

California State University, Stanislaus  
**Top 10 Ways to Prepare for the WASC Visit  
 Capacity and Preparatory Review**

*If you have questions, please call Vice Provost Demetrulias (campus Accreditation Liaison Officer)  
 at extension 3223 or 3082.*

1. Try to be on campus and available during the site visit. The WASC team members will be visiting the Stockton Center on September 30 and will be on the Turlock campus, October 1-3. Attend sessions as requested and which do not interfere with teaching or staffing obligations. A master schedule can be found on *Site Visit Central* at <http://www.csustan.edu/WASC/Pages/CapacityPreparatoryReview.html>
2. Announce this reaccreditation visit in your meetings, courses, and to student groups. If possible, please attend your specific Open Forum to be held for students, faculty, and staff.

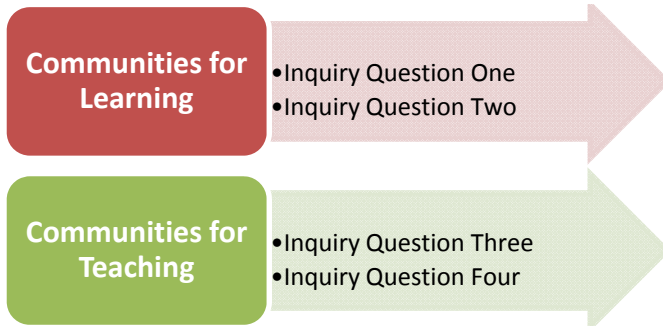
	STOCKTON CENTER	TURLOCK CAMPUS
<b>Student Open Forums</b>	Tuesday, September 30 2:30 pm, Acacia 1041	Thursday, October 2, 11:15 am Carol Burke Student Lounge
<b>Faculty Open Forums</b>	Tuesday, September 30 2:00 pm, Acacia 1041	Thursday, October 2 10:00 am, JSRFDC 118
<b>Staff Open Forums</b>	Tuesday, September 30 1:30 pm, Acacia 1041	Thursday, October 2 4:15 pm, MSR 130C

3. The WASC team is hosting a confidential email account so that persons from the campus community can communicate with the team. The comments are sent directly to the team chair and are not viewed by any representative of the institution. Contact can be made through the confidential email account [csustanwasc@yahoo.com](mailto:csustanwasc@yahoo.com)
4. Review the overall importance and goal of reaccreditation and the difference between *Capacity and Preparatory Review* and the *Educational Effectiveness Review* (the latter scheduled for March 3-5, 2010). More information can be found on the reverse side of this document or at <http://www.csustan.edu/WASC/>
5. Stay focused on **capacity** – Examples of questions about capacity:
  - a. Do we have integrity of operations?
  - b. Do we have a clear sense of institutional understanding and direction?
  - c. Do we have the infrastructure, core resources (faculty, staff, finances, library, and technology), policies and procedures in place to operate an educational institution?
  - d. Are structures and decision making processes working?
  - e. What planning processes are in place? How do we assess accomplishments?
  - f. How do we gather and use data to evaluate effectiveness?
  - g. What actions have we taken in response to assessment information for improvement of operations and services to students?
  - h. How do we support student learning and contribute to student success?
6. Be reminded that the time frame for thinking about our capacity is **ten years** from the last visit. (Too often, we focus on short-term issues and without historical perspective as to how much the campus has achieved in the past ten years.)
7. Review the self study (first 35 pages of the report) for the *Capacity and Preparatory Review* and the WASC standards and criteria for review, particularly those related to your governance responsibilities as found in the *Capacity and Preparatory Review* available at <http://www.csustan.edu/WASC/Pages/CapacityPreparatoryReview.html>
8. Be able to articulate our emphasis on our four inquiry questions – student learning/diversity; support for learning; teaching and learning; research, scholarship, and creative activity – and how your committee/unit contributes to these endeavors. (See page 3 of the self study for more detail.)
9. Respond truthfully to questions. Frame your responses in terms of ways that the campus addresses challenges or has plans underway to address them.
10. If a team member requests a document, please contact Vice Provost Demetrulias at extension 3223 or 3082 ASAP so that the office can fulfill the request as a formal exhibit. Let the team member know that the Vice Provost's office will provide the document as soon as possible.

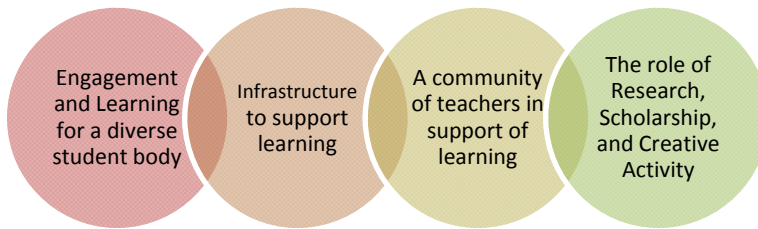
## Reaccreditation Self Study

### Capacity and Preparatory Review to Educational Effectiveness Review

#### Our TWO Themes:



#### Our FOUR Inquiries:



**September 30 and  
October 1-3, 2008**

December 9, 2009  
March 3-5, 2010

**Capacity and Preparatory Review Site Visit**

Educational Effectiveness Report Due  
Educational Effectiveness Site Visit

#### **CAPACITY and PREPARATORY** **“What and how much?”**

**FOCUS ON CAPACITY** – purposes, integrity, stability, resources, structures, processes, policies

This phase basically sets the stage for the Educational Effectiveness Review. In the preparatory review, we identified outcomes as well as the methods we would use to evaluate. We gathered evidence on infrastructure and campus organizational structures as well as compiling an inventory of methods used to evaluate effectiveness. This phase examined the “what” – what are we doing and how much of it?

#### **EDUCATIONAL EFFECTIVENESS** **“How well?”**

**FOCUS ON LEARNING** – educational objectives and design, processes of review, educational results

While the preparatory review phase established “what and how much” the educational effectiveness review looks at “how well.” Using core indicators of educational effectiveness and established evaluation outcomes, the inquiry circles will begin to dig into the data gathered during the capacity phase to determine results – how effectively are we facilitating student learning?