



NEW ENGLAND ASSOCIATION  
OF SCHOOLS AND COLLEGES

## Commission on Public Schools

### Committee on Technical and Career Institutions

#### SUGGESTED TIMELINE FOR COMPLETION OF DECENNIAL SELF-STUDY

*The following document is meant to be used as a guide or timeline when preparing for a decennial visit from the New England Association of Schools and Colleges (NEASC). Schools/centers usually plan 18 months to complete the self-study process. Resources are on the NEASC website.*

*Note: Write all reports (program and standards) as MSWord documents and save. Then cut and paste reports into the appropriate textboxes in the portal. Use the “upload” button to add files to reports in the portal. Video & audio used as evidence should be hyperlinked in the body of the narrative and not uploaded as files.*

*Note: Guidebooks for writing self-study reports for the Standards are on the website.*

#### Month

18: Center/school selects its Steering Committee chair and co-chair to lead the efforts of the school/center community in its self-study process.

18: School/center leadership selects the date to host the decennial visit, identifies the CTE and academic programs for which self-study reports will be written, and determines the size of the Visiting Team by completing and submitting the *Request for A Decennial Visit Team* form to Bruce Sievers, Associate Director CPS.

18: Presentation to staff by Bruce Sievers, Associate Director CPS, on accreditation, the pre-decennial self-study process including use of the web-based portal, advice on evidence-based writing, on-site visit, and follow-up.

18: School/center Steering Committee meets with staff to assign three (3) people to each Standard team with one person being designated as chair of each Standard self-study report.

18: The Steering Committee is comprised of the Chair, Co-Chair, and Chairs of the 7 Standard Self-Study Committees. Others may be included at the discretion of the school/center.

18-13: Self-Study Reports for **CTE and Academic Programs (Section 4)** are written by center/school teaching staff. Use the guides: *How To Write Self-Study Reports for Technical Programs* and *How To Write Self-Study Reports for Academic Programs* that are on the [website](#).

18-13: Using the Guidebook for **Teaching and Learning Standard 1**, the school/center identifies its Core Values, Beliefs and Learning Expectations through formal meetings and discussions with all major stakeholders of the center/school: faculty, professional and support staff, community advisory board, trade advisory boards, parents, students, local employers, and alumni. Use the guidebook *Developing and Implementing Core Values, Beliefs and Expectations* if just beginning the process. Use the guidebook *Core Values, Beliefs and Learning Expectations-Standard 1* if at the evaluation stage.

18-13: Using the Guidebook, the self-study team collects evidence and develops the narrative and draft report for **Support Standard 5 (Culture and Leadership)**. Submit to Steering Committee chair and/or managing editor for initial review.

18-13: Using the Guidebook, the self-study team collects evidence and develops the narrative and draft report for **Support Standard 6 (Student Services and Support)**. Submit to Steering Committee chair and/or managing editor for initial review.

18-13: Using the Guidebook, the self-study team collects evidence and develops the narrative and draft report for **Support Standard 7 (School Finance and Community Relations)**. Submit to Steering Committee chair and /or managing editor for review.

17: Designate a “managing editor” who will be responsible for editing and assembling all reports submitted as a part of the final self-study report to NEASC

12: Hospitality Committee establishes guest list and determines location for Opening Night Reception/Dinner (showcasing School and Community Report & Standard 1) either at host school dining facility or at a local restaurant/banquet facility. Reserve room or book facility.

10-5: Using the School and Community Profile data collection form, **School and Community Narrative (Section 1)** is written and submitted to Steering Committee chair for initial review.

10-5: Using the Guidebooks and utilizing the evidence from program reports in Section 4, the self-study teams develop the narrative and draft reports for **Teaching and Learning Standard 2 (Curriculum), Standard 3 (Instruction), and Standard 4 (Assessment)**. Submit to Steering Committee chair and/or managing editor for initial review.

10-5: Hospitality Committee determines lodging and conference room/work room needs for the NEASC visiting team. Book and give deposit (if required) for hotel. Begin planning for opening night Reception/ Dinner.

7: Hospitality Committee identifies the location and schedule for meals for Visiting Team both at school and/or at restaurants. Snacks and beverages for the hotel and center/school-based team workroom should be included in this scheduling.

6: Hospitality Committee identifies mode of transportation and develops itinerary for Visiting Team travel to and from center/school to hotel for the duration of its visit.

4-2: **Overall Strengths and Needs (Section 2)** is written using the evidence from all Standard reports in Section 3. Submit to Steering Committee chair and/or editor for final review.

4-2: **Conclusion for Decennial Self-Study Report (Section 5)** is written and submitted to Steering Committee chair and/or editor for review. In collaboration with the “managing editor,” Steering Committee Chair and Co-Chair edit a final draft of the Self-Study Report.

4-2: Opening night Reception/Dinner showcasing School and Community Report & Standard 1 is planned. Guest list is revised and invitations are extended. Schedule of events for the evening is determined. Menu and program are selected. Draft version of Power Point presentation is designed.

**3-2: School/center submits the completed Self-Study Report in portal (push the green button: Mark Report Complete)**

2-1: Welcome letter from the Administration and Steering Committee Chair/Co-Chair completed in preparation for distribution to the members of the Visiting Team. Map Quest directions to hotel from the host school are provided as a backup for those not having access to a GPS system in personal vehicles.

2-1: “Punch list” is created and reviewed by the Steering Committee Chair and Co-Chair to review all details associated with the decennial visit. Opening night Reception/Dinner showcasing School and Community Narrative & Standard 1P is finalized. Guest list and schedule of events for the evening are confirmed. Menu and program are finalized. Power Point presentation is completed. Name tags for guests are produced. Seating plan for evening is coordinated to insure proper mix of Visiting Team, host school/center staff, and invited guests from the local community.

2-1: Administration and Steering Committee Chair/Co-Chair have a Pre-Visit Meeting with Visiting Team Chair and Co-Chair to validate readiness for the visit. Visiting Team workroom at the school/center, and the hotel accommodations and workroom are viewed by Visiting Team Chair and Co-Chair. Plans for evening meals and transportation are discussed and agreed upon. IT needs for members of the Visiting Team should be articulated so that wireless printer, laptops, and copying access can be determined well in advance of the Visiting Team’s arrival. Visiting Team Work Schedule is finalized.

2-1: Produce accurate copies of teaching schedules for all CTE and academic teachers and place in team workroom at the school/center.

Entire Visiting Team arrives at school/center by 10:00 a.m. for their organizational meeting. Administration and Chair/Co-Chair from host school greet and welcome Visiting Team. Decennial visit officially begins that evening with the Reception/Dinner showcasing School and Community Report.