

WASC/CAIS VISITING COMMITTEE REPORT FORMAT

As you write the Visiting Committee Report, keep in mind that the audience is both the school and the CAIS/WASC readers.

I. Student/Community Profile (WASC) or Introduction (CAIS) (1 page)

In writing this profile the committee may draw substantially upon what the school has submitted about itself as long as it includes the following: enrollment, origins, purposes, character, environment, constituency, programs and other important identifying characteristics. It is also important to include information and observations not included in the school's summary about itself, such as issues of growth and significant changes. Remember that readers of the report are introduced to the school through this profile and that it serves as a context for understanding the report. Include a copy of the school's mission statement.

II. Assessment of the Progress Report (2 pages)

Discuss the major changes and the progress made on previous recommendations. The focus of this section is to discover how the school uses its self-study and accreditation visits. While the school is required to respond to all major recommendations, the school is not required to implement each. A major change might be a new head of school, completion of new buildings and a major capital campaign, or changes in the school's grade level configuration.

III. Self-Study Process (1 page)

1. Determine whether the school included the five parameters in the self-study. These are:
 1. Involvement and collaboration of the full school community in the self-study
 2. Clarity of school purpose and goals for students
 3. Assessment of all aspects of the school's operations, the actual student program and its impact on student personal and academic growth with respect to the standards and criteria
 4. An Action Plan which identified needs
 5. An accountability system for monitoring the implementation of the plan
2. Does the self-study accurately reflect the school's program for all students?
3. Does the observable evidence reflect a sampling of what all students are doing and producing with respect to the criteria/standards listed by CAIS/WASC?
4. Does the observable evidence match the school's plan?

Over

IV. Quality of the School's Program and Operation (1–2 pages for each category)

Write an introductory paragraph for each of the chapters listed below (except for Chapter XIII) that summarizes an analysis of what currently exists at the school: this should be based on the self-study and the Visiting Committee findings. Then write commendations and recommendations for each chapter. The Program section can be divided by discipline if you so choose.

- Chapter I: Philosophy and Purpose
- Chapter II: Governing Body
- Chapter III: Finances
- Chapter IV: Development/Fund-Raising
- Chapter V: Administration, Faculty, and Staff
- Chapter VI: Students
- Chapter VII: Community of the School
- Chapter VIII: Program
- Chapter IX: Residential Life
- Chapter X: The Library, Electronic and Print Resources
- Chapter XI: School Plant
- Chapter XII: Health and Safety
- Chapter XIII: Action Plan

V. Major Commendations and Recommendations

1. List major commendations and recommendations.
2. Limit major commendations and recommendations to five to eight each.
3. Major commendations should be limited to highly commendable strengths.
4. Major commendations should not be prescriptive and should include only major institutional priorities.
5. Document each commendation and recommendation with at least two references.

VI. Ongoing School Improvement – School Action Plan (1–2 pages)

1. Comment on the plan developed by the school by asking the following questions
 - a. Does the plan match what the school says it needs?
 - b. Will the plan improve the school and enhance student learning?
 - c. Is the plan feasible, financially and otherwise?
 - d. Is there sufficient commitment to the plan?
2. Discuss the factors which will support or impede the implementation of the plan.
3. Identify the means by which the school will self-monitor.