

Structural Change Site Visit Report

Dominican University of California

Incubation Partnership: The Make School at Dominican University of California

September 20, 2018

Team Roster

Laurie G. Dodge, Brandman University
Jane Rosenthal, Keck Graduate Institute

The team conducted its review and evaluated the institution under the 2013 Standards of Accreditation and prepared this report containing its collective evaluation for consideration and action by the institution and by the WASC Senior College and University Commission (WSCUC). Formal action is taken by the Commission and is described in a letter from the Commission to the institution. This report and the Commission letter are made available to the public by publication on the WSCUC website.

TABLE OF CONTENTS

SECTION I. Overview and Context	3
A. Description of the Institution and the Proposed Change	3
B. Description of the Team’s Review Process	4
SECTION II. Evaluation of the Proposed Change	5
A. Issue: Leadership and Governance	5
B. Issue: Faculty	5
C. Issue: Sustainability, Budget and Financials	6
D. Issue: Student Success and Engagement	6
SECTION III. Commendations, Recommendations, and Conclusion	7
APPENDICES	
Appendix A Personnel Consulted	8
Appendix B Documents Reviewed	9

SECTION I. Overview and Context

A. Description of the Institution and the Proposed Change

Dominican College was founded in 1890 by the Dominican Sisters of San Rafael, and in 1917 became the first Catholic college in California to grant the Bachelor of Arts degree to women. Since 1969, Dominican's ownership and operation belong entirely to a lay Board of Trustees, and the institution has operated as an independent university. Originally established as a women's college, Dominican became fully coeducational in 1971. In 2000, the College became Dominican University of California and its mission reflects this university status:

Dominican University of California educates and prepares students to be ethical leaders and socially responsible global citizens who incorporate the Dominican values of study, reflection, community, and service into their lives. Guided by its Catholic heritage, the University is committed to diversity, sustainability, and the integration of the liberal arts, the sciences, and professional programs.

Dominican University of California serves approximately 1,300 undergraduate and 450 graduate students in three schools: Liberal Arts and Education, Barowsky School of Business, and Health and Natural Sciences. The University received WSCUC reaffirmation of accreditation June 2018 for eight years. In the WSCUC reaffirmation letter, Dominican University of California was commended for "A focused strategic plan, Dominican at 130, that positions Dominican to continue its mission in a challenging and changing higher education environment."

The proposed change is an incubation partnership between Dominican University of California (Dominican) and Make School. The partnership will include the launch of a new degree program, BS in Applied Computer Science, and the use of a new instructional site. The ultimate goal is for Make School to gain independent WSCUC accreditation at the end of the incubation partnership as a free-standing institution. For Dominican, the incubation partnership will allow for the development of a new computer science minor without costly investment and will provide faculty/staff development training opportunities in applied computer science and software development.

Make School was founded in 2012 with a mission focusing on project-based teaching and learning in which students create technology-based products that contribute to improving the lives of others. Make School currently offers the Product College, a two-year computer science and software engineering program. Make School currently enrolls 110 traditional-age college students between 18 and 25 and since enrollment began in 2014, few (2-4) students have completed the Product College program. Of the 70 alumni (defined as having left Make School in good standing), the most common reason for leaving the program was because they secured high-paying jobs in the technology industry.

Dominican and Make School are proposing a BS in Applied Computer Science program designed as a three-year, lockstep cohort-based model that consists of delivering all courses at Make School in San Francisco. The degree program curriculum of 124 units consists of an integration of Dominican University of California's general education core (36 units), Make School's thematic foundation (46 units), required computer science (6 units), two concentrations within the major (18 units each), elective (18 units) courses. The general education core courses (29% of the program) will be delivered face-to-face or in a hybrid format at the San Francisco campus. The thematic foundation, both concentrations of the major, the computer science courses, and electives will be taught face-to-face at the San Francisco campus.

Dominican values of study, reflection, community, and service align well with Make School's mission of students creating technology-based products that contribute to improving the lives of others. Both institutions focus on ethical leadership, social responsibility, and a teaching and learning pedagogy of project-based learning. In addition, Dominican's successful experience of developing the Bachelor of Fine Arts in Dance in partnership with Alonso King of LINES Ballet has increased their interest in seeking additional partnership.

Dominican and Make School cite mutual benefits from this proposed partnership permitting Make School to evolve its two-year non-degree program into an accelerated, regionally accredited bachelor's degree program and for Dominican students to enroll in newly offered computer science and software development courses.

B. Description of the Team's Review Process

The WSCUC Substantive Change Committee panel conducted its initial review of the proposal through a conference call with the institution on July 24, 2018 following a thorough review of the WSCUC Substantive Change and Structural Change Proposal and supporting attachments (See Appendix B: Documents Reviewed). The proposed change is considered a Structural Change as outlined in WSCUC's Review, Monitoring and Approval of Proposed Incubation Relationships with WSCUC Accredited Institutions Policy.

In the WSCUC letter to Dominican (July 25, 2018), the panel acted to proceed to a site visit to consider this proposal. The panel requested additional information prior to their review including the revenue sharing agreement, Make School organizational chart, income sharing agreement, and Make School Articles of Incorporation and Bylaws. See Appendix B for the full list of documents reviewed.

On September 20, 2018, the panel met with the Dominican and Make School leadership team, finance officer, academic affairs, Dominican and Make School faculty, deans, and staff from student affairs, coaching, student outcomes, and student experience (See Appendix A: Personnel Consulted). The WSCUC Site Visit included tours of Dominican campus in San Rafael and Make School San Francisco campus.

SECTION II. Evaluation of the Proposed Change

A. Issue: Leadership and Governance

Dominican and Make School have clearly stated institutional purposes that adhere to their mission and values that are aligned to the proposed incubation partnership (CFR 1.1, 1.2). Make School's mission focuses on teaching and learning in that students create technology-based products that contribute to improving lives of others. Dominicans' mission and values center on preparing students to be ethical leaders and socially responsible global citizens through study, community, reflection, and service. The proposed Dominican and Make School partnership is well aligned across the institutions mission and values and can potentially foster a deeper experience for both partners.

Dominican's strategic plan, Dominican at 130, focuses on three strategic initiatives supporting the proposed partnership (CFR 4.6, 4.7). One, The Dominican Experience links liberal arts with professional programs. Two, Curriculum Alignment supports fiscally-sustainable curriculum designed to provide students with more opportunities for discovery personally and professionally. The learn-by-doing pedagogical approach is evident in Dominican and Make School approach to teaching and learning. Three, Enrollment Management and Program Innovation targets appropriate and viable enrollment and a mix of programs to meet existing areas of demand and quality. Review of the revenue sharing agreement and interviews with Dominican and Make School leaders support the proposed partnership and targeted new degree offering for sustainability and value.

In regard to decision-making processes, the Dominican Board is responsible for academic oversight and finances for the proposed new program and partnership (CFR 3.6, 3.7, 3.8, 3.9). Make School has an independent board and the Dominican President and Make School Founder mutually cited that decision making and oversight of academic quality, finances, and risk management lies with the Dominican Board.

Interviews with Dominican and Make School faculty and staff revealed a strong sense of maintaining the focus on project-based student learning and strong engagement of students with faculty. This pedagogical approach toward student learning and creation of projects/products that are for the public good was evident and a true reflection of each partners mission and values. The panel was impressed by this agreed upon purpose and encourage the partners to continue this pedagogical "secret sauce" as the program scales (CFR 3.7).

B. Issue: Faculty

Dominican has faculty recruitment, hiring criteria, evaluation and development procedures in place (CFR 3.1, 3.2, 3.3) However, during the incubation stage, Make School programs and faculty will be subject to and must adhere to Dominican policies and practices. Make School has based its hiring model on hiring for skills and industry experience, which should be articulated as minimum qualifications as Make School moves toward independent accreditation. This is

particularly relevant in the area of general education courses, which Dominican faculty currently teach and will be shifted to Make School faculty during the incubation period.

The newly hired dean of Make School at Dominican is a member of the Dominican Deans Council and provides leadership and oversight of faculty for the new degree program (CFR 3.1, 3.2, 3.3, 3.6, 3.7). The new dean cited qualifications required for faculty include industry expertise and desire and experience in teaching as well as professional development in best practices in teaching and ensuring technical knowledge and application relevance (CFR 3.3). Training, evaluation, professional development, and promotion of faculty are other areas in which Dominican has processes in place that Make School will need to adhere to during the incubation period and develop their own policies and procedures to follow after separation (CFR 1.7).

As the Make School program is implemented, Dominican must ensure that Make School faculty instructors are included in areas of faculty governance and curricular oversight and evaluation (CFR 2.4, 2.8, 3.3, 3.10). In interviews with Dominican and Make School faculty, there was enthusiasm and collaboration throughout this process. However, as this partnership is implemented and the program is rolled-out, a more systematic approach to their joint committee work will need to be established. Participation in joint committees, which might be facilitated through technology (i.e. online meetings), may help facilitate these goals.

C. Issue: Sustainability, Budget and Financials

Dominican's most recent Reaffirmation for Reaccreditation was completed in the Spring of 2018, and this report indicated a plan focused on stability and growth, and includes recommendations for program development and development of external partnership. Thus, this incubation is in line with Dominican goals, and will also expand offerings at Dominican with a potential minor in Applied Computer Science.

Both institutions reported a separation of financial tracking and expenditures between the two entities. Reimbursements of administrative costs will occur as outlined in the MOU Agreement. Each entity has their own CFO who have regular meetings to ensure communication and tracking. In order to ensure continuity, Dominican and Make School are encourage to put formal, systemized procedures in place to ensure timely and consistent exchanges of monies in adherence to the MOU agreement (CFR 3.4).

During the incubation period, Make School will need to develop a strategic plan to ensure successful separation and sustainability after the separation (CFR 1.5, 3.4, 4.7). This includes building sustainable capacity for general education courses, monitoring student grievances and compliance (including Title IX, Financial Aid, and Cleary reporting).

D. Issue: Student Success and Engagement

Dominican and Make School share a strong culture commitment to student success. Dominican has evaluation and program review procedures in place (CFR 2.6, 2.7, 2.10, 4.1), which Make

School will follow. Make School must monitor student learning outcomes, retention, and graduation rates as the program grows (CFR 2.3, 2.10). Institutional research capacity at Make School will need to be developed to ensure record keeping, reporting results, and for program improvement (CFR 4.1, 4.2).

As Make School shifts from non-degree to degree programs, special consideration and attention must be paid to ensuring student completion and graduation. It is important to note that Make School students in the non-degree program have successfully entered the workforce without completion of the program. Make School leaders cited that the coaching, student experience and outcome team members engagement, and faculty encouragement, will adequately address student retention and completion (CFR 1.2, 1.6, 2.3, 2.7, 2.10, 4.1, 4.2).

Student academic support for Make students is provided on the Make School campus through academic coaches and faculty advisors (CFR 2.13); however, student grievances, conduct violations, and academic integrity violations will be investigated and adjudicated across campuses, with some issues at the Make School Dean's discretion and escalated issues monitored by Dominican Student Affairs. Careful monitoring of co-curricular activities is necessary to understand the effectiveness and alignment of co-curricular programs to support all students (CFR 2.11). Clarity of these processes is vital and will need to be clearly articulated to students and contained in the student handbook.

SECTION III. Commendations, Recommendations, and Conclusion

Commendations

1. The panel was impressed by the enthusiasm and commitment for student success by Dominican and Make School leadership, staff, and faculty.
2. The collaboration and alignment of mission and vision across Dominican and Make School was strong and well-planned in pedagogical approaches and student centered.
3. The financial agreements between Dominican and Make School were thoughtful and well-orchestrated for meeting needs during the incubation period and forethought for eventual separation planning.
4. Dominican and Make School mutually support higher education for public good and social responsibility as evidenced in teaching and learning, program curriculum, and student support.

Recommendations

1. Provide onboarding, training and professional development for faculty and staff to ensure educational quality and alignment with institutional mission and goals as the program scales. (CFR 2.2a, 2.4, 3.3, 4.3, 4.4)
2. Continue development and refinement of policies and processes for compliance (i.e., academic integrity, academic probation, student conduct). (CFR 1.7, 1.8, 4.6)
3. Closely monitor student success metrics of achievement, retention and graduation. (CFR 1.2, 1.6, 2.3, 2.7, 2.10, 4.1, 4.2)
4. Ensure students are provided appropriate support for academic and co-curricular enrichment and success, including academic advising, financial aid counseling, career advising, and personal development. (CFR 2.11, 2.12, 2.13)

APPENDICES

Appendix A: Personnel Consulted

Appendix B: Documents Reviewed

APPENDICES

Appendix A: Personnel Consulted

Dominican University of California

- Dr. Mary Marcy, President
- Dr. Nicola Pitchford, Acting President and Vice President for Academic Affairs
- Dr. Tammi Jackson, Vice President of Finance and Administration
- Dr. Mojgan Behmand, Acting Vice President for Academic Affairs and Dean of General Studies
- Dr. Denise Lucy, Barowsky School of Business, Digital Task Force Committee Chair
- Dr. Brett Bayles, Assistant Professor, School of Health and Natural Sciences
- Dr. Veronica Fruht, Assistant Professor, School of Liberal Arts and Education
- Amy Gilbert, Associate Director, Library
- Dr. Randall Hall, Professor, School of Health and Natural Sciences
- Bradley Van Alstyne, Assistant Professor, School of Liberal Arts and Education
- Robyn Dabora, Make School at Dominican Project Manager
- Dr. Paul Raccanello, Dominican Vice President of Student Affairs and Dean of Students

Make School, PBC

- Jeremy Rossmann, Founder
- Ashu Desai, Founder
- Dr. Anne Spalding, Dean of Make School at Dominican
- Adam Braus, Instructor
- Alan Davis, Instructor
- Dan Morse, Head of Coaching Program
- Jeff D'Andria, Head of Student Outcomes
- Megan Dias, Student Experience

Appendix B: Documents Reviewed

WSCUC

WASC Substantive and Structural Change Template and Appendices: Dominican University of California_Incubation Partnership with Make School, PBC

Report of the WSCUC Team for Reaffirmation for Accreditation_Dominican University of California_2018

Proposal Attachments:

- Attachment I.B.1 Dominican@130.pdf
- Attachment II.A.3 Recruitment and Marketing plan.pdf
- Attachment II.A.4 Three-year Enrollment Projections.pdf
- Attachment II.B.1a Board Agendas, Minutes, Presentations, Resolutions and Statement of Intent.pdf
- Attachment II.B.1b Academic and Student Affairs Committee of the Board Agenda and Minutes.pdf
- Attachment II.B.1c Cabinet and “Kitchen Cabinet” Rosters and Agendas.pdf
- Attachment II.B.1d Faculty Digital Curriculum Task Force Roster and Agendas.pdf
- Attachment II.B.1e Faculty Forum Agenda and Minutes.pdf
- Attachment II.B.1f Curriculum and Education Policy Committee Agenda, Minutes and New Degree Program Proposal.pdf
- Attachment II.B.1g Coding Partnership Brief February 2018.pdf
- Attachment II.B.1h Hackathon February 2018.pdf
- Attachment II.B.1i Memo to the Executive Committee of the Board of Trustees.pdf
- Attachment III.A.1 MKS@Dominican Rubric Samples.pdf
- Attachment III.A.3 BS in Applied Computer Science Program Course List Detail.pdf
- Attachment III.A.6a Mobile Development 1.1 and 2.2 Syllabi.pdf
- Attachment III.A.6b Data Science 2.1 and 2.2 Syllabi.pdf
- Attachment III.A.6c Web Development 1.1 Syllabus.pdf
- Attachment III.A.6d Software Product Development 1.1 Syllabus.pdf
- Attachment III.A.6e Computer Science 1.1 Syllabus.pdf
- Attachment III.B.2a Curriculum Map PLOs to ILOs.pdf
- Attachment III.B.2b Curriculum Map PLOs to CLOs.pdf
- Attachment III.B.4a Assessment Plan.pdf
- Attachment III.B.4b Annual Assessment Report Guidelines.pdf
- Attachment III.B.4c Academic Assessment Committee Charge and Membership.pdf
- Attachment III.B.5 Program Review Handbook.pdf
- Attachment III.C.6 Course Sequencing for 3- and 2-year Paths.xls

- Attachment III.D.7 Student Handbook 2017-18.pdf
- Attachment III.D.8 Sample Brochure.pdf
- Attachment IV.A.5a Founding Dean of MKS@Dominican Job Description.pdf
- Attachment IV.A.5b Make School Abbreviated Vitae.pdf

Additional Documents Requested Post-Teleconference on July 25, 2018

- Dean of Make School at Dominican CV_ Spalding Anne.pdf
- Copy and Description of Revenue Sharing Agreement.
- Letter to Dr. Pitchford re: MOU
- Student Scheduling + Sequencing
- Make School Org Chart_ 2018
- List of Make School at Dominican Faculty
- Description of Credit Hour Calculation
- Narrative + Income Sharing Agreement contract
- Draft Timeline for Estimated Length of the Make School Incubation
- Make School Bylaws (Series AA - Amended & Restated)
- Articles of Incorporation (Amended & Restated)