations across the five identified priorities and the University mission.
2. Engage the entire Harrisburg University community in a thoughtful and transparent self-assessment process.
3. Identify opportunities to enhance and sustain the rigor and extent of the University's Institutional Effectiveness Committee's on-going contributions to serving students and staff.
4. Identify the elements necessary to design an effective internal and external communication plan to support the needs of a growing institution.
5. Demonstrate how Harrisburg University consistently meets MSCHE standards, Requirements of Affiliation, and all federal compliance mandates.

SECTION 4: SELF-STUDY APPROACH

Harrisburg University is selecting the standards-based approach for the 2020-21 Comprehensive Self-Study. The University recently completed a series of compliance updates, including the September 2019 monitoring report, three annual-institutional updates, and one mid-point peer review. Each update to MSCHE followed a standards-based response aligned with the 2014 accreditation standards. For the 2020-21 Self-Study, the University is again opting to frame the final phase of this accreditation cycle using the standards-based approach for consistency and to facilitate the review. This approach also provides a familiar method to guide our institution through a complicated process.

SECTION 5: STEERING COMMITTEE AND WORKING GROUPS STRUCTURE

Central to the continued advancement of Harrisburg University is the success of the HU students supported by the soundly integrated operations of both academic programming and functional units. For example, the ability to collaborate with minimal roadblocks, freely challenge the norm, and take risks in advancing the HU mission and core values remain the cornerstone of each university operational unit, committee, and decision. These principles framed the formation of an Institutional Effectiveness Committee (IEC) during the fall 2017 semester and its inaugural meeting in February 2018.

Committee Structure

This IEC standing committee serves as an advisory and decision-making hub primarily focused on student-performance improvement and sound operations. The present membership agreed that HU's self-study should serve as the next milestone for the University's on-going examination of operations. Therefore, the IEC membership (n=24) operates as the self-study steering committee. Nine working groups (Figure 1) will begin the process of reviewing the standards, compliance verification criteria, and existing university documentation to assess the extent to which Harrisburg University is meeting the group's assigned standard and requirements of reaffirmation. The seven working groups align with the MSCHE standards; an eighth working group is responsible for preparing the federal compliance verification report. Following the MSCHE October 2019 Self-Study Design Workshop, the University added a ninth working group to manage the communication process and the collection of evidence as an on-going component of the IEC.

Working Group Structure

WG IX: Communication and Evidence

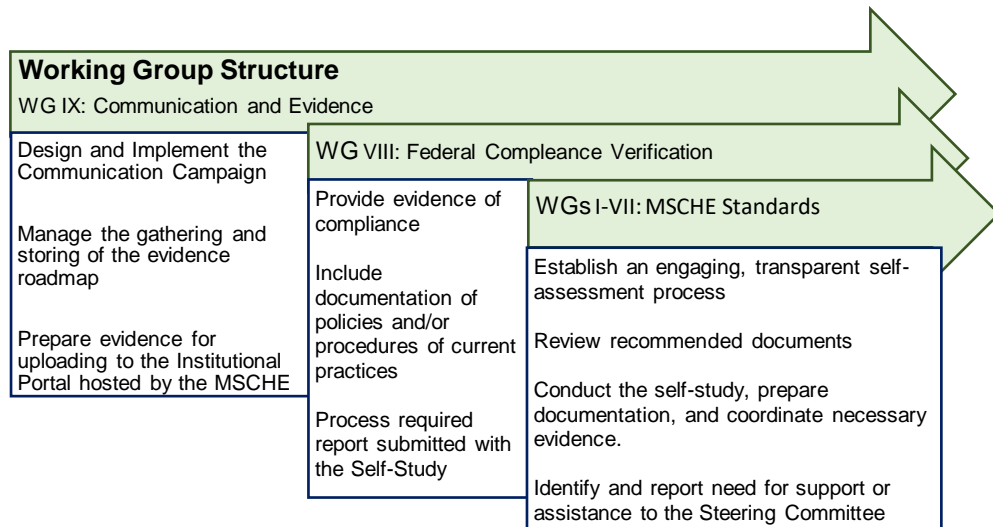| Design and Implement the Communication Campaign	WG VIII: Federal Compleance Verification	
Manage the gathering and storing of the evidence roadmap	Provide evidence of compliance	WGs I-VII: MSCHE Standards
Prepare evidence for uploading to the Institutional Portal hosted by the MSCHE	Include documentation of policies and/or procedures of current practices	Establish an engaging, transparent self-assessment process
		Review recommended documents
	Process required report submitted with the Self-Study	Conduct the self-study, prepare documentation, and coordinate necessary evidence.
		Identify and report need for support or assistance to the Steering Committee

Figure 1: Working Group Structure Coordinated by the IEC Steering Committee

Three priorities emerged from exploring HU's culture, attending the Self-Study Design Workshop, and examining the self-study (SS) processes used by other institutions. One, the communication

plan and managing evidence takes precedence. Two, managing the process and timeline requires direct and continuous support with oversight. Three, the MSCHE standards represent the minimum criteria while clear lines of inquiry will form the basis for the working groups but not limiting each group's latitude. The IEC Executive Committee coordinates the work of the full SS Steering Committee and follows the guidelines presented in Figure 2. The IEC Executive Committee commits to the success of each working group through an organized infrastructure, an effective communication plan, efficient access to resources, and the appropriate education and training.

Coordinate
Regularly held full steering committee meetings
Building the evidence inventory and the identification of evidence gaps by July 3, 2020

Ensure
Timeline and Communcation Plans remain current and effective
Working teams proceed according to the timelines and address identified gaps

Provide
Necessary education and training
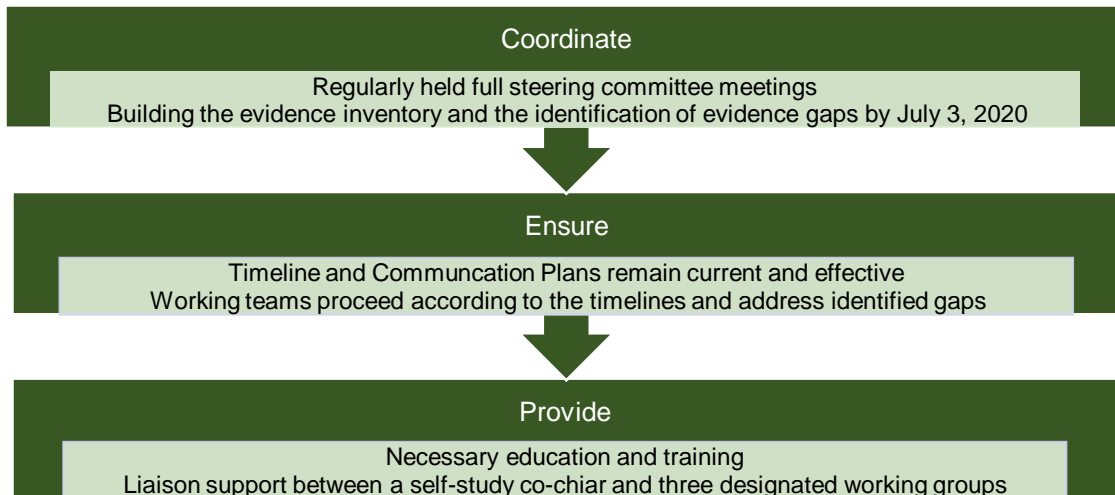Liaison support between a self-study co-chiar and three designated working groups

Figure 2: Executive Committee Coordinating Responsibilities

Each work group is led by co-chairs who, combined, have the institutional knowledge and subject-matter expertise needed to study and address   the assigned standard, as well as having demonstrated the capacity to be collaborative leaders. Nominations and self-nominations from across the administration, faculty, and staff decided the make-up of each working group. The nomination process emphasized a balance between the newer and more senior personnel across faculty, staff, and administration. To promote collaboration and transparency in the self-study process, supervisors are not assigned to a work group that includes one of their direct reports. In several instances current students will be asked to contribute to work groups as appropriate. Co-chairs organize the group's work, represent the group as needed, and adhere to the guidelines outlined below in Figure 3. Tables 4 and 5 list the committee members as of 03.31.2020.

Facilitate meetings and ensure the working group achieves the set milestones

Communicate regularly with other co-charis to explore connections across the working gorups

Make available meeting notes by posting them to the Study Co-Chairs' SharePoint folder

Attend Steering Committee meetings, report work-group progress, and identify needed support

Coordinate locating evidence, identify evidence gaps, and communication to work-group liaison

Add members and support to the group as needed including input from other work groups

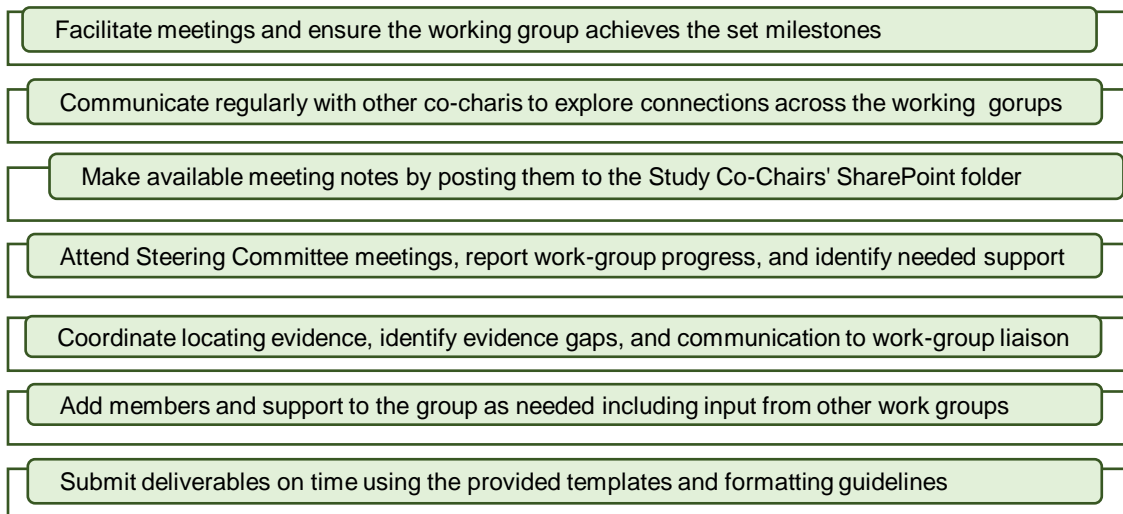Submit deliverables on time using the provided templates and formatting guidelines

Figure 3: Working Group Co-Chairs' Expectations

Committee Members

Table 4: Executive Committee Members

Name	Self-Study Title	University Title
Eric D. Darr	Member	President
Duane Maun	Member	Chief Operating Officer, Chief Financial Officer
Bilita Mattes	Member	Provost and Chief Academic Officer
Alexander Pitzner	Member	Associate VP, Chief Information Officer
Sandra Nelson	Member	University Registrar
Glenn Mitchell	Co-chair	Vice Provost, Institutional Effectiveness
Albert Sarvis	Co-chair	Faculty, Program Lead-Geospatial Technology
Penny Weidner	Co-chair	Director, Assessment

Table 5: Steering Committee Membership – Working Group Co-Chairs

Working Group	Name	University Title/Position
1. Mission & Goals	Justin Detig	Manager of Online Learning Technologies
	Charles Palmer	Associate Professor, Program Lead Interactive Media
2. Ethics & Integrity	Rachel Fogle	Associate Professor, Lead of Aquaponics
	Beverly Magda	Associate Provost, Strategic Partnerships
3. Design & Delivery of the Student Learning Experience	Melissa Gettys	Program Lead English
	Lenna Pattarkine	Program Lead, Biotechnology
4. Support of the Student Experience	Richard Jackson	Associate Professor, Integrative Sciences and PreMed
	Melissa Morgan	Director of Student Services
5. Educational Effectiveness Assessment	Rebekah Harriger	Experiential Learning Manager
	Shane Tomblin	Associate Professor, Program Lead ISEM PhD Program
6. Planning, Resources & Institutional Improvement	Sandra Nelson	University Registrar
	John Quigley	Director, Center for Environment, Energy, Economy
7. Governance, Leadership & Administration	Kelly Logan	Vice President for Strategic Workforce Development
	Nancy Mimm	Assistant Professor, Program Lead MS Nursing
8. Federal Compliance Verification	Michaels Seavers	Associate Professor, Program Lead Healthcare Informatics
	Jeremy Walmer	Financial Business Manager
	Christopher Mowl	Assistant Director, Financial Aid
9. Communication	Yvonne Dunst	Program Coordinator
	Eric Veronikis	Communications Liaison

Engaging the Board of Trustees

Members of the HU Board of Trustees (BoT) are an integral part of all University strategic planning, oversight, and institution-wide initiatives, including the self-study. For example, Chairman of the Board, Randy Grespin, and two Vice Chairs, Bob Taylor and Mark Singel, participated in the Self-Study's Virtual Site Visit with President Eric Darr and Christy Faison, MSCHE Liaison, on May 19, 2020. On July 1, 2020, Mark Singel has been elected to take on the role of the Board Chair. Mr. Singel's participation in the self-study aligns with Work Group 1 (Mission and Goals) and Work

Group 6 (Planning, Resources, and Institutional Improvement). The Vice Chair of the Academic and Student Affairs Committee, Bob Taylor's, participation supports Work Group 3 (Design and Delivery of Student Learning Experience), Work Group 4 (Student Support Services), and Work Group 5 (Educational Effectiveness Assessment). The Chair of the Nominating and Governance Committee as of July 1, Randy Grespin's, participation supports Work Group 7 (Governance, Leadership & Administration). Additionally, regular updates regarding the self-study will be delivered to the Academic and Student Affairs Committee of the Board and, in turn, to the full Board of Trustees.

Working Group Members, Requirements of Affiliation, Priorities, and Lines of Inquiry

Working Group 1: Mission and Goals
The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Members

Justin Detig, Co-Chair	Manager, Online Learning Technologies
Charles Palmer, Co-Chair	Associate Professor, Program Lead Interactive Media
Samuel Benigni	Assistant Professor of Physics, Program Lead Applied Mathematics
Christine Proctor	Assistant Professor of Biology & Ecology, Program Lead Environmental Science & Sustainability
Douglas Rumbaugh	Instructor, Computer Science
Scott Foulkrod	Associate Professor, General Education

Charge
1. Review the evolution of the mission statement and strategic goals since 2014 with emphasis on how these guiding tools positioned the HU students' well-being.
2. Examine how the mission statement and strategic goals influence the development and operation of academic programming, functional areas, and HU's philosophy of learning.
3. Consider the Requirements of Affiliation 2, 7, and 10.
4. Focus on the Institutional Priorities 2 and 4 considering the impact of planning on the enrolled HU students including relative policies and procedures.
5. Coordinate evidence with the Office of Assessment.
6. Determine areas of success, opportunities for continuous improvement, and where innovative efforts have strengthened the mission statement and strategic goals in support of the HU students.
7. Recommend prioritized areas for improvement focused on innovation and continuous improvement of the mission statement and strategic goals.

Requirements of Affiliation
RA 2 Operating with Enrolled Students
RA 7 Approved Mission Statement and Related Goals
RA10 Institutional Planning

Institutional Priorities
IP 2   Continuous Improvement
IP 4   Innovation

Lines of Inquiry
1.1 How did the current mission statement and strategic goals evolve since 2014, and how have efforts and operations been redirected to support the institutional priorities?
1.2 How do the mission statement and the strategic goals guide all work of the university?
1.3 What evidence exists demonstrating how the mission statement and strategic goals drive and support student success, continuous improvement, innovation, and scholarly activities?
1.4 How well does HU engage the community of stakeholders in the periodic review of its mission and goals?
1.5 What evidence demonstrates the periodic assessment of the mission statement and strategic goals remain realistic and appropriate to the role that Harrisburg University plays as a higher education institution?

Working Group 2: Integrity and Ethics

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

Members

Rachel Fogle, Co-Chair	Associate Professor, Biological Sciences, Lead Aquaponics
Beverly Magda, Co-Chair	Associate Provost, Strategic Partnerships
Chaza Abdul	Assistant Professor, Healthcare Informatics
Aaron Spina	Associate Director, Admissions
Fay Baxter	Assistant Registrar
Barbara Geisler	Assistant Professor, Management, Entrepreneurship & Business Administration
Shannon Barr	Online Learning Technologies Specialist
Ru Wideman	Associate Professor, Program Lead General Education
Jill Yeakel	Instructor, Forensic Science

Charge

1. Gather and analyze documentation, from academic and functional programming areas, to ensure HU remains faithful to its mission, truthful in its contracts, meets its contractual agreements, and adheres to set policies, procedures and guidelines.
2. Examine how HU ensures the contracted outcomes remain truthful and adheres to the mission statement and strategic goals' emphasis on the HU student.
3. Consider the Requirements of Affiliation 1, 12, and 14.
4. Focus on the Institutional Priorities 1 and 5 considering aspects of full-legal disclosure, authorization to operate under contractual agreements, and required documentation remains freely available to governing bodies.
5. Coordinate evidence with the Office of Assessment.
6. Determine areas of success, opportunities for continuous improvement, and where innovative efforts have led to success or might serve as a means for enhancement.
7. Recommend prioritized areas for improvement focused on innovation and continuous improvement of the mission statement and strategic goals.

Requirements of Affiliation

RA 1   Authorized to Operate
RA 12 Full-Legal Disclosure
RA 14 Governing Bodies Freely Available

Institutional Priorities

IP 1   Student Success
IP 5   Institutional Infrastructure

Lines of Inquiry

2.1   How well do HU's communication practices and compliance reports demonstrate ethics and integrity?
2.2   How well does HU demonstrate a climate of respect and support for the academic/ professional growth of its students, faculty, and staff?
2.3   How effective is Harrisburg University in the periodic assessment of the ethics and integrity of its institutional policies and procedures that ensure professional and ethical behavior related to grievances, conflicts of interest, and fair and impartial practices?

Working Group 3: Design and Delivery of the Student Learning Experience
An institution provides students with learning experiences that are characterized by rigor and coherence in all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program, pace/schedule, level, and setting are consistent with higher education expectations.

Members

Melissa Gettys, Co-Chair	Instructor, General Education, Course Lead English
Lenna Pattarkine, Co-Chair	Professor, Program Lead, Biotechnology
Benjamin Blocker	Instructor, Full-time Corporate Faculty
Kelly Boudreaux	Assistant Professor, Interactive Media
Michael Eck	Instructor, Mathematics
Greta Ferkel	Executive Director, HU Online
Brian Grey	Instructor, Computer and Information Sciences
Thomas McManus	Director, Learning Technology and Professional Development
Karma Pace	Assistant Professor, Biological Sciences
Aaron Rock	Assistant Director of Student Success
Shane Russell	Alumnus/Area Industry/Community Member

Charge
1. Examine how HU's undergraduate and graduate programs design and deliver learning experiences characterized by rigor and coherence.
2. Examine how HU ensures that assessment of learning impacts rigor and coherence in the design and delivery of learning experiences.
3. Consider the Requirements of Affiliation 8, 9, 10, and 15 including, but not limited to, supportive policies and procedures.
4. Focus on the Institutional Priorities 2 and 3 by describing specific, high-impact and applied approaches across learning divisions including general education and core competencies.
5. Coordinate evidence with the Office of Assessment.
6. Determine areas of success, opportunities for continuous improvement, and where innovative efforts have led to success or might serve as a means for further enhancement.
7. Recommend prioritized areas for improvement focused on innovation and continuous improvement of the mission statement and strategic goals considering student advancement.

Requirements of Affiliation

RA 8	Systematic Evaluation	RA 9	Characteristics and Academic Programs
RA 10	Planning Integrates Institutional Effectiveness		
RA 15	Characteristics and Academic Programs		

Institutional Priorities

IP 2	Continuous Improvement	IP 4	Innovation

Lines of Inquiry
3.1 How does HU ensure consistency, competency, scope, and rigor through mapping and assessment across all programs of study to include general education?
3.2 How does HU create guided pathways to assist students in selecting their program of study and understanding expectations and sequencing?
3.3 How does HU prepare for the delivery of student learning experience from matriculation to experiential learning across all programs of study?
3.4 How does HU strengthen the implementation and delivery of student learning experiences at HU across the institution, the curriculum, and all programs of study to include general education?
3.5 How does HU assess the effectiveness of learning experiences including educational effectiveness and student success across the university?
3.6 Coordinate evidence with the Office of Assessment.
3.7 Determine areas of success, opportunities for continuous improvement, and where innovative efforts have led to success or might serve as a means for enhancement.

Working Group 4: Support of the Student Experience
Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes, to the educational experience, and fosters student success.

Members
Richard Jackson, Co-Chair	Associate Professor, Integrative Sciences and PreMed
Melissa Morgan, Co-Chari	Director, Student Services
Dereck Haughey-Leak (DJ)	Admissions Counselor
Adams Greenwood-Ericksen	Director, User Experience Center; Associate Professor, Game Studies and User Experience
Erika Firestone	International Student Coordinator, DSO
Cody Klaus	Online Programs Admissions Counselor
Christopher Mowl	Assistant Director, Financial Aid
Brett Vance	Associate Director, Secondary School Services, Programs, and Partners
Richard Wirth	Assistant Professor, Information Systems Engineering & Management

Charge
1. Examine how HU's operations and programmatic initiatives support undergraduate and graduate students.
2. Verify how HU's support of student experiences contributes to the retention, persistence, and success of students across all learning levels.
3. Consider the Requirements of Affiliation 1, 5, and 10 including, but not limited to appropriate policies and procedures.
4. Focus on the Institutional Priorities 2 and 5 by describing how HU provides students with a living/learning environment that fosters the growth and transferrable achievements of the graduate and undergraduate student.
5. Coordinate evidence with the Office of Assessment.
6. Determine areas of success, opportunities for continuous improvement, and where innovative efforts have led to success or might serve as a means for enhancement.
7. Recommend prioritized areas for improvement focused on innovation and continuous improvement of the mission statement and strategic goals.

Requirements of Affiliation
RA 1   Authorized to Operate
RA 5   Complies with Laws and Regulations
RA 10   Planning Integrates Institutional Effectiveness

Institutional Priorities
IP 2   Continuous Improvement
IP 5   Infrastructure

Lines of Inquiry
4.1   What are the mechanisms used for students to receive financial information: scholarships, financial aid, grants, loans, repayments, and refunds?
4.2   To what extent does HU identify and support underprepared students across the learning divisions?
4.3   How does HU make key data related to supporting the success of the students' experience available to the appropriate users across the HU community?
4.4   To what extent does HU plan for supporting the continuous improvement of the student experience?

Working Group 5: Educational Effectiveness Assessment
Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their programs of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Members

Rebekah Harriger, Co-Chair	Experiential Learning Manager
Shane Tomblin, Co-Chair	Associate Professor, Enterprise Engineering & Healthcare Informatics, Program Lead PhD Information Systems Engineering & Management
Chad Chu	Instructor, Computer Science
Janelle Junkin	Corporate Faculty, General Education
Andrea Nagy	Assistant Professor, Analytical Chemistry
Robert Pittman	Assistant Professor, Systems Engineering
Catherine Santai	Associate Professor, Chemistry & Biochemistry
Joseph Zagerman	Assistant Professor, Project Management

Charge

1. Examine how HU's operations and programmatic initiatives have emerged since 2014 to support the goals and guidelines of advancing student success through student-learning assessment.
2. Verify how HU uses program and course assessment to advance student learning and the university's mission including, but not limited to, said policies and procedures.
3. Consider the Requirements of Affiliation 8, 9, and 10.
4. Focus on the Institutional Priorities 1, 2, and 4 by describing how HU ensures the sustainability of student learning assessment including the communication processes, responsibilities, and institutional support.
5. Coordinate evidence with the Office of Assessment.
6. Determine areas of success, opportunities for continuous improvement, and where innovative efforts have led to success or might serve as a means for enhancement.
7. Recommend prioritized areas for improvement focused on innovation and continuous improvement of the mission statement and strategic goals.

Requirements of Affiliation
    RA 8   Systematic Evaluation
    RA 9   Characteristics and Academic Programs
    RA 10 Planning Integrates Institutional Effectiveness

Institutional Priorities
    IP 1   Student Success
    IP 2   Continuous Improvement
    IP 4   Innovation

Lines of Inquiry
    5.1.   What is the structure of the HU assessment effort and how is it executed to ensure that measurement practices and tools are performed according to a program's standards and expected outcomes for a graduating student?
    5.2   How does HU incorporate assessment of student learning results so that educational delivery and education services enhance and improve student learning?
    5.3   How effective is the periodic review of the assessment process and initiatives outlined in the 2017 Monitoring Report?

Working Group 6: Planning, Resources, and Institutional Improvement
The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Members

Sandra Nelson, Co-Chair	University Registrar
John Quigley, Co-Chair	Director, Center for Environment, Energy & Economy
Billie Anderson	Professor, Analytics
Lewis Ellis	Instructor, Interactive Media
Duane Maun	Chief Operating Officer & Chief Financial Officer
Keith Ramirez	Operations Manager, Philadelphia
Charles Shearrow	Program Lead & Associate Professor, Advanced Manufacturing

Charge
1. Examine how HU's planning and resource allocation practices ensure fiscal stability in response to its growth trends while responding to unexpected circumstances.
2. Verify how HU conducts unit-level planning, resource allocation, and infrastructure decisions intended to uphold all the university's work in serving the mission's emphasis on advancing the HU student.
3. Consider the Requirements of Affiliation 8, 10, and 11 including, but not limited to, supportive policies and procedures.
4. Focus on the Institutional Priorities 2, 3, and 4, by describing how HU safeguards the sustainability of an innovative student learning environment including its workforce and instructional facilities.
5. Coordinate evidence with the Office of Assessment.
6. Determine areas of success, opportunities for continuous improvement, and where innovative efforts have led to success or might serve as a means for enhancement.
7. Recommend prioritized areas for improvement focused on innovation and continuous improvement of the mission statement and strategic goals.

Requirements of Affiliation
RA 8   Systematic Evaluation
RA 10   Planning Integrates Institutional Effectiveness
RA 11   Documented Fiscal Resources Including Adequate Sustainability Support

Institutional Priorities
IP 2   Continuous Improvement
IP 3   Growth and Sustainability
IP 4   Innovation

Points of Inquiry
6.1.   How does the University's planning, resources, and institutional improvement strategies support the effective growth of functional units and academic programming?
6.2   How does the University determine what resources are available for allocation?
6.3   What are the strategies for allocating resources?
6.4   How does the University currently assess their planning efforts for resources?
6.4   What are the major initiatives that are currently planned in the next 3-5 years?

Working Group 7: Governance, Leadership, and Administration
The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its student, and other constituents it serves. Even when supported by, or affiliated with, governmental, corporate, religions, educational systems, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Members
Kelly Logan, Co-Chair	Vice President for Strategic Workforce Development
Nancy Mimm, co-Chair	Assistant Professor, Program Lead, MS Nursing
Sa Liu	Assistant Professor, Interactive Media Studies
Phil Grim	Instructor, Computer Science
Scott Rainey	Program Lead & Instructor, Project Management
David Runyon	University Librarian

Charge
1. Examine the impact of the University's governing body and administrative leaders' communication, decision-making, and governing processes.
2. Verify whether the way the University governs and leads benefits the students and reflects the institution's mission, strategic plan, and governing policies and procedures.
3. Consider the Requirements of Affiliation 4, 12, and 13.
4. Focus on the Institutional Priorities 2 and 3 by examining the impact of the governing and leadership structure in place for HU.
5. Coordinate evidence with the Office of Assessment.
6. Determine areas of success, opportunities for continuous improvement, and where innovative efforts have led to success or might serve as a means for enhancement.
7. Recommend prioritized areas for improvement focused on innovation and continuous improvement of the mission statement and strategic goals.

Requirements of Affiliation
RA 4   Written and Oral Communications
RA 12   Full-Legal Disclosure
RA 13   Institutional Governing Members

Institutional Priorities
IP 2   Continuous Improvement
IP 3   Growth and Sustainability

Points of Inquiry
7.1   How is HU's governance structure along with its roles, responsibilities and accountability for decision making documented and communicated to each constituency, including the governing body, administration, faculty, staff and students?
7.2   How does HU's governing body serve the public interest; ensure the institution clearly states and fulfills its mission and goals; maintain fiduciary responsibility for the institution; and ultimate responsibility for academic quality, planning and fiscal well-being of the institution?
7.3   How is the CEO appointed, evaluated, and provide the authority, assistance, and autonomy to enable successful leadership?
7.4   How does the university leadership clearly document and define roles and responsibilities including appropriate size and experience for the growing operations?
7.5   How does the university's governance, leadership, and administration facilitate realizing HU's mission and goals so that it effectively benefits the institution, its students, and the other constituencies it serves?

Working Group 8: Federal Compliance Verification

Please see Section 8 of the Self-Study Design

Working Group 9: Communications

Please see Section 10 of the Self-Study Design

SECTION 6: GUIDELINES FOR REPORTING

− Co-Chairs and working group members will self-assign reporting responsibilities following the working-groups' charge and the self-study's timeline as follows:

01.31.2020	Working Group Co-Chairs engaged group members, defined lines of inquiry and talking points.
03.27.2020	Working groups finalized the lines of inquiry and talking points using the designated template.
07.01.2020	Launch the Self-Study Process
07.03.2020	Post common, institutional documents (IEC Self-Study's SharePoint)
03.05.2021	Final draft from working groups
06.10.2021	Final draft socialized for comments and review
06.28.2021	Submit report to the visiting team's chair
07.12.2021	Team Chair site visit
08-16.2021	Upload the final report, with evidence, to the MSCHE portal

− Formatted templates guide the report's structure
− Drafted sections are submitted and saved in Microsoft Word using single-space, 10-point Arial font, levels one and two headings, and justified text
− Margins 1.5" left, 1' top, bottom, and right
− Defined headings throughout the document
− Tables and graphs will be developed outside of the draft and placed by the final editors
− Monthly meetings, last Friday of each month, provide working group updates
− Analytical narrative writing style to support the lines of inquiry

SECTION 7: FINAL SELF-STUDY ANNOTATED OUTLINE

- Executive Summary

- Introduction
    - Institutional Profile
        - Brief history
        - Institutional profile with data
        - Mission and Vision – Diversified students
        - Values
        - Learning at HU
        - Self-Study Priorities
    - Recent Initiatives
        - All educational levels
        - Operational growth and stability
        - Local community, regional, and global
    - Organizational Structure of the Self-study
        - Steering Committee
        - Working Groups
        - Charges
        - Requirements of Affiliation

- Self-Study Focus Areas by Standards
    - General Overview
        - Provide brief description of the standards and the self-study Priorities
        - Describe alignment between the Standard and Institutional Mission
    - Bulleted Points
        - Illustrate alignment with required affiliations
        - Summarize statements of compliance
    - Description of Lines of Inquiry
    - Cross-reference to relevant materials
        - Identify primary and secondary emphasis
    - Report Section
        - Analytical, evidence-based narrative
        - Outline areas of strengths
        - Discuss opportunities for improvement
    - Summary
    - Recommendations
        - Include the rationale
        - Prioritize recommendations through the summary segment
- Self-Study Conclusion

SECTION 8: VERIFICATION OF COMPLIANCE STRATEGY

HU's strategy includes establishing a separate team (Working Group 8) for overseeing the federal compliance segment. Three university representatives, one faculty and two staff members, agreed to oversee the verification process by coordinating content-specific meetings. Phase I confirms the extent of existing, required documentation. Phase II assembles the evidence for submission.

The University's SharePoint tool operates as the working group's primary communication platform. Individuals coordinating the verification process, listed below, also serve on the IEC's Steering Committee and are, therefore, intricately involved with the University's self-study. The university's General Counsel serves in an advisory capacity. Table 6 identifies contributing units as needed.

Michael Seavers	Program Lead, Healthcare Informatics
Jeremy Warmer	Financial Business Manager
Christopher Mowl	Assistant Director, Financial Aid

Table 6: Institutional Federal Compliance: Participant List by Compliance Section

Section 1	Director, Online Education Technologies
	Executive Director, HU Online
	Admissions, Undergraduate and Graduate
	Registrar, Records and Registration
Section 2	Admissions, Undergraduate and Graduate
	Registrar, Records and Registration
	Associate Vice President for Undergraduate Admissions & Secondary Programs
Section 3	Chief Operating Officer, Chief Financial Officer
	Director of Institutional Compliance and Reporting/SEVIS PDSO
Section 4	Director, Student Services
	General Counsel
Section 5	Registrar, Records and Registration
	General Counsel
	Admissions: Graduate
	Associate Vice President for Undergraduate Admissions & Secondary Programs
	Vice President for Strategic Workforce Development and University Centers
Section 6	Director, Assessment
	Admissions: Graduate
	Associate Vice President for Undergraduate Admissions & Secondary Programs
Section 7	Director, Assessment
Section 8	Registrar, Records and Registration

SECTION 9: SELF-STUDY TIMETABLE

Harrisburg University's Executive Steering Committee for the Self Study has constructed a detailed workplan for the entire effort. The table below highlights the key activities and milestones captured by the master workplan. This timetable aims for a site visit in fall 2021 by the visiting team and a Commission ruling in the Spring of 2022.

Self-Study Workplan		
Key Activity/Milestone	Date	Year
Attend self-study institute	October	2019
Host listening tours for institutional priorities	December	2019
Phone conference meeting with MSCHE VP liaison	February 7	2020
Prepare SSD draft & socialize with university personnel	January – March	2020
Assemble Working Groups	February – March	2020
Submit SSSD to MSCHE VP liaison	April 1	2020
MSCHE VP liaison visits campus	May 27	2020
Develop evidence inventory and publish for working groups	May – June	2020
SSD revisions completed and accepted by VP liaison	July 1	2020
Working Group Activities		
Working Group Chair Preparatory Workshops	June 15 - 30	2020
Working Groups gather/analyze data & monthly reporting	July – December	2020
Working Groups prepare detailed draft outlines	October - December	2020
Onsite Team Chair Chosen	September	2020
Working groups complete chapter reports	December	2020
Prepare final Self-Study Document for comments	January - February	2021
Distribute Self-Study to Working Groups for comments	March	2021
Revise Self-Study with revisions	April	2021
Socialize Self-Study with all Constituents for comments	May	2021
Finalize Self-Study Draft Complete	June	2021
Submit Self-Study to Team Chair	June 28	2021
Host Onsite Team Chair	July	2021
Final Self-Study Complete and uploaded to MSCHE	August 13	2021
Compliance Verification Report uploaded to MSCHE	August 13	2021
Host on-site evaluation team	October	2021
Commission determine ruling	March	2022

SECTION 10: COMMUNICATION PLAN

Harrisburg University's Co-Chairs for the self-study recommended the Executive Steering Committee form a separate workgroup for the communications activities associated with conducting the self-study and hosting the visiting team. Further discussion influenced the separate intended outcome 4*: Identify elements of an effective internal and external communications plan*. The table below highlights the key activities and milestones throughout the entire self-study process, and references specific audiences, including students. Additional charges include determining areas of success, opportunities for continuous improvement, and where innovative efforts have led to success or might serve as a means for communication enhancement.

Members

Yvonne Dunst, Co-Chair	Program Coordinator
Eric Veronikis, Co-Chair	Communications Liaison
Sam Black	Web Developer
Yuliya Goss	University Administrative Representative
Jordon Lentz	Student Success Coordinator
Jordon Snavely	Senior Admissions Counselor
Glenn Williams	Instructor, Advanced Manufacturing

Table 8: Communication Plan

Purpose	Audiences	Methods	Timings
To share data and documents and communicate in a secure, transparent, and convenient manner.	Steering Committee Members Working Group Members	1. SharePoint Site 2. Email Communications 3. Self-Study Page on HU Website	July 1, 2020 to July 30, 2021
To update campus constituencies about the Self-Study process	Students	1. Email Communications via Student Services 2. Self-Study Page on HU Website 3. Guest Speakers at Student Government Association (SGA) Meetings 4. Breakfasts with the Provost 5. Self-Study Newsletters	1. Reminder emails to encourage student participation 2. Link to Student Specific News 3. Updates at SGA Meetings 4. Announcements at annual Breakfasts with the Provost 5. Update Newsletter sent each of the six (6) terms
	Alumni and Community Members	1. Email Communications 2. Self-Study Page on HU Website 3. Self-Study Newsletters	1. Reminder emails to encourage alumni participation 2. Regular Updates on Webpage 3. Update Newsletter sent each academic term
	Faculty	1. Email Communications 2. Self-Study Page on HU Website 3. Guest Speakers at Faculty of the Whole (FoW) Meetings 4. Assessment Days 5. Self-Study Newsletters 6. "Coffee and Conversation with the Provost"	1. Reminder emails to encourage faculty participation 2. Regular updates on Webpage 3. Updates at monthly FoW meetings 4. Updates at Bi-Annual Assessment Days 5. Update Newsletter sent each academic term

			6. Updates at scheduled "Coffee and Conversation with the Provost" meetings
	Board of Trustees (BoT)	1. Email Communications 2. Self-Study Page on HU Website 3. Self-Study Newsletters	1. Updates at BoT Meetings; Reminder emails to encourage BoT participation 2. Link to BoT Specific News 3. Update Newsletter sent each academic term
	Administration and Staff	1. Email Communications 2. Self-Study Page on HU Website 3. Assessment Days 4. Self-Study Newsletters 5. "Coffee and Conversation with the Provost"	1. Reminder emails to encourage faculty participation 2. Regular updates on Webpage 3. Updates at Bi-Annual Assessment Days 4. Update Newsletter sent each academic term 5. Updates at scheduled "Coffee and Conversation with the Provost" meetings
To gather feedback about Working Group reports	Students	1. Feedback from Email Communications 2. Feedback from Guest Speakers at Student Government Association (SGA) Meetings 3. Feedback from Breakfasts with the Provost	Ongoing until Summer 2021
	Alumni and Community Members	1. Feedback from Email Communications 2. Feedback from Self-Study Page on HU Website 3. Feedback from Self-Study Newsletters	Ongoing until Summer 2021
	Faculty	1. Feedback from Email Communications 2. Feedback from Self-Study Page on HU Website 3. Feedback from Guest Speakers at Faculty of the Whole (FoW) Meetings 4. Feedback from Assessment Days 5. Feedback from Self-Study Newsletters 6. Feedback from "Coffee and Conversation with the Provost"	Ongoing until Summer 2021
	Board of Trustees (BoT)	1. Feedback from Email Communications 2. Feedback from Self-Study Page on HU Website 3. Feedback from Self-Study Newsletters	Ongoing until Summer 2021
	Administration and Staff	1. Feedback from Email Communications 2. Feedback from Self-Study Page on HU Website 3. Feedback from Assessment Days 4. Feedback from Self-Study Newsletters 5. Feedback from "Coffee and Conversation with the Provost"	Ongoing until Summer 2021

SECTION 11: EVALUATION TEAM PROFILE

Harrisburg University requests that the evaluation team, including the team chair, be composed of individuals from private institutions that deliver significant science and technology programs while being career focused. Team members should come from institutions that have continued to expand and revise program offerings and delivery platforms over the past five years. Team members from institutions that are focused on cutting costs or reducing staff will not be very helpful.   Team members should have familiarity with supporting first generation, underprepared and minority students. The team chair should be prepared to visit a very entrepreneurial, fast-paced, rapidly expanding institution. Harrisburg University will not benefit by having a team chair from a traditional, liberal arts focused, rural and homogenous institution. The University prefers a current or past university president as the team chair.

Team members will ideally be familiar with urban campuses that enroll significant numbers of international students and will have experience and success with issues of diversity, student success, emerging global programs, experiential learning, online programs, meeting industry workforce needs, and implementing capital campaigns. Also, team members from institutions that strongly support academic freedom and faculty job security without the presence of tenure systems or unions would be most helpful.   The following institutions represent HU's competitors and aspirant affiliations. Peer institutions do not exist currently.

Competitor Institutions	Aspirant Institutions
Penn State University	Savannah College of Art and Design
West Chester University	Rose-Hulman Institute of Technology
Indianan University of Pennsylvania	Case Western Reserve University
Millersville University	Cooper Union College
Drexel University	Full Sail University
University of Maryland, Baltimore County	Arizona State University

SECTION 12: MANAGEMENT OF EVIDENCE INVENTORY

A SharePoint site serving as the evidence repository for organizing supportive materials includes five categories: the document's official name, the abbreviated filename structures, dates documents were upload and modified dates, the name of the individual uploading or modifying, and track changes. The Director of Assessment oversees populating the site. The repository is housed on the University's intranet site and will expand over the next 18 months.

The working list of all documents and evidence provides support during the self-study. Documents are categorized by purpose and not grouped by separate standards during the investigative period of the self-study. As working groups identify specific sections of the document, the extraction of information and reference of the evidence occurs, indicating the standard and location in the report at that time. The integrated approach to the MSCHE standards requires using the institution's essential documents throughout the self-study; therefore, the proposed method allows the easy drill-down of evidence by each working group.

Inventory access is available to the HU personnel with read-only access to limit the risk associated with multiple individuals having editing access. Self-Study Co-Chairs and identified staff retain editing rights. Working group co-chairs can request intermittent access as needed and produce a full inventory downloaded as an Excel spreadsheet.