Common Structure for Each Essay

1. **Overview of Essay**
   An abstract or summary of the essay and the standards that it integrates into the essay.

2. **Essay**
   Based upon the theme paragraph and the suggested questions, write a narrative essay of 12 to 15 pages (1.5 spaces). Utilize examples of good practice to illustrate how the College is addressing the theme. Also discuss what the College needs to do better and why. What are the College’s plan for the future in the area discussed in this essay.
Theme 1
Institutional commitment to high quality education

The institution demonstrates a commitment to student learning by providing high quality education congruent with institutional mission. The entire institution participates in reviewing institutional performance and participating in the college’s planning process for improvement of student learning outcomes to help the institution sustain its commitment to student learning. The institution regularly reviews and reflects upon its mission statement and modifies the mission whenever appropriate.

Suggested Questions for Committee
1. How does CCSF use its mission statement to guide college decisions for the delivery of quality education to its students?

2. What plans, programs, and practices support the linkage between the College's mission and educational services?

3. How does the College know that it is delivering quality services to its students? How does the College know how and when to make improvements in its programs?

4. What practice does the College follow to insure that its mission statement is reviewed and updated?
Theme 2
Student learning outcomes and student achievement are central to the work of the institution

Student learning outcomes and student achievement are central to the work of the institution. To ensure successful student learning outcomes, the institution establishes feedback loops from students to college practitioners (faculty and others) that lead to improvement of courses, programs and student development activities. Faculty identify learning outcomes at the course, program, and degree level and assess learning outcomes to assure the effectiveness of their educational programs. Faculty engage in discussions using assessment data to improve ways to deliver instruction to maximize student learning. Student development faculty develop learning outcomes and assess how well students are able to utilize college programs and services to achieve their educational goals. The college places student learning outcomes at the center of the institution’s planning, review and allocation processes.

Suggested Questions for Committee
1. What processes and/or mechanisms does the College have in place for identifying and establishing student learning outcomes at the course, program, and college levels? Describe the process of reviewing and modifying the learning outcomes.

2. Describe the forums (venues) the College has established for faculty to reflect upon and ultimately modify student learning outcomes.

3. What support does the College provide for student learning and success?

4. How have these support systems and processes improved student learning and success at the College? Describe examples of practice that reflect these gains for student learning and success.
Theme 3
College dialogues promote institutional improvements

The institution engages in inclusive, informed, and intentional dialogue about institutional quality and improvement. All members of the college community participate in this reflection and exchange about student achievement, student learning, and the effectiveness of college processes, policies, and organization. To ensure that dialogues are well-informed, the college depends upon reliable data—both quantitative and qualitative—that is responsive to important institutional issues, meaningfully interpreted, and broadly communicated. The institutional dialogue results in ongoing self-reflection resulting in improvements to college programs and services.

Suggested Questions for Committee
1. What key dialogues and reflective engagements about quality and improvement have occurred at CCSF since the last visit?
2. Which college constituencies were involved?
3. Describe the quantitative and qualitative data and information used to inform and guide the dialogues. Describe the outcomes and improvements resulting from the data and the dialogues.
4. What processes exist within the College for ongoing self-reflective dialogues about teaching and learning?
Theme 4
College planning and budget system promotes continuous improvement

The institution relies upon an integrated evaluation, planning and budgeting system for continuous improvement. The planning cycle begins with evaluation of student needs and college programs and services. Evaluation focuses on student achievement, student learning, and the effectiveness of processes, policies, and organization. This evaluation in turn informs college planning objectives about needed improvements and resources are distributed to implement these objectives. The college pursues alternative resources to ensure the achievement of its objectives. Once planning objectives have been implemented, the college evaluates how well it has achieved its goals.

Suggested Questions for Committee
1. How does the CCSF system for planning and budgeting support the quality of student learning and student success?

2. How does the College system for resource development and allocation ensure the quality of institutional educational programs and services?

3. How does the College evaluation system ensure that improvements will be developed and implemented for institutional student learning programs and services?
Theme 5
Institutional resources support learning and student success

To have an inclusive, informed and intentional effort to support student learning, the institution must have the organizational means to identify and make public the learning outcomes, to evaluate the effectiveness of programs in producing those outcomes, and to make improvements. The institution’s staff, resources and organizational structures including communication and decision making structures, must be aligned with the college’s commitment to support successful student learning. The institution’s organizational operations are evaluated in part by how well they support learning.

Suggested Questions for Committee

1. In what ways does the College’s staff and resources including facilities, finances and technology, support learning within the institution?

2. What is the role of the College’s governance system in supporting student learning and success?

3. How does the College organization evaluate the effectiveness of its student learning programs, leading to improvement of those programs?

4. How does the College organization identify and make public student learning outcomes and success?
Theme 6
Institution demonstrates integrity and honesty to all stakeholders

The institution demonstrates its concern with honesty and truthfulness to all stakeholders, internal and external. The college regularly assesses its policies, practices, and procedures and its relations with students, employees, and its publics. College publications reflect the institution’s commitment to clarity, understandability, accessibility, and appropriateness; college faculty provide for open inquiry in their classes and demonstrate a commitment to an honest appraisal of student performance based upon clear faculty standards of rigor and academic honesty on the part of students. The institution demonstrates a strong commitment for issues of equity and diversity in its hiring and employment practices as well as to its relationship with the Commission and other external agencies. The institution is self-reflective and honest with itself in all its operations.

Suggested Questions for Committee
1. What is the scope and extent of the College’s commitment to access, equity and diversity?

2. How does the College establish and promote trust and collaboration among all of its constituent parts?

3. How does the College establish and promote trust and collaboration among all of its external publics and constituencies?

4. How does the College inform its constituents about legal and ethical issues affecting the College community?