



WILLOW INTERNATIONAL COMMUNITY COLLEGE CENTER

(REEDLEY COLLEGE)

SUBSTANTIVE CHANGE PROPOSAL

NAME CHANGE

NOVEMBER 6, 2014

Willow International Community College Center

(Reedley College)

SUBSTANTIVE CHANGE PROPOSAL:

NAME CHANGE

Willow International Community College Center

10309 N. Willow Avenue

Fresno, CA 93730

Submitted by:

Deborah J. Ikeda
Campus President

Kelly Fowler
Vice President of Instruction and Student Services

November 6, 2014

Table of Contents

A. Description of Proposed Change and Justification5

B. Need for the Change..... 5

C. Anticipated Effect6

D. Rationale for the Change6

E. Evidence that the Institution Has Received All Necessary Internal and External Approvals.....7

F. Evidence that Eligibility Requirements Will Still Be Fulfilled.....7

G. Evidence that Accreditation Standards Will Still Be Fulfilled.....25

A. Description of Proposed Change and Justification

1. Description

This Substantive Change Proposal is submitted to Accrediting Commission for Community and Junior Colleges (ACCJC) for approval to change the name of Willow International Community College Center (WICCC) to Clovis Community College Center (CCCC).

2. Justification

On April 4, 2013, WICCC received a letter from ACCJC stating WICCC is “now considered a college for the purpose of accreditation, operating under the accreditation of Reedley College.” It also included several tasks which included “deciding upon and implementing a name change indicative of the college’s new candidacy status with ACCJC.” Although the intention of ACCJC was to change the name of our center to include “college,” the California Community Colleges Chancellor’s Office indicated that changing the name to include “college” was not allowable until the center received Initial Accreditation from ACCJC. [EVIDENCE: [ACCJC Letter Confirming Candidacy 4-4-13](#)]

B. Need for Change

As Willow International Community College Center (WICCC) transitions from Candidacy status to Initial Accreditation status (once ACCJC approves), the name of the institution should reflect the community (Clovis) that it serves. In 2008, a local campus and community process was implemented by the State Center Community College

District Board of Trustees selecting the name of Clovis Community College to replace WICCC upon Initial Accreditation status. [EVIDENCE: [BOT Minutes 10-7-08 Supporting Name Change](#)]

C. Anticipated Effect(s)

Most of the anticipated effects will be administrative, which includes all communication (letterhead, website, etc.), updates in Datatel, and district changes (catalog, student literature, etc.). The Center anticipates no major financial or other impact. However, establishing a name for our center that includes the community we serve will increase visibility in our community as a start for recognizing our center as a future stand-alone, independent college.

D. Rationale for the Change

In the fall of 2008, the College Naming Committee (CNC) oversaw the local campus and community naming process. The CNC consisted of twelve members representing all campus and community constituency groups. Members included representation from faculty, staff, administration, Board of Trustees, students, and the community. The committee's first meeting was in June 2008 to review the charge of the committee and to set up procedures to finalize the list of five names that the committee was to submit to the Vice Chancellor (now called the Campus President) and the Chancellor (of the State Center Community College District).

Posters, e-mails, and announcements indicated that name suggestions could be submitted by anyone through either College Name Suggestion website or suggestion boxes prominently displayed all across campus. The CNC also held an open forum for individuals to speak directly to the CNC regarding their rationale for a particular name proposal. On September 10, 2008, the CNC reviewed and ranked all the proposed names submitted and identified their top five names to the Vice Chancellor (now called the Campus President) and Chancellor of the district. The Vice Chancellor and Chancellor selected three of the five names to take to the Board of Trustees in October, 2008; the Board selected Clovis Community College as their final choice. [Evidence: [Charge of College Naming Committee](#), [College Naming Committee Memo 9-11-08](#), [Media Release on Name Change 4-18-08](#), [Naming Process & Timeline 2-13-08](#), [Online Name Survey](#), [Top 10 Name List](#)]

E. Evidence that the Institution Has Received All Necessary Internal and External Approvals

To date, WICCC has received approval from the district's Board of Trustees, California Community Colleges Board of Governors, and from the United States Department of Education. [EVIDENCE: [BOG Approval to Pursue College Status for Willow International](#), [BOT Minutes 10-10-13](#), [BOT Resolution to Establish Clovis Community College 10-10-13](#), [US Department of Education Approval](#)]

**F. Evidence that Eligibility Requirements Will Still Be Fulfilled
Certification of Compliance with Eligibility Requirements**

1. Authority

Willow International Community College Center is authorized to operate as a center of Reedley College within the State Center Community College District by the Accrediting Commission for Community and Junior Colleges of the Western Association of Schools and Colleges, and the California Community College Board of Governors Office. In March of 2013, ACCJC awarded Willow International Community College Center Candidacy Status. [Evidence: [ACCJC Letter- Candidacy for Accreditation Granted 3-6-13](#)]

2. Mission

The Center's mission statement below is a result input and feedback from the campus, district, and community:

Willow International Center Mission Statement: Creating Opportunities – One Student at a Time

- We embrace diversity and serve all students of the community;
- We believe education is based on integrity, generosity, and accountability;
- We foster critical, creative, and engaged thinking;
- We support student success by preparing students for their futures and for the community's future through career/technical certificates, degrees, and transfer programs;
- We cultivate community partnerships to enhance student learning and success;
- We engage in reflective, data-driven cycles of research and innovation focused on learning and student outcomes.

[Evidence: [College Center Council Minutes Approving Mission & Vision Statements 8-30-13](#), [BOT Agenda to Approve Mission & Vision Statements 7-2-13](#), [BOT Minutes Approving Mission & Vision Statements 7-2-13](#), [Planning Charette Information 3-11-13](#), [Student Success Committee Minutes Discussing Mission Statement 5-2-13](#)]

3. Governing Board

The SCCCD Board of Trustees is composed of seven public members who are elected by region on alternating years for a term of four years. The Board of Trustees is responsible for the quality of the college's educational programs and services. The Board of Trustees makes decisions pertaining to educational programs, financial health and stability, and the college's integrity. The Board of Trustees is an independent policy-making body, capable of reflecting constituent and public interest in board activities and decisions. Board of Trustees members submit conflict of interest forms annually. [Evidence: [BP 2010 Board Membership](#), [BP 2012 Role of the Board](#)]

4. Chief Executive Officer

Ms. Deborah J. Ikeda serves as the Campus President of the Willow International Community College Center. She received her Bachelor of Science degree in Elementary Education in 1974 and her Master of Education in Counseling Psychology degree in 1977, both from the University of Illinois in Champaign Urbana.

Ms. Ikeda started as a counselor for Loop City College in 1977 in Chicago and eventually became an Assistant Dean of Academic Support Services before becoming the Associate Dean of Students, Counseling and Guidance at Fresno City College in 1981. She served as the Interim Vice President of Instruction for Fresno City College for one year (2003-2004) and six months as the Dean of Library and Instructional Support Services before becoming the Vice President of Instruction and Student Services for the North Centers in 2005, where she led the accreditation effort to start a new college, Clovis Community College. She became Campus President of Willow International Community College Center in July 2012. Ms. Ikeda served on the California Community College Board of Chief Instructional Officers. She has served on the California Community College Chancellor's Office Advisory Committee for Matriculation and served in a similar capacity for the Counseling Advisory Committee. She and her husband were inducted into the City of Clovis Hall of Fame in June 2013, named a Portrait of Success by KSEE News, and awarded the Top Ten Professional Women of 2014 by the Marjaree Mason Center.

Campus President Ikeda currently serves as a member of the St. Agnes Hospital Board of Trustees, serves on the Economic Development Strategic Update Committee for the City of Clovis, the Citizens Review Panel for Measure B (a sales tax passed to support the Fresno County Public Library), and the Board of Trustees for California Health Science University. She has also served on the California State Superintendent of Education Advisory Council for Asian Pacific Islander Affairs, the Federal Department of Education Consultant to review and rank submitted grant applications, Fresno Assembly

Center Memorial Project Committee, and Pinedale Assembly Center Memorial Plaza Committee. Additionally, she has served on the Board of Directors for the Women's Foundation of California, the Board of the Golden Valley Girl Scout Council, President of Friends of the Fresno County Library, President and Board Member of the Central California Asian Pacific Women's Group, President of Fresno Japanese American Citizens League, and Chairperson for the National Japanese American Citizens League Strategic Planning effort for the 2014-16 Biennium. [Evidence: [BOT Minutes Appointing Deborah Ikeda as Campus President 6-5-12](#)]

5. Administrative Capacity

WICCC has a Campus President, Vice President of Instruction and Student Services, Vice President of Administrative Services, Dean of Students, Dean of Instruction, Director of Technology, and a Financial Aid Manager to provide adequate administrative structure to support the institution's mission, size, and complexity.

The District's Administration which includes a Chancellor, Vice Chancellor of Finance and Administration, Vice Chancellor of Educational Services and Institutional Effectiveness, Vice Chancellor of Human Resources, Associate Vice Chancellor of District Operations, Director of Human Resources, Assistant to the Chancellor, Enrollment Management/Admissions & Records/Information Services, General Counsel, Director of Grants, District Director of Disabled Student Programs and Services, Director of Classified Personnel, Director of Finance, Director of Purchasing, Executive Director of the Foundation, and Director of Information Systems provide additional administrative

support to the potential college. [Evidence: [Willow International Org Chart](#), [District Admin Org Chart 6-18-14](#)]

6. Operational Status

Brief History:

The State Center Community College District (SCCCD) built Willow International Community College Center on 110 acres in Fresno, CA, to replace an existing WICCC operational outreach site that was considered to be insufficient for serving the growing population of California's Central San Joaquin Valley.

Willow International Community College Center currently has an Academic Center One facility with 80,000 square feet, Academic Center Two with 80,000 square feet, a 12,000 square foot Child Development Center, a bookstore, café, and central plant. Each classroom at WICCC is a "smart" classroom that contains a digital overhead projector, desktop computer, internet connectivity, and DVD/VCR player. The entire campus is wireless and includes 50 classrooms including lecture, library, an approximately 88 station open computer lab, café, bookstore, allied health and sciences laboratories, fitness lab, dance studio, student services, tutorial center, assessment center, art studio, and multi-media graphics lab.

Enrollment of FTES: Fall 2009 through Fall 2014

Since opening the relocated campus of the Willow International Community College Center, the enrollment growth has exceeded the projections with approximately 6,200 unduplicated student headcount and 1,912.34 FTES (Fall 2014).

Table 1: Willow International Community College Center FTES – Fall 2009 – Fall 2014*

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013	Fall 2014
Willow International College Center	1730.11	1651.58	1636.15	1612.91	1678.67	1912.34*

Data Source: SCCCD ATERMS_FTES file,
* Unofficial FTES as of 9.29.2014

[Evidence: [Educational Master Plan 2010](#), [BOG Approval to Pursue College Status for Willow International](#), [Capacity Report FA14](#)]

7. Degrees

The educational programs at Willow International Community College Center are designed to lead students to certificates, associate degrees, and/or transfer to a four-year institution. WICCC offers the requirements for over fifty degree and/or certificate programs. In addition, the proposed college offers programs in pre-collegiate, remedial or developmental improvement, and general education. The proposed college also offers a selection of distance education courses, including hybrid and online courses, to provide options for students in alternative delivery modes. Cooperative work experience courses are also available. Most students enrolled at WICCC are in one of the degree or certificate programs. WICCC complies with the substantive change requirements that

were approved through Reedley College, and ACCJC approved a substantive change for distance learning programs. [Evidence: [Reedley College Catalog 2014-2016](#), [ACCJC Letter Approving Sub Change for Reedley College 5-14-13](#), [ACCJC Letter Approving Sub Change for Reedley College Distance Ed 5-19-14](#)]

The degree requirements and educational programs at Willow International Community College Center align with the center's mission statement. Faculty from the Center serve on Reedley College's Curriculum Committee. All programs are reviewed through the WICCC program review process and by Reedley College's Curriculum Committee. This ensures that degree and certificate programs are in recognized fields of study in higher education, have the required quality and rigor, and can be measured with identifiable student learning outcomes.

8. Educational Programs

Willow International Community College Center offers degree programs which align with the Center's mission statement. Requirement for the Associate of Arts and the Associate of Science degrees are described in detail on pages 51-55 of the Reedley College catalog. All associate degrees require at least 60 units, of which a minimum of 12 units must be in a specific discipline, 18 units of general education, a 2.0 cumulative GPA, and at least a "C" grade in specific areas. The general education and graduation requirements for the degrees are detailed on pages 54-55 of the catalog. All associate degrees are two years in length. Student learning outcomes for degree programs are reviewed and assessed as part of the Program Review – Student Learning Outcomes

Annual Report that is submitted annually. The program review process ensures that the degree programs are conducted at levels of quality and rigor appropriate to the degree offered. [Evidence: [Reedley College Catalog 2014-2016](#), [Program Review Cycle Three Handbook](#)]

The Center also offers programs that provide for guaranteed transfer to selected University of California campuses. In addition, transfer programs are offered to California State University campuses, private four-year colleges, and out of state college and universities.

9. Academic Credit

Through Reedley College, the WICCC awards credit consistent with the Education Code and Title 5 regulations. The standard measurement of college course work is a unit. The Center uses the Carnegie unit as the base measurement for credit. One unit equals one hour of classroom lecture plus two hours of study per week. The Center operates on a semester basis and all references to units of academic credit in the catalog are to semester units. The criteria on which credit is based are described on page 33 of the Reedley College Catalog and in the Reedley College Curriculum Handbook. [Evidence: [Reedley College Catalog 2014-2016](#), [Reedley College Curriculum Handbook](#)]

10. Student Learning and Achievement

Faculty are responsible for establishing student learning outcomes, improvement processes, and assessment timelines for every course and program. Faculty map all course SLOs to program learning outcomes, which are, in turn, mapped to the general education learning outcomes. During a series of SLO workshops held during the Spring 2014 semester, the SLO coordinator met with faculty SLO workgroups to address SLO-related questions, review reporting policies and deadlines, and review and update, where necessary, SLO-PLO-GELO mapping grids and assessment timelines. Every course outline of record includes student learning outcomes that have been approved by the curriculum committee and are assessed by a variety of methods. The Reedley College Curriculum Committee Handbook describes the requirement to establish student learning outcomes for every course and the program review handbook has a clear description of the process for developing and assessing student learning outcomes and program learning outcomes. [Evidence: [Duty Day Agenda FA14](#), [SLO Workshops SP14](#), [SLO & Assessment Blackboard Website](#), [SLO-PLO-GELO Discussion Group 1 3-5-14](#), [SLO-PLO-GELO Discussion Group 2 3-28-14](#), [SLO-PLO-GELO Discussion Group 4 2-26-14](#), [SLO Discussion Groups SP14](#)]

11. General Education

The Reedley College Catalog defines requirements for general education and incorporates these requirements into all degree programs. The general education requirements include natural sciences, social and behavioral sciences, humanities, communication, demonstration of writing competency, and computational skills. These general education elements are reviewed and analyzed for rigor and quality by the

curriculum committee. The Center's curriculum committee decided in May 2014 to continue with the established Reedley College General Education Learning Outcomes for WICCC. [Evidence: [Curriculum Committee Minutes 3-3-14](#), [Curriculum Committee Minutes 5-12-14](#)]

12. Academic Freedom

WICCC is committed to providing an environment that allows for free and open discourse representing all points of view as supported by the SCCCD Board Policies 4030 and Administrative Regulations 4030. This board policy is disseminated in the faculty handbook and catalog. Collaborative open decision-making is a standard practice as evidenced in our processes as outlined in the Integrated Planning-Participatory Governance CCC Handbook. [Evidence: [AR 4030 Academic Freedom](#), [BP 4030 Academic Freedom](#), [Reedley College Catalog 2014-2016](#), [Integrated Planning-Participatory Governance CCC Handbook 2014-2015](#)]

13. Faculty

All faculty hired by the Center meet or exceed the minimum qualifications established for their faculty areas. These qualifications are specified in the California Community College Chancellor's Office (COCCC) "Minimum Qualifications for Faculty and Administrators in California Community College, March 2012." The District has allocated additional full-time faculty positions to WICCC in anticipation of becoming an independent college. The Center has a core faculty of sufficient size, experience, and expertise to fully support all the institution's educational programs. The agreement

between the district and the State Federation of Teachers, faculty handbook, and Administrative Regulation 7122 clearly spell out faculty responsibilities including development and review of curriculum and assessment of student learning.

[Evidence: [SCFT Full-Time Final Agreement](#), [Faculty Handbook 2014-2015](#), [AR7122 Duties and Responsibilities of Instructors](#), [Minimum Qualifications for Faculty and Admin](#)]

Willow International Community College Center employs 52 instructional and non-instructional full-time faculty (including tenure-track and non-tenure faculty). This includes a full-time librarian, a full-time nurse, two temporary instructional faculty positions, and two grant-funded counselor positions. Full-time faculty and their respective degrees are listed in the catalog. WICCC also employs approximately 175 part-time faculty (instructional and non-instructional) each semester who meet the minimum qualifications. [Evidence: [Full-time Faculty List with Degrees FA14](#), [Reedley College Catalog 2014-2016 p. 359](#)]

14. Student Services

WICCC provides appropriate students services that support student learning and are tied to the Center's mission. These services include admissions and records, assessment, CalWORKS, counseling, student activities, financial aid, tutoring, DSP&S, bookstore, health services, food services, psychological services, library services, and college relations. [Evidence: [Student Services Information](#), [Willow International Org Chart](#)]

15. Admissions

Admissions policies are developed by the State Center Community College District.

These policies are clearly outlined in the Reedley College/Willow International Community College Center Catalog; WICCC adheres to these policies as a center under Reedley College. The policies indicate that admission is open to anyone (subject to residency requirements) who is at least 18 years old or has a high school diploma or the equivalent (such as the California High School Proficiency Examination).

Students are required to submit an admissions application, either in paper-pencil format or online via CCCApply. Students also submit transcripts of any high school or college work completed and GED or high school proficiency exam results if applicable.

The admissions and records function is a centralized district function that is overseen by the Assistant to the Chancellor: Admissions, Records, Enrollment Management, and Information Systems. The WICCC admissions and records office personnel is comprised of one Student Services Specialist (SSS) who is the lead admissions person for the daily operation of the admissions functions, two Office Assistant III staff persons, and three student aides. The SSS reports to the Dean of Students who oversees all student services functions and works closely with the Assistant to the Chancellor: Admissions, Records, Enrollment Management, and Information Systems to coordinate all admissions and records functions. The Dean of Students reports to the WICCC Vice President of Instruction and Student Services. [Evidence: [CCC Apply Website](#), [Admissions Application Paper Version](#)]

16. Information and Learning Resources

The State Center Community College District has a centralized library and learning resource cataloging system with library facilities on each campus. Students at Willow International Community College Center have access to books and resources at Willow International Community College Center, Madera Center, Fresno City College, and Reedley College. This provides students access to the following:

- Subscription databases available on all campuses and remotely:

Current subscriptions include access to twenty six (26) general periodical and subject specialized databases providing authoritative information from thousands of scholarly journals, research reports, magazines, newspapers, government documents, reference sources, and more.

- e-Book collection from e-Books on EBSCOhost:

Current subscription includes over 25,000 full-text fiction and nonfiction titles suitable for the community college student, available on campus and remotely, through the Online Library Catalog, and through direct access in the e-Books on EBSCOhost database.

- e-Book collection from Ebrary

A multidisciplinary collection of over 25,000 fiction, non-fiction, and reference titles is available through direct access in the Ebrary database.

- The combined library and learning support resources of WICCC are currently adequate to support student learning needs. Through intra-district loans, WICCC students have access to approximately 125,000 circulating print resources among the four State Center Community College District libraries. Requests can be made on any computer with internet access and materials are delivered within one to two days. E-book collections of 50,000 fiction, non-fiction, and reference titles also enhance access to full-text comprehensive resources for students on and off campus.

[Evidence: [Library Online Research Databases](#), [Library Brochure](#)]

17. Financial Resources

The funding base for the State Center Community College District (SCCCD) comes through a number of allocations. The District's Vice Chancellor of Finance and Administration allocates funds to all district sites. As a result, WICCC has had a separate allocation from Reedley College for over 20 years. SCCCDD provides budget sufficient to support student learning programs and services at WICCC, thereby ensuring institutional effectiveness and financial stability.

Willow International Community College Center is also supported by community donations for student scholarships through the district's Foundation. In addition, the Center has several grants to provide additional student support such as two Student Support Services (SSS) grants to provide additional support to Science, Technology,

Engineering and Math (STEM) Students and to students interested in transferring to four-year colleges. [Evidence: [Final Budget 2014-2015](#)]

18. Financial Accountability

The SCCCDC financial accountability is validated by external financial audits performed on an annual basis. The annual audit includes the student financial aid program as well as other district-wide programs. This Eligibility Application contains copies of requested budgets, certified independent audits with the management letters, financial aid program reviews/audits, and student loan default rates and USDOE reports. SCCCDC audits follow the Governmental Accounting Standards Board requirements and the last several audits had an unqualified opinion. The district has no annual or cumulative operative deficit. [Evidence: [Financial Audit Report 6-30-13](#)]

19. Institutional Planning and Evaluation

Willow International Community College Center utilizes an ongoing, systematic cycle of evaluation, integrated planning, resource allocation, implementation, and re-evaluation. The nine strategic areas of the 2013-2017 Strategic Plan correspond to the SCCCDC Strategic Plan, with the nine major goals driving the annual work plan for the center. Since this is a four year plan, a review and prioritization of the objectives and activities occur as part of the continual evaluation process as the plan is modified for the subsequent year. A diagram of this cycle is included in the Integrated Planning-Participatory Governance CCC Handbook. Additional operational plans that have been developed collaboratively and address the educational goals include technology, basic

skills, enrollment management, staffing, matriculation, and facilities. [Evidence: [Integrated Planning-Participatory Governance CCC Handbook 2014-2015](#)]

In terms of resource allocation for discretionary funds, WICCC has established a process by which all proposed funding action plans need to be directly tied to program review recommendations, annual reports, strategic plan objectives, future programs, and/or operational plans. Also, individuals representing their respective areas present their program review recommendations to College Center Council for consideration for future planning and resource allocation. [Evidence: [Action Plan Funding Request](#)]

The collaborative decision-making processes at WICCC are outlined in the Integrated Planning-Participatory Governance CCC Handbook which includes the mission statement, committee structure and governance, organizational structure, strategic plan, and supplemental information. The cycle for collaborative decision making is included in the handbook as well. [Evidence: [Integrated Planning-Participatory Governance CCC Handbook 2014-2015](#)]

Regarding research, WICCC and Reedley College share a full-time Institutional Researcher who assists in collecting data for program review, planning, assessment, the evaluation of the operations, and student learning outcomes.

WICCC has a comprehensive Educational Master Plan that started in 2009 and projects out twenty-five years. [Evidence: [Educational Master Plan 2010](#), [2013-2017 Strategic Plan Priorities Year 14-15](#), [Strategic Plan 2014-2015 Assessment Matrix](#)]

20. Public Information

Willow International Community College Center information is published in the Reedley College and other appropriate places such as the website, campus fliers, and bulletin boards. Accurate and current information that describes the college's mission, purposes and objectives, admission requirements, procedures, fees and other financial information, course, program, and degree offerings, rules and regulations directly affecting students, complaint and grievance policies and procedures, names and academic credentials of administrators and faculty, and other information related to attending the college are in the catalog. The catalog is available on the website

<http://www.willowinternationalcenter.com>, and any revisions to the catalog are noted.

The catalog includes all the required information. In addition, a Public Information Officer is assigned part-time to support the marketing and media advertising for WICCC. Currently, WICCC is creating a separate campus catalog that will be finalized by spring 2015 that will focus only on programs, courses, services and other relevant information for the Willow International Community College campus. [Evidence: [Reedley College Catalog 2014-2016](#)]

21. Relations with the Accrediting Commission

The SCCC Board of Trustees provides assurance that Willow International Community College Center, through Reedley College, adheres to the eligibility requirements and accreditation standards and policies of the Commission. This adherence to the standards and policies of the commission will continue with the establishment of WICCC being approved as Clovis Community College. Although WICCC continues to be included under Reedley College for purposes such as Curriculum, WICCC was granted Candidacy Status in March, 2013. [Evidence: [Willow International Eligibility for Candidacy Application](#), [ACCJC Letter Candidacy for Accreditation Granted 3-6-13](#)]

G. Evidence that Accreditation Standards Will Still Be Fulfilled

Standard I: Institutional Mission and Effectiveness

A. Mission

The institution revisited the mission statement, vision, and core values during the Spring 2013 semester by gaining input and feedback at the WICCC charrette that included faculty, staff, students, administration, district representatives, and community and business partners. In addition, the recently modified district mission and vision statements were also utilized in developing a revised mission and vision statement for WICCC. All of the feedback from the charrette was shared with the Student Success Committee for analysis and review. The Student Success Committee, using the district mission and vision statements, along with feedback from the charrette, revised the WICCC mission and vision statements. The Student Success Committee also incorporated the core values into the mission statement to ensure these values were

incorporated into the Center's culture. The revised mission and vision statements were then sent to the College Center Council for review, distribution to constituency groups, and approval. The WICCC mission and vision statements were approved by the Board of Trustees in July, 2013. In addition, every committee reviews the mission and vision statement at the beginning of every fall semester to ensure that both still meet the needs of our students and campus. [Evidence: [College Center Council Minutes Approving Mission & Vision 8-30-13](#), [BOT Agenda to Approve Mission & Vision Statements 7-2-13](#), [BOT Minutes Approving Mission & Vision Statements 7-2-13](#)]

B. Improving Institutional Effectiveness

WICCC is committed to an ongoing process to improve student learning and institutional processes. The dialogue to improve student learning is centered on data driven processes and takes place in all the center committees. The Center has established an "Institutional Effectiveness-Collaborative Decision Making Process" to ensure that the mission of the institution is fulfilled and that student learning outcomes are maximized. The process includes evaluation, integrated planning, resource allocation, implementation, re-evaluation, and improvement. Central to the success of this participatory governance model is dialogue and communication. This ongoing process is accomplished through Center committees, workshops, and electronic and paper communications.

The Collaborative Decision Making Process is overseen by the College Center Council (CCC). The College Center Council is the representative governance group of the center. All major recommendations from committees flow through the College Center Council.

The CCC is responsible for accepting both the five-year comprehensive Program Review reports as well as the annual progress reports. The CCC is also responsible for integrated planning of the Center's activities. Our annual planning processes, including program review, educational master plan, operational plans, and resource allocation, are all integrated through our Strategic Plan Priorities and Strategic Plan Assessment Matrix. The CCC's role is to assess and improve upon the existing process of evaluation, planning, and improvement for WICCC with an emphasis on the strategic planning and implementation processes. [Evidence: [2013-2017 Strategic Plan Priorities Year 14-15](#), [Strategic Plan 2014-2015 Assessment Matrix](#)]

Standard II: Student Learning Programs and Services

A. Instructional Programs

WICCC offers high-quality instructional programs culminating in certificates and associate degrees, employment, and transfer to baccalaureate degree-granting institutions. The Center systematically reviews and evaluates the quality of courses and programs through the student learning outcome and program review evaluation processes. Comprehensive program reviews are completed every five years and are complemented with annual program review progress updates. In addition, the student learning outcomes assessment and improvement process have been universally adopted by center faculty and staff in the Annual Program Review and Student Learning Outcomes Report submitted by all departments and student services.

WICCC uses a variety of teaching methodologies to meet the varied needs of students. This includes face-to-face, online, and hybrid (combination of online and traditional face-to-face) delivery methods of instruction. The outcomes of a course must be the same regardless of the delivery method. Classes in the distance education mode are evaluated in the same way all other classes are evaluated. The instructor is evaluated by peers, administration, and students according to the normal evaluation cycle as delineated in the contract. All course curricula must be updated every five years at a minimum as a result of the program review process.

Units of credit, degrees, and certificates are awarded according to fixed criteria that are recorded on course outlines, syllabi, and in the college catalog. Course syllabi include student learning outcomes, evaluation methods, and grading standards. Institutional standards of scholarship, expectations for student honesty, and faculty conduct are all clearly defined in board policy and the college catalog.

B. Student Support Services

WICCC provides the full range of student support services as tools to directly support the many goals of our mission that includes student access, student learning, and student completion. The Reedley College/WICCC catalog contains a comprehensive list of support services and programs. The WICCC website contains the locations, phone numbers, and hours of operation of support services. In addition, most student support services programs distribute brochures and other written materials specific to their programs while maintaining their individual webpages. The matriculation/student support

and success program at WICCC provides a comprehensive assessment of students' needs, including the application for admission, orientation, assessment, financial assistance, academic counseling/student educational planning, registration, and follow-up activities.

C. Library and Learning Support Services

WICCC has a library, tutorial center and open computer lab. The Willow International library has 11,800 circulating and reference print sources, 612 media items, 40,000 full-text fiction and nonfiction e-books, 25 subscription databases and two-day turn around access to the holdings of 125,000 print books from Reedley College, Fresno City College, and the Madera Center. There is one State Center Community College District library catalog that is used by all the centers and colleges in the district. Willow students have access to the entire district catalog of print resources. In addition, free wireless internet access is available on campus and free computer access is provided in the library and open computer lab. Free tutorial services are available in a variety of subjects, including chemistry, engineering, information systems, math, physics, psychology, Spanish, and writing.

The collection development process includes input from the faculty library liaison committee and from any faculty member who perceives a need for specific library resources. Twenty-four access is available to the online catalog and databases and ADA compliant workstations are also available. The librarian has been given significant additional fiscal resources to build the collection of the new library.

Standard III: Resources

A. Human Resources

WICCC is committed to hiring the best qualified faculty and staff available. The Center follows the district hiring processes and provides training to all employees who serve on hiring committees. State Center Community College District (SCCCD) is a Merit System District; therefore, the hiring of classified professionals is coordinated by a classified personnel director who reports to the SCCCDC Personnel Commission. All employees must meet the minimum qualifications required for the positions they hold.

All employees are evaluated on a regular basis in accordance with board policy and contractual requirements. The evaluation form for certificated evaluation was recently updated to improve the process. All center staff uphold the written codes of professional ethics as outlined in board policy. The recently approved full- and part-time certificated contracts include professional responsibilities to maintain ethical standards in accordance with American Association of University Professors ethical standards statement.

The Center is committed to exploring strategies to increase the diversity of the applicant pool and ultimately hiring a workforce that is reflective of the students and communities we serve.

B. Physical Resources

The Willow International Center first opened in the fall 2007 semester after completion of the first 80,000 square foot Academic Center building (AC1). A child development

center, cafeteria, bookstore, and maintenance plant became operational between Fall 2007 and Spring 2008. The campus doubled in size with the opening of a new 80,000 square foot Academic Center building (AC2) in Fall 2010. As in the initial planning stages for the new campus, current planning for campus physical resources focuses on actions that best support the college mission and are consistent with the college Strategic Plan and Educational Master Plan. Faculty and staff at all levels participated in collaborative planning for these new campus facilities. The campus utilized the strategic plan and program review processes as well as participation on important oversight committees, including the College Center Council, in order to ensure that safe and sufficient physical resources are available to support and assist in the continuous improvement of college programs and services. WICCC also rents a swimming pool from Clovis Unified School District. The pool is located at Clovis North High School which is directly across the street from WICCC and is used for Willow International physical education classes.

WICCC facilities were designed with faculty and staff input to ensure the most efficient and effective instructional and student service program space. The entire campus is wireless and includes 50 classrooms including lecture, library, an approximately 88 station open computer lab, café, bookstore, allied health and sciences laboratories, fitness lab, dance studio, student services, tutorial center, assessment center, art studio, and multi-media graphics lab.

C. Technology Resources

The opening of new facilities starting in Fall 2007 provided Willow International Community College Center state-of-the-art technology for all programs. This technology includes an infrastructure that will easily grow with the campus, multiple video conferencing rooms, three full video conferencing classrooms, an 88 station open computer lab that includes Mac and pc stations, a 35 station MAC dual processor computer lab (multimedia graphics lab) with 30 inch monitors for the graphic art classes, and the latest in student services technology software. The video conferencing meeting rooms allow for Willow faculty to participate in meetings, both district-wide and in Reedley College meetings, including the Academic Senate and Curriculum Committees.

The campus has a technology advisory committee that incorporates distance education and is responsible for developing and implementing the Technology Plan and aligning it to the District-wide Technology Plan. The District has an Information Systems Priority Committee to develop priorities for administrative computing projects in Datatel.

D. Financial Resources

WICCC uses a budgeting process that is integrally linked to planning and program review. The budgeting process includes the use of Action Plan Funding Requests that are driven by Program Review recommendations, strategic plan initiatives, annual reports, and/or recommendations coming from other standing committees.

Financial planning for the district sites starts with funding projections made by the district's Vice Chancellor of Finance and Administration. Based on information current at the time, an estimate of state revenue is combined with an estimate of miscellaneous revenue in order to determine the total allocation available for district distribution to all sites. Each site is given their base allocation from the prior year. Step increases, COLA, benefits, and other increases are then allocated to each site. Allocations for new staffing are added at each site and the remaining funds are allocated based on FTES. At the center level, emphasis is on linking financial planning to funding programs and services that are congruent with the achievement of institutional goals and objectives. These goals directly support the center's mission and are developed through integrated planning processes including the Educational Master Plan, Strategic Plan, Staffing Plan, Five-Year Construction Plan, Five-Year Scheduled Maintenance Plan, Technology Plan, Program Review recommendations, and College Center Council Action Plan Funding Request recommendations. Through a collaborative decision-making process, constituents evaluate and prioritize requests, taking into consideration the needs identified in the institutional plans referenced above as well as accreditation requirements.

The district has received unqualified audits for a number of years as performed by an independent auditor. The reserves for the district for the last several years have been above ten percent and this has helped to maintain fiscal stability when the state allocations have been late. The District Budget Resource Allocation Advisory Committee is working on adjustments to our current district resource allocation model to ensure all colleges and centers have the fiscal resources necessary to carry out their missions.

Standard IV: Leadership and Governance

A. Decision-Making Roles and Processes

WICCC staff and students are committed to a culture that leads to institutional excellence. Open communication and collaboration in a collegial environment is encouraged in the decision-making process. Open forums have been held on various topics including accreditation and the budget to answer questions, address concerns, and discuss issues and possible options. The Academic Senate, Classified Senate, and the Associated Student Government have a strong voice in the improvement of programs and services to improve student learning. WICCC seeks to improve processes annually through strategic planning, program review, and assessment of student learning outcomes.

B. Board and Administrative Organization

The State Center Community College District Board of Trustees is composed of an independent body of seven elected members, in staggered terms, representing seven different geographical areas. Members are elected by geographical areas that they reside in as opposed to an at-large basis. The Board of Trustees has developed a set of Board Policies which reflect the mission, vision, and core values of the district. The Center's mission reflects the mission of the district. The Board has adopted policies to ensure they provide fiscal oversight and this includes receiving a district financial status report on a quarterly basis. An annual audit is conducted by an independent auditing firm and findings are presented to the Board for review and action. The Board has a

comprehensive trustee orientation and board development program. The Board regularly evaluates the Chancellor and conducts a self-evaluation annually.

EVIDENCE

Section A

[ACCJC Letter Confirming Candidacy 4-4-13](#)

Section B

[BOT Minutes 10-7-08 Supporting Name Change](#)

Section D

[Charge of College Naming Committee](#)

[College Naming Committee Memo 9-11-08](#)

[Media Release on Name Change 4-18-08](#)

[Naming Process & Timeline 2-13-08](#)

[Online Name Survey](#)

[Top 10 Name List](#)

Section E

[BOG Approval to Pursue College Status for Willow International](#)

[BOT Minutes 10-10-13](#)

[BOT Resolution to Establish Clovis Community College 10-10-13](#)

[US Department of Education Approval](#)

Section F

[2013-2017 Strategic Plan Priorities Year 14-15](#)

[ACCJC Letter Candidacy for Accreditation Granted 3-6-13](#)

[ACCJC Letter Approving Sub Change for Reedley College 5-14-13](#)

[ACCJC Letter Approving Sub Change for Reedley College Distance Ed 5-19-14](#)

[Action Plan Funding Request](#)

[Admissions Application Paper Version](#)

[AR 4030 Academic Freedom](#)

[AR 7122 Duties & Responsibilities of Instructors](#)

[BOT Agenda to Approve Mission & Vision Statements 7-2-13](#)

[BOT Minutes Appointing Deborah Ikeda as Campus President 6-5-12](#)

[BOT Minutes Approving Mission & Vision Statements 7-2-13](#)

[BP 2010 Board Membership](#)

[BP 2012 Role of the Board](#)

[BP 4030 Academic Freedom](#)

[Capacity Report FA14](#)

[CCC Apply Website](#)

[College Center Council Minutes Approving Mission & Vision Statements 8-30-13](#)

[Curriculum Committee Minutes 3-3-14](#)

[Curriculum Committee Minutes 5-12-14](#)

[District Admin Org Chart 6-18-14](#)

[Duty Day Agenda FA14](#)

[Educational Master Plan 2010](#)

[Faculty Handbook 2014-2015](#)

[Final Budget 2014-2015](#)

[Financial Audit Report 6-30-13](#)

[Full-time Faculty List with Degrees FA14](#)

[Integrated Planning-Participatory Governance CCC Handbook 2014-2015](#)

[Library Brochure](#)

[Library Online Research Databases](#)

[Minimum Qualifications for Faculty and Admin](#)

[Planning Charette Information 3-11-13](#)

[Program Review Cycle Three Handbook](#)

[Reedley College Catalog 2014-2016](#)

[Reedley College Curriculum Handbook](#)

[SCFT Full-Time Final Agreement](#)

[SLO & Assessment Blackboard Website](#)

[SLO Discussion Groups SP14](#)

[SLO Workshops SP14](#)

[SLO-PLO-GELO Discussion Group 1 3-5-14](#)

[SLO-PLO-GELO Discussion Group 2 3-28-14](#)

[SLO-PLO-GELO Discussion Group 4 2-26-14](#)

[Strategic Plan 2014-2015 Assessment Matrix](#)

[Student Services Information](#)

[Student Success Committee Minutes Discussing Mission Statement 5-2-13](#)

[Willow International Eligibility for Candidacy Application](#)

[Willow International Org Chart](#)

Section G

[2013-2017 Strategic Plan Priorities Year 14-15](#)

[BOT Agenda to Approve Mission & Vision Statements 7-2-13](#)

[BOT Minutes Approving Mission & Vision Statements 7-2-13](#)

[College Center Council Minutes Approving Mission & Vision 8-30-13](#)

[Strategic Plan 2014-2015 Assessment Matrix](#)