

EXHIBIT A

PERALTA COMMUNITY COLLEGE DISTRICT

CLASSIFIED MANAGEMENT POSITION

EXECUTIVE DIRECTOR FOR MARKETING, PUBLIC RELATIONS & COMMUNICATIONS

Under the direction of the Chancellor, this position is responsible for developing a strategic marketing plan, integrating functions of public information, public relations with advertising, publications and news service.

DUTIES AND RESPONSIBILITIES

- Establishes and develops external communications with news media and the public, developing marketing campaigns for Fine Arts performances, vocational programs, athletic activities, other special events, and high school recruitment in consultation with college Deans and the Director of Enrollment.
- Covers District Board of Trustees meetings and district-wide meetings as press information officer.
- Reviews and approves all college advertising and publicity.
- Supervises the publication of schedules, catalogs, brochures, web sites, television and radio ads.
- Develops internal and external newsletters.
- Coordinates district-wide promotional activities.
- Performs other duties appropriate for the public awareness and institutional development of the colleges as assigned by the Chancellor.

(06/24/99)

served by the District. The plan should include identified institutional outcomes with criteria for evaluation on a periodic basis. It is recommended that the District wide plan integrate educational master plans and program reviews of the colleges. The chancellor should ensure that the plan and the ongoing planning processes are communicated throughout the District. (Standards 3.B.1, 3.B.3, 3.C.3, 10.C.1, 10.C.6)

Overview: As has been described in the team's visit report, progress has been made in creating a district-wide plan and implementation process. The fact that it has not been as rapid as expected is directly related to the complexity of the task that we are undertaking by including active faculty and staff representation from each of the four colleges, as well as from the District Office. By making this process comprehensive, we believe that this will contribute to a truly integrated plan. The commitment and dedication of all has been obvious and is documented by meeting minutes that include the names of those in attendance at the regularly scheduled Strategic Planning Committee meetings held at the District Office. At these meetings we have had in-depth discussions regarding the model for our integrated strategic planning process. We were not able to identify a multi-college district with an all-inclusive strategic plan that we could use as a guide. We understand that the Los Rios Community College District and the San Diego Community College District are in the process of developing their plans and both hope to complete their plans within a year.

College of Alameda and the Peralta Community College District are committed to meeting the accreditation standards and to the district-wide plan and implementation process that we have created. For example, new evaluation procedures for managers are already being implemented by the district. The changes are for the better and the team visit report on page four; paragraph one, states, "an enthusiasm for these changes was reported by every person interviewed." The purpose of strategic planning is to bring about change, progress, and continuous improvement. This is occurring at College of Alameda, at each of our sister colleges, and at the Peralta Community College District. Communication about the strategic planning process has occurred through town hall meetings at each college, through dedicating an entire district-wide staff development program to strategic planning update and input, and by the chancellor and presidents' direct involvement and participation at the college and district levels. The plans that are emerging are dynamic, meaningful, and have buy-in from faculty and staff at College of Alameda and the entire Peralta Community College District.

As stated in the ACCJC policy/procedures for Evaluation of Institutions in Multi-College/Multi-Unit Districts, Systems, "*ACCJC has historically accredited colleges rather than districts or systems*". For that reason, I ask the Commission to objectively review the evidence that we have provided from the college viewpoint.

I submit to the Commission a summary of documents that reflect additional progress that the College of Alameda and the District have made since the writing of our progress report and the team visit. Each of these documents provides further evidence that the College and the District do meet the standards, are continuing with the finalization of the

strategic plan in an accelerated mode (a Strategic Planning Steering Committee retreat is scheduled for January 2006), and have a schedule for continued implementation of our strategic planning effort through college consultation and discussion.

Summary of Evidentiary Documents (I will bring the documents with me on January 13, 2006):

1. **October 5, 2005 Peralta Community College District district-wide Strategic Planning Process.** This document has been further expanded with a flowchart that demonstrates the strategic planning process and the roles of the board, the college, the district informing the integrated plan. This document describes our planning model and identifies the seven district-wide initiatives and the committee structure, which represents Stage One in the implementation of our strategic plan.
2. **College of Alameda: Major Planning Initiatives.** The chart below is a portion of our successful grant proposal, entitled TLC (Transformative Learning Connections) that was funded (\$300,000) last month by the James Irvine Foundation, as part of the SSPIRE initiative. The chart shows that our College has been actively engaged in an integrated planning process and that our plan is focused on improving student success by developing effective collaboration between instruction and student services, training faculty, as well as by restructuring our basic skills program. On December 16, 2005, College of Alameda was notified that it was selected as one of nine colleges in California for participation in this initiative.

| Recent and Concurrent Planning Initiatives and Projects |
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| <p>Dale Tillery Institute--University of California—Berkeley (UCB) In August 2005 a team of COA administrators and faculty attended the Dale Tillery Institute at UC Berkeley, which centered on the theme of Equity Challenges and Solutions. UCB provided COA with scholarship assistance. Team members will be working through the upcoming year on developing and implementing solutions to the three main equity challenges identified by the team at this workshop. The TLC project will provide a response to two of the challenges identified: 1) to develop effective collaboration between instruction and student services; and 2) to re-build an effective basic skills program that addresses the needs of COA's population.</p> |
| <p>Early College High School In 2003, COA was selected by the Foundation for California Community Colleges as one of the first two sites in California for its Early College High School (ECHS) Initiative, funded by the Bill and Melinda Gates Foundation. Aimed at underachieving students from traditionally underrepresented populations, the ECHS model allows students to achieve a high school degree and two years of college credit through an accelerated program of study. Because of the ages served and the academic requirements, there will be no overlap between the ECHS and TLC program populations. Elements of the ECHS model, however, such cohort-based learning communities, will be used in the design of the TLC program.</p> |

Enrollment Forum

This summer COA held an Enrollment Forum for faculty to discuss ongoing issues with enrollment and retention. One of the key recommendations to emerge from this forum was the need to integrate study skills within all content area courses. The integration of study skills into the academic curriculum is a key feature of the TLC program and, once the program is designed, it will provide a model for how to develop more effective and responsive courses—an important factor in enrollment and retention.

Equity for All Initiative

Last spring, COA was invited by the Center for Urban Education (CUE) at the University of Southern California to be one of ten community colleges to participate in a new project, *Equity for All: Institutional Responsibility for Student Success*. *Equity for All* is a partnership between CUE, the Lumina Foundation, and the Chancellor's Office for California Community Colleges. The purpose of the project is to close the equity gap in postsecondary educational outcomes among minority and low-income students. Over the next year, the *Equity for All* team has actively engaged in a rigorous analysis of educational outcomes data that were disaggregated by race, ethnicity, and gender. Based on the analysis of existing data, the team will then create benchmarks and indicators for four areas: academic pathways, retention, transfer readiness, and excellence in achievement. Initial *Equity for All* data is being used to inform other planning initiatives, which will, in turn, provide possible replicable solutions, benchmarks, and indicators for increasing equity in educational outcomes for targeted at-risk students.

Learning Resources Center

COA is in the process of evaluating and restructuring the Learning Resources Center (LRC), which was created originally through a Title III grant from the U.S. Department of Education. The Learning Resources Center Coordinator is currently visiting other community colleges in the Bay Area to investigate their developmental education programs and learning centers. The current Title III planning team is also discussing possible upgrades to the LRC and the library, both located in the L building. The TLC program will be located on-site at the Learning Resources Center to ensure maximum integration of academic learning and academic support and expose students to the wide range of learning resources available at COA. The TLC team will therefore be integrally involved with the LRC restructuring.

Student Equity Plan

The Student Equity Plan is a state-mandated planning and policy document developed by the college's Enrollment Management Committee to provide a systematic response to equity requirements. The newly-revised plan, adopted by the Academic Senate in March 2005, focuses on strategies to increase equity in five key areas: access, retention (course completion), ESL and Basic Skills class completion, degree/certificate completion, and transfer to four-year colleges. TLC will support these equity goals.

Title III Planning Grant

In 2004 COA was one of two colleges in California to be awarded a Title III Planning Grant from the U.S. Department of Education. The Title III team is in the midst of an intensive year-long planning process, reviewing data and recommendations from the college's other planning initiatives and gathering input from all of the college's constituencies to identify areas of institutional strength and weakness. Areas under discussion for a Title III Comprehensive Development grant include the need for a pre-collegiate program, developing discipline-specific information competency models, and providing faculty with intensive training in student learning outcomes, learning communities, and service learning. It is expected that that expansion of the

TLC pilot project may be part of the overall Title III grant.

Watsonville Digital Bridge Academy

COA is in discussions with Cabrillo College in Santa Cruz to replicate the Digital Bridge Academy, funded by the James Irvine Foundation. Diego Navarro, the project's director will meet with COA on January 11, 2006 to finalize the memorandum of understanding. Like the TLC model, the Digital Bridge Academy focuses on recruiting and engaging high-risk students and preparing students for college and careers. The program, however, serves a wider age range and has its own curriculum, including a foundation course, which COA would adopt. This spring the college will finalize a memorandum of understanding to replicate the Digital Bridge Academy program at College of Alameda to meet the needs of educationally disadvantaged students.

The above chart documents that the College of Alameda has successfully obtained resources in support of our strategic plan. External agencies including two private foundations, the U.S. Department of Education, Cabrillo College, the University of California at Berkeley, and the University of Southern California have recognized our plan and have provided funding and support to implement our plan and thus improve our institution's effectiveness in meeting our mission.

3. **The Minutes from the November 21st and the December 5th Strategic Planning Steering Committee Meetings.** These minutes prove that we are continuing to follow-through with the implementation of our integrated plan, which includes coordination and collaboration between the colleges and the district.
4. **Strategic Directions connected with our Strategic Plan Implementation Committees.** These seven strategic directions and committees emerged from an October 19, 2005 district-wide professional development day session that included faculty and staff from the four colleges and the district.

Not accurate - Part.

Recommendation 2: The team recommends that the Board of Trustees adhere to its appropriate functions and policy orientation, and rely upon the district chancellor for recommendations affecting the organization of the district as well as the hiring, retention, and termination of all categories of district and college staff. The team further recommends that the Board of Trustees ensure that the district is continuously led by a chancellor as its chief executive officer. Finally, the team recommends that the Board of Trustees clearly identify and widely disseminate the roles and responsibilities assigned to the district administration and those assigned to the college administration, so that the appropriate responsibility and authority are specified and related accountability standards are established. (Standards 10.A.3, 10.A.4, 10.C.1, 10.C.2, 10.C.3, 10.C.5)

5. **The Job Descriptions that reflect the roles and responsibilities of the district and college administration.** This information has been at each college, as well as at the district office. It was not requested for review and discussion on October 28, 2005 at the district office during the coordinated team meeting
6. **District Service Centers' Coordinated Responsibilities.** The Strategic Planning Steering Committee was presented this information by the Service Centers on

August 29, 2005 and these were provided to the team in the document room. However, possibly some of the team members were not able to review it. This packet of information from the Service Centers demonstrates that their roles and responsibilities are indeed operational and have been clearly communicated.

7. Timeline for Management Evaluations, list of Strategic directions, and the template of the evaluations for all managers at the district and colleges.

This material ties the seven strategic initiatives to the managers' evaluation process. This information was finalized in November 2005, so it was not available to present to the visiting teams on October 28. These materials are yet another example of the implementation of our strategic plan.

Recommendation 3: The team recommends that the Peralta Community College District provide a detailed and concrete plan that clearly identifies the steps, timelines and measurable actions that are being undertaken by the district to provide funding for the long-term liability posed by healthcare benefits. (Standard 9C.1)

- 8. Cover Page from the Sale of Bonds.** I have faxed this under separate cover. The District has sent the Commission a copy of the entire booklet that details the sale of bonds and the security or terms of the issuing of bonds. In addition, the District has sent a letter that confirms that the process has been successfully concluded.

Finally, College of Alameda has provided documentation, which we believe verifies that our college meets the accreditation standards and asks that the Commission remove our institution from "warning" status and restore our college to full accreditation.

Cc: Dr. Victoria Morrow, President Skyline College of Alameda
College of Alameda Team Chair