

## Responses Overview Closed

Responses

83



Average Time

54:02



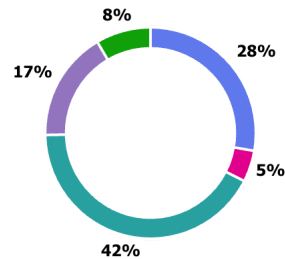
Duration

18 Days



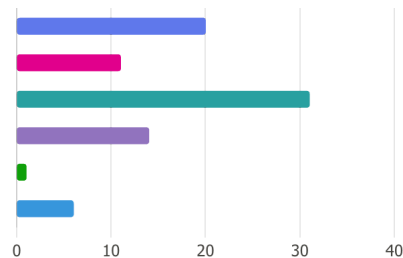
1. What is your role?

Classified Professional (Permanent)	23
Classified Professional (Hourly)	4
Faculty (Full-time)	35
Faculty (Part-time)	14
Administrator	7



2. What college do you primarily work at?

Berkeley City College	20
College of Alameda	11
Laney College	31
Merritt College	14
Multiple/All Colleges	1
District Service Center	6



3. Which department or program do you work in?

81

Responses

Latest Responses

"President's Office"

"MCPR"

"The Natural History and Sustainability Program - I teach BIOL and ENVMT classes"

...

7 respondents (9%) answered Sciences for this question.

Update



4. Describe what great student support looks and feels like to you?

80  
Responses

Latest Responses

"Great student support means students never feel lost — online or on campus. It's..."  
 "Students have a great experience at the colleges - from enrolling to taking classe..."  
 "Depends on the type of support. Academic? Financial? Equity? Disability? In gene..."

...

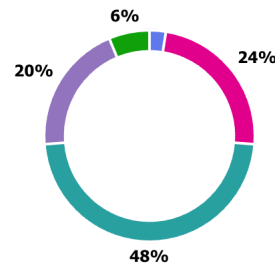
18 respondents (23%) answered student support for this question.

Update

students who take classes hours students resources for our students  
 support - academic needs of the whole student Students have access  
 student and faculty student support need support student experience  
 student that get the answers Staff to One Student  
 time with students student services students need Great student  
 online students accessible to our students Student employees college students

5. How aligned do you feel the colleges currently are in supporting students along their educational journey?

Very aligned	2
Mostly aligned	19
Somewhat aligned	38
Minimally aligned	16
Not aligned at all	5



6. Where do you think the colleges are currently most aligned?

69  
Responses

Latest Responses

"While we still have room to become more unified, the colleges are aligned in thei..."  
 "Enrollment process which is the same for all the colleges - and to a lesser degree ..."  
 "Is this question asking if colleges are aligned with the student journey or aligned ..."

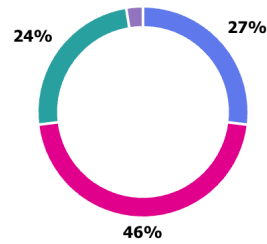
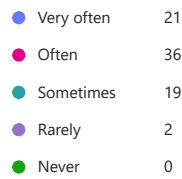
...

30 respondents (45%) answered Student for this question.

Update

contact with students student-centered Basic Needs students and staff  
 student groups student services student success  
 best Student colleges student-to-student  
 support services Student support student needs Program student-to-instructor  
 confident students quality student informed students information on student

7. How often do gaps or inconsistencies across colleges create student frustration or confusion?



8. What specific gaps or inconsistencies have the greatest impact on students?

75  
Responses

Latest Responses

"The gaps that hit students hardest are the inconsistencies in communication and ... "

"Probably Welcome Centers and onboarding"

"In my program, course offerings are the biggest challenge. Students are unable t... "

...

41 respondents (57%) answered students for this question.

Update



9. In what ways do you think unification could improve student navigation and experience?

76  
Responses

Latest Responses

"Unification could simplify the student experience by removing a lot of the mixed ... "

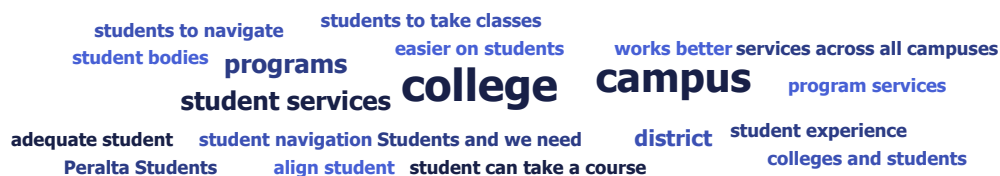
"One way is "embracing the swirl" to provide consistent info across the colleges, w..."

"Integration of educational pathways across campuses. Instead of each campus ha..."

...

17 respondents (23%) answered college for this question.

Update



10. What's working well at your college that you believe could benefit students districtwide if shared or unified?

69  
Responses

Latest Responses

"At Laney, we do a strong job of making student support visible and easy to acces... "

"Advertising should be centralized (and it mostly is now, but budgeting for the ce... "

"CE collaboration"

...

29 respondents (44%) answered students for this question.

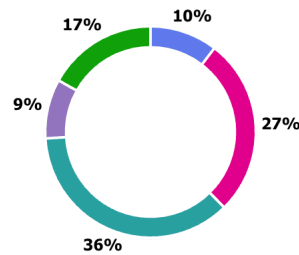
🔄 Update

things done here for students  
working with students  
programs at one place  
specific programs  
students could take the classes

Classified and Students  
support students  
students to support  
students at bcc  
colleges  
students  
Needs  
student program  
campuses  
students services  
COA student  
Student Orientation  
programs  
Students / faculty  
Student Education

11. To what extent do you see duplicated or overlapping efforts across colleges that could be streamlined?

● A great deal	8
● Quite a bit	21
● Some	28
● Very little	7
● None	13



12. Please describe any duplicated processes, services, or efforts that you believe could be streamlined.

59  
Responses

Latest Responses

"A unified approach to things like admissions and enrollment communications, fin... "

"Student comms and outreach are all done differently so there's opportunity for gr..."

"Marketing. Flex day. We should have 1 big flex day for all colleges."

...

27 respondents (48%) answered student for this question.

🔄 Update

student activity  
Aid to Students  
courses and students  
different colleges  
student access

Student Email  
classes  
campuses  
better

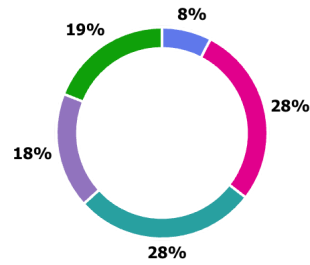
student services  
student  
support

working  
college  
student needs  
College Campus

programs  
City College  
district  
colleges take students

13. How effective is current data sharing and resource coordination across campuses?

Very effective	6
Somewhat effective	22
Neither effective nor ineffective	22
Somewhat ineffective	14
Very ineffective	15



14. What ideas do you have for sharing data and resources more efficiently across colleges?

64  
Responses

Latest Responses

"We could share data and resources more efficiently by creating unified systems a... "  
"IR and Finance at the district level"  
...

18 respondents (29%) answered colleges for this question.

Update



15. What concerns or barriers come to mind when you think about unification?

74  
Responses

Latest Responses

"One is the risk of inconsistent implementation — if processes, messaging, and sys..."  
"loss of college brand identity, but there are steps we can take to mitigate"  
"Physical distances between campuses"  
...

14 respondents (20%) answered faculty for this question.

Update



16. What would make districtwide collaboration and learning easier for college programs and services?

66  
Responses

Latest Responses

"Districtwide collaboration would be easier if we shared the same systems, timelin... "  
"Embracing the swirl! Removing the competition for students / budget so there co..."

...

17 respondents (27%) answered colleges for this question.

🔄 Update

Word cloud for question 16:

- colleges
- work
- meetings
- student-centered
- need
- support other colleges
- college programs
- district leadership
- department
- campus
- student
- programs and services
- student services
- best
- faculty and staff
- Flex Day
- collaborate
- district-wide
- time
- better communication

17. Is there anything else you'd like us to know about your hopes, concerns, or ideas?

58  
Responses

Latest Responses

"What matters most to me is that students can find accurate information easily, ge..."  
"Moving to three colleges vs four will save the district marketing office considerabl..."

...

19 respondents (34%) answered students for this question.

🔄 Update

Word cloud for question 17:

- students
- needed
- work
- changes
- needs of the students
- things for students
- student service
- students with too few administrators
- year
- district
- student cost
- hope
- time
- staff/students
- college
- employees and students
- unification
- programs
- areas or too many students
- better

## Describe what great student support looks and feels like to you?

Quick, professional issue resolution.

I have seen how John Beam, Athletic Director support and help the students to reach their goals and dreams to be a successful football player, a mentor, and as a father figure to the students, staff, and faculty.

stop moving staff around, stop hiring and paying so much to the managers. Managers, are always in useless meetings, Stop creating more managers positions (e.g. creating a avc positions in a department, where the position was originally a manager). Hire more teachers with their fields

Learning communities, student clubs, tutoring, counseling, admissions should all be recognized for their work - but I do not see enough leadership around counseling for supporting learning communities (Sankofa/Puente/FYE). If Peralta wants students back on campus, then nurture community. Right now is limping along.

Meeting the needs of the whole student. Creating a sense of community and belonging. Holding students to their highest potential and giving them to tools to achieve that. This means listening to the students and assisting them in solving their own problems. Making school affordable and giving them some fun too. A sense of pride for the campus including participation in student groups and athletics. College experiences that help them grow like study abroad and 4 year college visits or participation in conferences and career fairs or internships.

Having full-time classified employees in key positions such as, Admissions & Records and Financial Aid NOT student employees/ambassadors who just turn around ask the F/T classified the question. This is frustrating to students, and makes all colleges look incompetent. Student employees don't have the knowledge nor professionalism to respond.

Great student support at an urban, under-resourced community college is holistic, respectful, and deeply attuned to the realities of multigenerational learners. It creates a welcoming environment where adults, elders, and high-school students all feel a strong sense of belonging, and where asking for help is normalized rather than stigmatized. Services are integrated and easy to navigate, blending academic tutoring, proactive advising, financial and technology assistance, and essential wraparound resources such as food, mental-health support, and childcare referrals. Instruction is accessible and flexible, staff practice trauma-informed and culturally responsive approaches, and policies acknowledge the real-life pressures students face. Above all, support is consistent, reliable, and future-focused—helping every student see a clear pathway toward stability, completion, and meaningful opportunity.

1. Using student feedback to guide district-wide course scheduling so that courses are offered at times and in formats that students need; 2. Using Owl cameras to enable students to "attend" in-person classes remotely; it's not about offering classes online OR in-person; students want both, so we need to deliver both; 3. Smoothing the application and enrollment process so students don't quit in frustration.

Great faculty and great programs, with up to date equipment in labs

Smaller class sizes so students can get more teacher attention. More Saturday classes.

---

Great student support looks like efficient systems working for the faculty so they can focus on the students and not waste time on repetition, follow up, duplication, searching for answers that are impossible to find, attending meetings that do not effect change....

---

Great student support should look necessary, realistic, practical and workable and it ought to feel like sources of problem-solving, guidance and encouragement for academic success and career preparation.

---

Being available and accessible, prompt response, student-centered, trauma-informed, having the knowledge to assist the students or if not, knowing where to refer the students or if not research and get back to the students, provide clarity, make sure the students felt seen and heard, consistent and reliable

---

Support not only for in-person students but also online students. Comprehensive support - academic, financial, and personal.

---

It is proactive. It is easy to navigate. It is easy to find. It does not require faculty taking on another responsibility in order to advocate for students!

---

Well functioning classrooms (technology, temperature, lab resources and lab equipment), engaging, purposeful, and inclusive instruction, clear progression for class and career, facilitated study sessions with tutors or instructors, paid internship, and classmates that support each other.

---

providing a robust array of in person, and synchronous options for students, reinstating classes cut by state laws ab705 and ab1705, for starts  
Someone available to help most of the time in various parts of the student experience: enrollment, counseling, classroom, etc.

---

Interact with student

---

Students are directed from the start and are able to build schedules that fit their clear academic/career goals, so they can move to completion of these goals in a timely fashion. They are encouraged to form networks of student and faculty/mentor support to keep them engaged during the long haul.

---

It should be visible and obvious, students shouldn't have to guess or wander around (in person or on a website) to find it.

---

It has to be responsive/available

---

It has to be flexible, support looks different to different people

---

Being accessible to their inquiries and needs. Help to ensure that resources are available so there are not obstacles to their success.

---

Great student support is having all the needed staff within departments to be able to assist students. It also includes having management actually speak and listen to the concerns of all parties that will be affected. Do not impose changes without prior consultation with Unions and employees. That's what student support looks like.

---

Students need a helpdesk line just for them. There is a glitch with the initial password when they enroll; this problem has been happening for years and still isn't fixed. They also need better access to be able to change their phone numbers and passwords if they lose their phones or are victims of phone theft. NO Frustration

---



---

The student that get the answers needed to be successful enrolling in our system with a clear guide of the process.

---

More classes, quality staff and faculty. Permanent admin roles - less turn over of administrators.

---

Empathetic, supportive and timely services; Clear guidance and resources.

---

transparency, flexibility, communication, strategic planning, more action less meetings, innovation

---

Answering the phone to provide customer service and over the counter customer service. It's one of the easiest things to do to improve our quality of service. That being said, the challenge is that when a department is short staffed, answering the phone can take the biggest hit when members of the team are inundated with their other responsibilities.

---

students are able to get access to the things they need when they need it that's within reason (A&R, counseling, library, mental health and health services, tutoring, basic needs, etc). they feel safe on campus, they know what they need to do to complete their goals

---

It looks like we know what the students needs are and find ways to provide them. It also looks like when students have problems, they are comfortable to reach out and know who to reach out to.

---

Looks: When I have the capacity to attend to every individual student's need and tailor the support that fits their need.

---

Feels: The sense of joy in witnessing students thrive in the process of learning.

---

Community college students benefit when the college provides strong academic support (enrollment, counseling, tutoring, mentoring, etc.), career and transfer readiness, and a vibrant campus life. Students thrive when colleges provide clear pathways to transfer or employment (not just having an academic plan but being offered courses in a variety of modalities and at different times of the week and in the semester they need it to stay on track), personalized advising (to build trust and not have to start from scratch at every encounter), and opportunities to connect socially and professionally. Students want to be seen (clubs, events, student government, health and wellness support, etc.). Both the college and the students benefit from strong ties with local and regional employers and industries. Last but not least, students should receive support to cover the COA, if needed (scholarships, grants, Basic Needs, access to technology, etc.)

---

Students can easily find the support they need (good signage everywhere). Students are warmly welcomed to support spaces. Support is offered in a variety of languages. Support is not scattered around the campus but is centrally located. Hours and methods of support are posted clearly in a variety of places and updated regularly. We offer support at all the times and days we offer classes. Students do not need to talk to more than two people to receive the support they need (and are not sent from place to place to place). Support staff are trained to help students solve issues, not to refer students to a variety of places. Support offices are open when stated. Support staff are trained to de escalate situations. Most importantly, even if students cannot immediately get a problem solved, they should feel like someone is looking out for them and will stick by them until the issue is solved. Support should always include a ticketing system so that no one falls between the cracks.

---

---

Making an individual connection to bring out their personal best in the classroom, and inspiring them to believe they can achieve their goals. Needs to be augmented by the BCC community as a whole - counseling, student services, etc., and by aligning our course offerings to fit the needs of today's student population, i.e., a majority part-time, with significant other commitments.

---

It's responsive, especially during the hours students most need support. This could mean having people available nights and weekends to provide timely responses to questions, concerns, or issues. Great student supports mean that people can get their concerns addressed quickly, and that people feel seen and accepted. It involves case management that prioritizes having people trained in customer service techniques. Student support also means meeting our students where they are and ensuring we have affinity group supports available and well funded.

---

warm, friendly, welcoming. If possible, walk through process with student from start to finish. Take student to different places and introducing to staff over there and not just sending them over there. If students have questions follow up ASAP or within 48 hours. explaining everything and not assuming they know. Checking in with student again to see how they are doing even if they were already helped.

---

on site resources; access to specific departments and interactions with a live physical person tied to that department

---

Right sizing a "Learning Community" program staff that includes One Director, Academic Counselors and Classified Professionals. This will look like the following: Dedicated Staff to One Student Service Program - One Director, One Project Manager, One Staff Assistant, One Outreach / Program Specialist, and One Retention Specialist with four Academic Counselors for a program serving over 300 students. Smaller Programs (serving less than 300 students) should be supported with one Program Coordinator (Classified Professional) and one Academic Counselor, example the Laney CARE Program, Laney CalWORKs Program, etc. The concept of Program Coordinator/Academic Counselor (i.e., COA Athletic Program) with 17.5 per week does not work to support year-round student services (i.e., student support and retention). Finally, move away from Academic Counselor Faculty positions to Classified Non-Academic Counselors used in other places to do routine non-academic counseling activities; See Riverside Community College District. Another recommendation, make sure the Cost Center Manager is competent on current Ed Codes, Title 5 by Program, budgets and policy; Legacy Managers in Peralta may need to be replaced with Managers that have both outside experience that includes Private Sector, Local/State Government Experiences, and High Education experiences. We need managers that think outside the box, not career community college managers (all experiences are at the community college).

---

Responsive and present instructors, informed and available counselors, modern (at least recent and working) facilities and equipment, helpful and efficient admissions personnel, up-to-date information on student and public interface websites (District and campuses).

---

---

Great student support starts with coming on campus for the first time and feeling welcomed (greeted, asked what they need and helping them get to the place they need). Once their initial needs are identified, they will meet with a counselor immediately. Counselor will ask guiding questions that support their academic goals and give them options (appts are 1 hour minimum). In addition to academic counseling, students will be introduced to multitude of services and activities available to them (AS body, health services, transfer ctrs, library services, activities etc. Many students do not attend orientation so counselors need to be connector to student services). In class, faculty will have a Canvas module that reminds them of these services during first week of class or invite student services into the classroom as part of "warm handoff". Faculty are key since they must come to class. Mid to late semester, faculty will remind students about relevant services (mental health, tutoring, library services). Students feel taken care of and valued.

---

High quality student support meets students "where they are at", is flexible, holistic, and student-centered. It is not a "one size fits all" yet is creative and flexible via multiple venues, formats and spaces.

---

I believe that student support is having the proper tools and materials available to direct students to so that they can feel comfortable exploring and making tentative decisions for themselves, then having Counselors and support services available to help those students that need it to develop and execute their plan with comprehension and an understanding of what they're spending their time in Peralta doing

---

Active faculty "consultation" time with students (individual / group) outside of class time, tailored to student needs. Faculty recorded supplementary clarifying focused mini-lectures to support class success—24/7 online / phone staff support for technology-related challenges. Access to college facilities for unhoused student life needs to support their capacity to function relative to learning needs. Student housing may be a necessary avenue to explore further.

---

Students should receive clear, consistent, and correct information about their educational pathway and the resources (financial and otherwise) available to them so that they feel supported throughout the academic journey. Faculty, staff, and administration should work in concert to ensure that our students have every opportunity to be successful.

---

Successful Students - in mind, body, and academics

---

Making resources accessible to our students is my primary role. I assist them with using the Library databases, finding books in the stacks, and understanding Library resources they may need to assist with completing their course work.

---

Great student support reduces the overwhelming feeling students get when they need help or are starting college. After receiving helpful support, they should feel motivated, prepared, and comfortable coming back to our college and talking to our staff. It should also look like being patient, empathetic, respectful, and welcoming.

---

Accessible, Clear, Non-competitive scheduling and pathways for students to complete their degrees within a reasonable time frame

---

Student gets service or guidance at whatever department they are inquiring with. Staff assisting them should provide friendly and respectful service vs giving off begrudgedness.

---

Students being enthusiastically welcomed to the college from before they are a student through graduation and alumni support.

---

---

Careful consideration, nurturing, SEP focus

---

Competent student tutors in classes and in the tutoring center. (We have this!)

Mental health support and basic needs services. (We have this!)

Ample courses of the correct level to enroll in when registration opens. (We do not always have this.)

Barrier free enrollment and registration/ super clear communication about what students are signing up for (credit/non-credit cost/low cost/ no cost). (Registration is a huge barrier, especially for NEW students.)

Humans on the ground who are always willing to help students. (We have this! Shout out to the security folks, welcome center folks, Tech support folks especially)

---

Adequate staffing and funding to support the goals and objectives identified by faculty through their unit plans and program reviews.

---

It FEELS like community and that everyone belongs.

It looks like a designated space for student centered events that promote cultures, diversity, equity and inclusion. It offers free food/ meals. Regular events that happen during the day and also in the evenings or on weekends. The more the better.

For ESOL- we don't have a strong support system for enrollment and application help. There are so many students who give up. We need help in this area.

---

1. Easy and clear access to enrollment. 2. Relevant, meaningful programs that lead to living wage employment directly or through successful transfer. 3. Well informed and accessible advising. 4. Scheduling that facilitates pathway completion. 5. A culture that meets students where they are and provides a sense of belonging. 6. Accountability from faculty, staff and administration. 7. No more loyalty friends/cronies -- students first.

---

Great student support is focusing the budget towards student success and providing the best resources for our students. I see a budget that is spent first on the District and then what isn't gobbled up goes to support classroom instruction. I would like to see more campus speakers, events, live music and exciting activities such as, debates and more artistic performances. a feeling at Laney that transcends the cold concrete structures.

---

Student Support is having all the accommodations that are being offered being done by the campus. That means, having test proctors on campus, a test proctoring room available, cart services always available, having counselors at SAS always available via online and in-person, and having LD testing available at all campuses.

---

Getting to know students and helping them achieve their academic goals. Excellent face to face courses and high quality online courses with regular and substantive interaction with instructors.

---

---

Timely communication and response to student requests/questions from student services.

---

Our students have a lot of challenges- we need to be supportive and positive but also realistic. Students are often multi tasking to survive and it is challenging to help them when learning is something they want to do but don't have enough resources. They are challenged with just the everyday living- food, shelter, transportation, child care, elder care, technology, learning disability for many mixed in with students who have more stable situation. They need better resources and better ed plan. Counselors who understand the ed plan of a chosen major- many where classes need to be taken in order. Many students really don't understand the system or how a class is laid out- even things like taking tests are very hard for them. Maybe an online orientation class to explain how college works and what you have to do to succeed.

---

answering student emails and also having a phone line where students can get ahold of somebody

---

Great student support is a combination of human warmth, structured resources, and consistent follow-through. It is the promise that students never have to navigate their educational journey alone—and the daily actions that make that promise real. Students should feel safe, encouraged, believed in, connected to the campus and larger community, and empowered.

---

Counselors are available for walk-ins and online appointments. Admissions is well-staffed, they actually answer their phones and are present in their online hours. Students have access to: printing, food, study space, and the gym and library are open later in finals weeks.

---

Sufficient staffing in key departments such as Admission and Records. Open and timely communication of department closures, and when immediate managers are out of office. Trust and better support of programs and its staff.

---

Great student support looks like available solutions needing help on campus. Having departments that are fully and consistently staffed.

---

Having staff that is trained in all aspects of their department, so students can get a consistent product from our campus.

---

Students should be aware of the support services that are available and they should have "easy" access to those services.

---

Adequate resources for consumables for biology labs, library open for resources and studying, cafeteria open for students to get food - not just during the morning hours but also during afternoon (for afternoon labs) and through early evening so students can grab food before evening class, clean restrooms open during class times, patrolling of parking lot so students feel safe parking cars and walking into/back out to parking lot

---

Student support looks like everyone being on one accord. The communication is like "surround sound" at the theater. All is in the know. There is only one way to convey the same message. When changes are made Staff, Admin, Managers, all know when? how? and why? Marketing online is fine. But. We need folk to hit the pavement. Go out into the community letting all know that community college is still available. We are just chirping when we need to have a loud call like the hawk, the eagle. We need more students. "This is how you do it!"

---

---

Great student support is a personalized, multi-faceted approach that includes academic advising, counseling, and career planning, while also fostering a sense of community through mentorship, extracurricular activities, and faculty engagement. It involves tailoring instruction to individual needs, providing resources like tutoring, and building trusting relationships between students and staff. This may look like giving student additional access, resources and other opportunities outside of the educational setting. It feels good knowing that you have aided someone and they are satisfied with the services provided. Students leave feeling at ease and confident.

---

Our students are the heart of our school. The small smiles or moments of relief we see when we address their needs reflect what genuine support looks and feels like. They each have their own way of expressing gratitude when they feel seen and heard.

---

---

Providing students with all the support necessary to ensure their success in our programs and in life! Mentally...physically...spiritually...

---

Great customer service and people who show care in the work they do; clear and accurate information; clear communication; accessible student services in all departments and various ways to communicate with different departments (virtual or in-person); Mental Health & Wellness Services; Financial and Basic Needs Support; offering Career & Transfer Services; having an Inclusive Campus Culture; offering Flexible Learning Options

---

---

Responsive, dedicated, well-informed and qualified, we hire the absolute best we can find, not just those we feel comfortable with who will never disagree with us, or who happen to be our friends/relatives. After the recent tragedy at Laney, I thought about the challenges/risks we sometimes face while serving in our roles. I kept thinking about my own experience with a previous Chair in my area, who buried complaints from students making them go away, protecting a few peers who were treating students in a way they should never be treated. That Chair retired, and the next Chair was 100%+ dedicated to serving students, including authentically responding to their complaints, tirelessly going to bat for them. It makes all the difference. But, it's an elective choice for faculty at PCCD, they're reviewed once every three years, and primarily by their peers/friends. I work with students who take classes at all 4 campuses, so I know, what I saw was not unique to this campus. Students sometimes have their concerns buried/neglected, and are reduced to circulating petitions as is currently happening with regards to FT science faculty at one of the other campuses. We need to do a better job of collecting data from students, not just from the same 1-2 students who reliably show up to give us information, but from a truly representative sector. And, we need to listen when people flag issues. I had flagged many hazardous/sub-optimal issues to the previous Chair (who buried), he always told me (and students) that it wasn't our place to raise these issues. Those flags included a previous PCCD PT faculty member, who I recently heard was let go from another institution, caught on camera painting concentrated acid on equipment that faculty and students used in order to injure them, I was not surprised. Another person I had flagged, it later became clear they had had a mental health break. These kind of incidents aren't the majority, they're in the minority, but if we don't listen/respond they can have outsized impact.

We also need to improve our responsiveness, functionality and accountability around our processes/departments that support students, sometimes more indirectly behind the scenes; finance management, HR, student hiring, purchasing, AP, logistics of A&R and Financial Aid, in-person academic counseling (not just remote). Several departments have recently been centralized, from campuses back to the district. I understand cited economies of scale and efficiencies, the idea being these departments would work better centralized. I truly hope that is the case. Historically it has often been the opposite. If I need to make something happen quickly for students at my college, I can. People located at my campus directly experience the student's need, and respond quickly. It's been when I have to ask for support from the district that I've known my job is about to get very hard, and sometimes interminably slow. When employees recently heard things are going to work better by being run from the district instead of at colleges, they had to contend with years of experience that told them the opposite. I've occasionally had to absorb the frustration and anger of students whose needs haven't been met by the district, though the processes had nothing to do with me and unfortunately there was nothing I could do to make them work better (I tried).

---

To feel good in your learning experiences.

---

directly engaging with students and faculty as well as programs on/off campus

---

---

Great student support is about warm hand-offs, and more comprehensive training and referrals for students. It means that students can just talk to one staff member and they walk them to where they need to go, and have some idea of who they need to talk to next. It would be great if we could have integrated hubs for learning communities that have a counselor, admissions/records clerk, financial aid, and access to an instructional dean all in one. Not sure if that's possible with the new Milvia building, but one-stop shops might be the best collaborative tool for staff and students.

---

Depends on the type of support. Academic? Financial? Equity? Disability?

In general, great support provides students with the tools that help them to succeed while also building in them the strategies that allow them to grow beyond the need for supports.

---

Students have a great experience at the colleges - from enrolling to taking classes to support services to graduation and to alumni connection, they love the experience of attending the Peralta Colleges.

---

Great student support means students never feel lost — online or on campus. It's clear, accurate information on the website, easy-to-find resources, and communication that actually reaches students where they are. When our digital spaces are clean, consistent, and updated, it removes barriers before a student ever has to ask for help.

It also means showing up with warmth and intention. Listening. Reducing the runaround. Making sure departments stay connected so students get the same message no matter who they talk to.

In my role, support looks like telling our students' stories, highlighting programs and services, and making sure our website, social media, and outreach tools point people in the right direction quickly.

At its best, student support at Laney feels like a “no wrong door” experience — wherever a student lands, whether it's a webpage, an office, or a conversation in the hallway, they meet someone who genuinely cares and can guide them forward.

---



**Where do you think the colleges are currently most aligned?**

Transfer

Focusing their attention to their homework with their essays, term paper, and training.

On the Instruction side of the house.

Student support services, financial aid, student groups

All colleges I feel do their best to serve students with the funding they have. I see that faculty at BCC are concerned about the well-being of their students, b/c they realize that it effects their learning.

Financial aid, Disabilities Program, and Wellness Centers

In the last 15 years, we have grown the number of support services for students (e.g. Basic Needs, NextUp, Sankofa, Mental Health) to help meet student needs outside the classroom. Our implementation of AB 705 has been pretty good (offering support classes attached to transfer-level math and English).

We only teach most hands-on-centered CTE programs at one college each -- including the program I teach.

I can't say very much about "alignment" when it comes to liberal arts or science classes, programs and degrees, so probably won't be able to answer most of the rest of these questions.

Good counseling support and availability of social supports

In my opinion, our student services and learning communities are becoming a better running system. We lack personnel to accomplish fundamental work (A&R), making it that much harder for folks to do their work. I feel that we are trying to align with including more embedded tutors as that is what is needed for student success in first year Math and English.

I think academic success and career preparation are currently most aligned.

student-centered

Student Accessibility Services & some academic counseling & transfer programs

Common course enrollment system.

---

Some instructional programs are better aligned while others are less so. The better aligned programs have strong faculty who continue to learn and improve their class/instruction, regardless of how long they have been teaching the class. However, even those areas experience limited resources and frustration with classrooms that are too hot, too cold, leaking, or non-functioning projection/sound system. Student Services is also somewhat aligned with students who knows to access the services, they can benefit. However, less informed students do not always know how to access the resources or able to access during business hours. District management is less aligned, although some changes are happening. District business and operation needs to pay attention to the operation of the college. Creating processes at the district without consulting the college makes things difficult for the college. For example, there is no dashboard that provides class schedule with all the needed information for the college to schedule classes. Some reports do not give load for the class, others that give load do not give instructor name or start/end of the class. It requires the college to pull and combine information from different reports to create schedules. Other examples include the process for getting repairs done such as leaks in buildings.

---

when they still provide in person classes and robust public extra-curricular activities.

---

---

Don't know since I haven't experienced the process myself. I would guess that every sector has room for improvement to similar degrees.

---

ESOL and CTE programs

---

SEP creation is emphasized early in foundational courses with embedded counselor visits.

---

I think we are doing a good job with transfer, providing courses and transfer pathways for students

---

I see lots of effort for support and work being done to remove obstacles.

---

I do not see more; I see trying to work with the few resources they have

---

BCC

---

Flow chart for supervision; Services provided.

---

I think most of the colleges are aligned that fiscal responsibility is needed now and that we need to stop competing with each other for students. I think that the challenge is each college being aligned with highlighting what their specialty offerings are and being able to prune courses or programs that need to be phased out so that resources may be dedicated to their specialty offerings.

---

we have the services students need but not always at the volume that they need it

---

we are shifting to data driven decision making which will help move the needle

---

The colleges are aligned in their desire to provide the best education possible and to support their students' educational experiences.

---

Canvas, Campus Solutions, Microsoft Suite, Security Service,

---

I don't know.

---

Student services, on-line education opportunities.

---

---

I see individual departments and programs being extremely student-centered and supportive, but then the student has to work with another department that may be understaffed to the point that it feels difficult for the student to get simple answers to small questions. For example, some of our affinity group programs do a great job supporting students with full wraparound supports but still run into deep issues with financial aid or admissions and records practices. Our departments are so dependent on each other, and it's difficult when there are bottle necks with departments struggling to meet student needs for a variety of reasons.

---

not sure.

---

Unaligned:

Responsive and present instructors: most classes outside of CE appear to be offered primarily online by remote instructors with minimal oversight on instructors to ensure quality student-to-instructor, instructor-to-student(s) and student-to-student interaction and communication.

Informed and available counselors: Counselors often do their best but pathways are not clear, online assistance is inadequate, GE courses and associated costs are often obscured, and students can be confused or unsure of what they want/need in the first place.

Modern (at least recent and working) facilities, equipment and technology (IT in classrooms): Facilities for sciences at CoA are woefully inadequate, IT refresh has been delayed for years, smart classroom updates are not even on the schedule.

Helpful and efficient admissions personnel: students need access to forms that are not available online, admissions personnel misdirect requests to faculty.

Up-to-date information on student and public interface websites (District and campuses): websites and contacts often are years out of date, particularly counseling and admissions.

---

Speaking as a Curriculum Specialist, our process for approving courses and programs are aligned and coordinated through CIPD. There is an attempt to align courses (grading options, course description, prerequisites, etc) and programs (graduation requirements, required courses, etc). But, it has a long road ahead - updating and deactivating courses and programs and general clean up to reflect current trends.

---

Offering a variety of student services and modalities, but sometimes I feel that instruction and student services are too separated and could benefit from more alignment such as requiring SEP's as an assignment, class visits from Counseling, embedded counselors, etc.

---

Counseling services across the colleges receive high marks for post-contact satisfaction; for the most part Peralta does a good job hiring admin, staff, and faculty outside of student services that still seem to see the importance of serving students

---

Expressed care by faculty & staff to student needs. I think the "Okland City College" discussion is itself aimed at alignment.

---

Categorical programming and student support.

---

Basic Needs - all campuses meet weekly to strategize and information share

---

---

In the goal of supporting students who are at risk or who need extra support in order to plan and complete their educational goals. The Peralta Community College System exists to address this population and its needs.

---

I'm not sure because I don't hear complaints about other colleges.

---

that's hard to answer here

---

---

On-boarding the students seems to have some effort for alignment. Student success navigators is a good step in the right direction. Also, the district-wide counseling support is good to see more of.

---

N/A

---

Libraries are well aligned with Head Librarians meeting monthly.

---

Acknowledging the "swirl." Some special programs like MESA (developing) have alignment, but nothing is consistently aligned because that has never been supported in Peralta until recently.

---

Quality of Instruction. I work with amazing, talented, compassionate Instructors who truly believe in building confident students and prepare them for the next chapter of their lives.

---

From SAS, we do a good job of working amongst the coordinators, though I believe from college to college, certain accommodations are not supported by the different academic departments.

---

Need to be more aligned with SAS. Accommodations should transfer seamlessly between colleges.

---

no sure

---

student support

---

Financially

---

They need more staffing in the A&R and another classified or manager/coordinator to support Lilia. She is running too many operations on her own and doesn't have time to assist with all areas.

---

In the beginning of semesters when there are events to help students enroll and other other onboarding

---

Mostly aligned in advancing students through their coursework towards graduation.

---

weekday-day students have the best access to support services.

---

Lots of good intentions with basic needs supports, cafeteria/bistro, library, tutoring - although sometimes hours of availability not aligned.

---

---

Unable to answer

---

College are aligned with assisting student with their education goals by providing student services and academic programs that are transferrable and preparation for the workforce.

---

The college is mostly aligned in supporting students and staff.

---

---

In what they want but not what they do or provide! Y

---

I believe many of us want to help support our students through their educational and career journey

---

The majority of the employees at colleges come in to contact with students directly, and so have a good idea of the daily needs, what works for students, and what doesn't- the frustrations. It's not theoretical for us. The larger bureaucratic things that need to be addressed by the district as a whole can be more challenging.

---

in classrooms on a basic to medium level.

---

I can only speak for berkeley city college because at least everything is still in one building. the district doesn't serve students and the decisions they make clearly show how disconnected they are.

---

Is this question asking if colleges are aligned with the student journey or aligned with one another in supporting the student journey.

---

I think the 4 colleges are not aligned well with one another. I would expect more cross campus collaboration and unity for 4 colleges so close in proximity that have a centralized district structure.

---

Enrollment process which is the same for all the colleges - and to a lesser degree in student activities, financial aid and other support services - but opportunity exists for greater alignment.

---

While we still have room to become more unified, the colleges are aligned in their intention — we all want to reduce barriers, support students from onboarding to completion, and build programs that respond to our communities. The alignment is strongest in our shared mission, even if our methods vary.

---

---

**What specific gaps or inconsistencies have the greatest impact on students?**

---

Class being available for completion

---

Lack of communication and misinformation.

---

Admissions, the most lacking and very disappointing. The admissions and records not doing their job slow to response to students or never to response at all. Fired the staff and new hire ones, whom offer better quality of service!!!!

---

Access to financial aid. Problems with registration. Lack of classes.

---

Class schedules, recently a student was registered for a class at Merritt College and wanted to take a class at Berkeley City College, but the overlap was 20 minutes. He said it was 'OK' with the instructor, but what he and the instructor didn't realize classes cannot register if they overlap.

---

Students are unable to contact instructors or administration with their concerns by phone or email. Students tell me that people do not respond.

---

Students lose Financial Aid (or have to appeal) when they change majors, particularly when the college that holds their major is different from the one that holds their Financial Aid. Also, online courses are taught very differently and expectations for students are different depending on who's teaching. It would be great if online teachers were required to record at least SOME lecture content; otherwise, it's like correspondence school and students are basically teaching themselves.

---

counselors not familiar with offerings or requirements in CTE programs

---

Students need a 2 year schedule for all classes which is coordinated among all campuses. Too often students have to wait for a class to be offered and they have no commitment from the district as to when exactly some focused classes will be offered. Especially when we want students to get their credits and then transfer-it's not possible if they don't know how they will get all the classes they need in a reasonable timeline.

---

Being able to enroll in CCC, being able to enroll in classes....their first experience is consistently bad, so there is already a bad taste in student's mouths and it just magnifies from there if there are other issues. We need an institutional focus and priority on students getting an SEP in their first year. This will alleviate student discontent and predisposition to failure. Ultimately, when students cannot achieve registering or enrolling, they have already failed. How can we expect them to show up ready, when they have already been beaten down...and haven't even take a class yet.

---

Generally speaking, programs and advisements for students' academic achievement and job preparation have the greatest impact on students.

---

timely response

---

Cutting transfer courses; raising enrollment caps; insufficient tutoring; cost of instructional materials; lack of more full-time faculty

---

---

In information provided by counseling services. Having to enroll in FA at each campus. Courses that articulate differently at different campuses.

---

How each A&R operate across different colleges. Pre-req waived for one college does not automatically translate to the same thing in another college. CIS or Business has so many different certificates across the district's 4 colleges but not all are being offered. There should be more alignment across the colleges for similar programs. Faculty should not create new course because consultation is too difficult unless they are really creating a new program.

---

not enough course offerings.

---

Students having to take physiology because their anatomy and physiology wasn't accepted by their nursing program. And generally a lack of accurate info from academic counselors (not always but several students have reported this to me).

---

Not enough student services staffs

---

Courses that fit certain needs (schedules/modalities) of students fill up, leaving them to float into situations (schedules/modalities) that aren't optimal.

---

Scheduling gaps, students don't want everything to be online and the slim face-to-face offering we have are often scheduled at the same time.

Not enough counselors. Students complain of long wait times.

We also have some college specific issues that are impacting students like a college claiming certain courses or curriculum that is negatively affecting students from getting credentialed and increasing their wages

---

I have heard one college will require some prerequisites while another college won't. Services especially for disabled students is only "college" focused and students have to go through hurdles when taking classes at other colleges.

---

It is not clear for students what courses align with what programs. Many students from other colleges expect their courses there to fulfill requirements for certificate or degree requirements at other colleges.

---

Inconsistent Course prefixes. ex: An extra Biosci prefix was added that steers biotech students to Merritt. It is not clear that there are biotechnology classes elsewhere then.

---

---

Course not being offered. Different implementation of policies. Different use of funds. Different standards among different areas.

---

A&R, Financial aid, and cashier are the first doors that the student approaches. The needs: more staff to relieve pressure and frustration; an administrator to resolve ASAP, or time to explain to them why they have not received their money.

---

Enrollment process, time of services and process

---

---

Lack of tutoring and support for stem students. No bookstore

---

Student Services e-mail and web addresses not being consistent among campuses; different processes for services between campuses;

---

1) the programs that support the most at risk populations (the ones we claim to focus on in equity efforts) often don't have the stability of FT staff and counselors on the support team. 2) the same academic departments at the different campuses have courses articulated differently despite them appearing the same in the catalogs. huge problem that causes barriers to degree, certificates and transfer. articulation needs to be unified and work as a coordinated unit; not as separate groups at each campus 3) we are not consistent in our use of tech tools that are student facing across the campuses (ie- ConexED, Maxient, AIM, etc). 4) students cannot see in Campus Solutions images of their outside transcripts that have been submitted to A&R or even some indicator that it has been received. 5) students cannot see in Campus Solutions a copy of the evaluation completed on their outside transcripts. 6) students cannot see in Campus Solutions if test scores (AP, IB, CLEP) have been processed. 7) similar academic departments that exist across the campuses do not work together when building schedules. they should be required to do so, so they can compliment each other offerings which will allow students a cleaner path to their certificates, degrees and transfer goal.

---

One possible example is the need to have a unified list of Supplier Contracts that are providing services at multiple campuses. These Suppliers need a Master Services Agreement. Especially when it comes to transportation services for students who are taking field trips. I think each campus has it's own individual challenges with gaps in their services due to layoffs last fiscal year. The biggest challenge is training employees who have been placed in positions where they have limited knowledge and experience. They need to be prioritized with receiving OFFICIAL training so that they are set up with providing success to our students. No crash courses, especially if it is in a key area like Financial Aid!

---

access to classes at the time and modality that they need, costs of college and basic life, difficult to navigate registration systems, student engagement and involvement are not ideal in an online classes environment which lead to low persistence as well as students taken more classes than they need before completion/transfer. faculty engagement is very low in an remote work environment. Collectively we need to figure out a way to bring all faculty back as a district. One in person class per semester is not enough (but it's a start).

---

The gap is in aligning our intention to truly support our students. We fail marginalized communities, specifically Black students, because we generalize life circumstances that can be an obstacle to certain student populations' academic success. We demand that class sizes be 40 students, we expect faculty to pay individual attention, and yet we demand that faculty do service and all types of administrative requirements, plus support 40 learners. Unfortunately, the system does not accommodate how life circumstances have changed. We are asking faculty to adapt to a system set up generations ago.

---



---

Different Basic Needs programs; different technology loan programs; unequal access to resources (onsite and online); different requirements (local, district, state); only one bookstore;

---

For example students taking classes in ESOL at one campus cannot take classes at other campuses due to conflicting / overlapping schedules. Plus there doesn't seem to be any rhyme or reason why some colleges offer a course online and others in person.

Certificates not aligned. Preponderance of asynchronous class offerings at some campuses - students seem to avoid. Safety on campus - students don't want to feel unsafe going or being on campus.

I have seen issues with discrepancies between federal law and a college's interpretation of federal law around financial aid cause a lot of headaches. Also, I frequently see students who have submitted tickets to A&R for having been flagged for one reason or another not be resolved in time for the semester to begin so I've been individually supporting those students where I can by working directly with A&R. Additionally, students struggle to get the courses they need to complete their program in a timely fashion and this can cause frustration. I think these kinds of bureaucratic struggles are really difficult for many of our students to navigate, and if resolved would create a much stronger and smoother student experience. Our students have so much going on in their lives; they don't need our processes to fail them quite as frequently as they do.

lack of transparency on supports that are available. disconnected or siloed departments that have shared students. inconsistent function of peoplesoft (i.e. students apply and don't get their ID within 48 hours, they have to come on campus with their CCC application # to finally get their ID but if they don't know to do that, they don't enroll), class waitlists that don't automatically add people in as people drop, NOT ADVERTISING CHILDREN CENTER, inconsistent application of APs where students are told they cannot retake a class but the AP says they can.

lack of communication or guidance on what is available, where it is available, how to access and with whom

Management and staff from Student Services and Instructional Divisions do not come together for a staff meeting to discuss coordinated services, one master student services calendar, system wide "communication" that all classified professional staff know how to refer students to both student services and instructional services, current program meetings is centered on "update" rather than planning coordinating meetings, decrease the favoritism, open hiring process instead of in-fill positions, etc. Right now, we don't understand workflow responsibilities from outreach services, persistence services (e.g., Financial Aid, Transfer, etc) and retention services (e.g., basic needs). Clear Building Signage of services for students, such as Learning Resource Center, Welcome Center, etc., noted outside the building, student workers versus staff (not sure who is staff versus student workers sometimes (Not Wearing Name Tags), if you are new to the campus, etc.)

---

---

Responsive and present instructors: most classes outside of CE appear to be offered primarily online by remote instructors with minimal oversight on instructors to ensure quality student-to-instructor, instructor-to-student(s) and student-to-student interaction and communication.

Informed and available counselors: Counselors often do their best but pathways are not clear, online assistance is inadequate, GE courses and associated costs are often obscured, and students can be confused or unsure of what they want/need in the first place.

Modern (at least recent and working) facilities, equipment and technology (IT in classrooms): Facilities for sciences at CoA are woefully inadequate, IT refresh has been delayed for years, smart classroom updates are not even on the schedule.

Helpful and efficient admissions personnel: students need access to forms that are not available online, admissions personnel misdirect requests to faculty.

Up-to-date information on student and public interface websites (District and campuses): websites and contacts often are years out of date, particularly counseling and admissions.

---

When courses (grading, GE, and programs (graduation requirements) are not aligned, it impacts their time in college and even their ability to graduate.

---

Classes not being offered to complete degrees/certs, varying policies at different campuses.

---

Lack of alignment in course scheduling and offerings; lack of alignment with articulation agreements to UC and CSU campuses

---

A single district wide schedule of courses with cooperative scheduling between colleges would help. Also, a single district-wide system of financial aid application and disbursement

---

Counseling (Student Educational Plans) and Quality of instruction.

---

Same departments on different campuses - offering different services.

Students (and staff/faculty) not understanding the concept of "Home Campus" - student "shopping-around" at other campuses looking for better support (grants/money)

---

some campuses seem to have lots of resources, others have fewer

---

I believe if waiting times are drastically different, it can discourage students to continue with that college, and that even might be more difficult if their major is only offered there.

---

Competitive scheduling across the district makes it difficult for students to build a schedule that best supports their schedules with work and other things. There is also inconsistent direction from counselors (not all of them, some are great!) as to how to complete their degrees

---

Resources are not easy to find. Staff do not answer or return phone calls. e-Forms are outdated or not user-friendly.

---

---

Financial services across the district could use better collaboration.

---

Policies, no clear position on AI, no standards around attendance

---

---

Not enough classes offered overall. More sections needed.

---

Gaps in support of enrollment each semester and also completing and processing the application to apply to Peralta Colleges that is ESOL friendly and assessable regardless of language level and or citizenship status.

---

Articulation agreements, stalled program development due to CIPD interference with academic freedom and fostering a culture that rewards "first in line" instead of merit, capacity and a proven track record. Variable responsiveness from faculty, staff and admin -- some people don't seem to place students first, some do. Little to no culture of assessment based decision making.

---

Student transfer guidelines and for International students the cost of tuition.

---

In many disciplines, courses taught online are not consistent across the district. Some colleges are more focused on transfer and set higher standards for courses to make sure students are prepared when they leave Peralta.

---

---

ed plan understanding, financial aid

---

registering for classes

---

Consistency in rules and procedures.

---

mis information, frequent office closures

---

Inconsistency in the departments and services students use on a regular basis (A&R, financial aid, student services, etc). Those departments need to be appropriately staffed and trained so that students can get a consistent help.

---

Access to the support services for night students: sas, financial aid, counseling, admission records ( especially in the first three weeks of the semester),

---

Complexity of working with A& R and getting enrolled or assistance with enrollments/challenges not as much aligned

---

I think there needs to be a tightening up on the student faculty communication and with Canvas.

---

There are gaps in communication and processes/procedures which make some functions more frustrating than others. For example, when students need assistance registering for classes and they have to go back and forth between departments to get assistance. There are very few warm hand offs and students complain about this often. Departments are not talk to each other enough in a timely manner. There is no central hub of information, causing even greater inconsistencies.

---

Nothing to share at the moment.

---

Class offerings and student-centered support...

---

---

We don't have clear processes and systems in place to make it easier for students to receive well rounded support from the time they start with us until the time they leave us. We have a lot of support services but everything is scattered and students have to seek out every resources. We don't have a way to track students, intervene when needed, or provide intentional and timely services.

---

Not being able to get classes when/where they need it. Not being able to get in-person student services when/where they need it (including counseling). Different articulation agreements for transfer, at each home college is huge (!). See my previous answers as well.

---

just spend some time on a campus and observe, you'll find many inconsistencies.

---

learning resource centers have gaps in tutoring areas. district communications are not read or felt by students.

---

In my program, course offerings are the biggest challenge. Students are unable to take the classes they need for certificate completion, because they aren't offered.

---

Probably Welcome Centers and onboarding

---

The gaps that hit students hardest are the inconsistencies in communication and support across departments and campuses. When information isn't aligned — or when response times vary widely depending on where a student lands — it creates confusion, delays, and unnecessary stress. Students feel the impact when different offices give different answers, when policies aren't communicated the same way, or when some areas are highly responsive while others are harder to reach. That lack of predictability makes it harder for students to navigate the system and stay on track.

---

---

**In what ways do you think unification could improve student navigation and experience?**

---

Hopefully getting the courses to complete in adequate succession.

---

Hands on experience and online training courses.

---

fire / get rid of unnecessary manager position. put money back in education and classroom and tech.

---

Clarity, messaging, and firing admins to take that money and allocate it for student services, additional classes, and better outreach.

---

We could make Merritt an online campus and rent or sell the land potentially with Holy Names campus and bring an HBCU to Oakland.

Reinvest that money into campus infrastructure and resources. Create one community with both student bodies and have city wide events.

---

I haven't seen it in my 25 years at Peralta, but there is always hope.

---

A more unified Peralta structure could offer streamlined, consistent services across all campuses—simplifying enrollment, financial aid, counseling, and course scheduling so students no longer navigate four different systems. Shared academic pathways and aligned curricula would allow students to take classes at any campus without losing credits or facing administrative barriers. Consolidated resources could strengthen tutoring, mental-health support, disability services, and technology lending by eliminating duplication and reinvesting saved funds into higher-quality, districtwide programs. Unified career and workforce development offices could build stronger partnerships with employers across Oakland and the East Bay, expanding internships and job pipelines. A coordinated approach to transportation, safety, digital infrastructure, and student life would improve day-to-day experience for commuters and working adults. Overall, thoughtful consolidation could reduce bureaucracy, expand access, and make the district feel like one cohesive ecosystem—where students receive reliable, equitable support no matter which campus door they walk through.

---

It depends what you mean by "unification." District-wide course scheduling could make a world of difference - e.g. instead of 200 sections of PSYCH 1A offered Mon-Thursday between 10am and 4pm because that's what INSTRUCTORS prefer, it would be wonderful if all 4 Psych departments met as a group and staggered their course offerings across days, times, and formats. The free shuttle service from campus to campus is also a great addition.

---

not applicable to areas I am familiar with

---

there have been no specific details on exactly what unification means or how it will be implemented so I'm not going to answer.

---

It is an opportunity to streamline processes for everyone. Not only student services, but faculty processes, and administration communication within themselves and amongst the district.

---

I think unification could improve student navigation and experience in opportunities for improvement, advisements, advancements and practicalities.

---

reduce redundancy and confusion

---

---

I don't think unification will improve students' experiences. So far no evidence has been presented that would indicate unification would make any difference.

---

One stop FA. Standardized SOPs in various departments.

---

1. Maximize resources: smaller college does not need to offer everything we currently offer just to make sure students can complete a program at that location. This allows funds to run classes that students want at times that works better instead of offering one class with 3 or 5 people. For example, Phys 4C has to be offered at each college because engineering students have to complete the series at one college.

2. Support larger departments with more full-time faculty: currently, many programs at smaller colleges have only 1 full-timer or no full-time faculty at all. Combining the programs across the 4 colleges allows for more full-time faculty to do the Peralta business (like update curriculum, quality program review, data analysis, committee work, etc.) that is not often difficult for a part-time faculty to do.

3. Students know when they submit a form to A&R at one college, it will be applied district-wide. Any Peralta processes will be the same across the district instead of Merritt A&R does A, Laney A&R does B, etc.

---

I see it not as an improvement, but as another erosion of services

---

Helpful for students who are attending multiple colleges to navigate one website. More collaboration across same discipline faculty that were originally from different colleges. Bigger and hopefully thus more interesting department meeting discussions.

---

More supporting staffs in students services

---

Aren't we already unified? This term is confusing ("consolidation" is more like it). I would need to know what the unification that is being proposed is to answer this question.

---

I don't really know. If it actually will save money and allow that money to be invested in students that would be an improvement

---

Just the process of reviewing how the colleges interact and the course work is a start. There should continue to be more centralization of services.

---

Consistent application of policy

---

None. Unification will do nothing if the root of the problems are not addressed.

---

Organize more workshops for students that cover college procedures, how to use Canvas, and how to navigate the website to find various services. Additionally, include information on the locations of different buildings and offices, as well as where to find the Dean of Student Services.

---

The students will get the same answer is all the campus, unified the process.

---

Being able to take courses at multiple locations.

---

---

All campuses being consistent with processes for services, E-mail and web addresses being consistent will minimize confusion and result in timely services and support.

---

It is absurd that we have this many campuses in such a small geographic area. I don't know of any other multi-campus district that has this situation. We should be one Peralta College with multiple campuses and offer unified and consistent student services, curriculum, articulation, scheduling. Not just merging Laney and Merritt. All locations as one Peralta College with multiple locations where students can study. This would allow us to greatly reduce administrative costs and other duplications which makes us more fiscally sound for the long term as enrollments continue to decline.

---

It means that no matter where the student goes, they will get the same unified answers to their questions. Otherwise, they will find ways to circumvent our system. In terms of our philosophical thinking as a district, we need to understand that these students are all of our students. They do not belong to an individual campus. They are all Peralta Students and we need to make sure that we send them to a specific campus that will best suit their needs for success. There can't be any one campus that is a one stop shop. Our district, as a whole, is the one stop shop.

---

Merritt is far from the other colleges and students say it's hard to get to. If classes and programs were moved elsewhere maybe that would be easier on students. Other than location, I don't really see how unification can get us there. I haven't seen projections that show closing Merritt would save us money and allow us to offer more

---

programs are more streamlined and pathways are well defined which makes it easier for students to navigate

---

The only benefit I see is that it would help them with financial aid. If a student can take a course at any of the colleges, and that can be considered full-time collectively.

---

Students need to have access to all in-person services at both sites with adequate staffing and hours that match their schedules. We can't expect students to travel from Laney to Merritt and vice versa. The proposed shuttle can't run often enough to effectively match students' schedules. The bookstore should offer delivery of physical items. It would be great if the access to resources (onsite and online) could be streamlined as well as access to onsite computers and printing.

---

Aligned, integrated, coordinated schedules. Linked student services. Connected Learning Communities.

---

If we were to establish "Centers of Excellence" for different academic programs. Thereby, if a student wanted to major in nursing/healthcare, the center might be Merritt; if culinary or industrial arts it might be Laney, if Business, multimedia, Computer Science, it would be BCC.

---

The idea that it would be easier for students to complete a program in a timely manner and have the adequate student and bureaucratic supports is heartening! The unification provides an opportunity for us to be strategic about unifying departments, expanding the hours we offer these supports, and to work with faculty to create class schedules that make most sense.

---

---

If there was one specific spot for all student services it COULD help but only if all of the depts worked together to help student navigate. Institute a no-wrong door policy. If a student walks in and says they want to apply, walk them over to A&R, introduce them to staff and have that staff help do CCC application, then A&R walks student to financial aid where they help them fill out FAFSA, then walked over to counseling for a prelim SEP, then to the learning communities and a campus tour.

We should all do THE SAME THING AT ALL CAMPUSES especially in terms of courses, repeats/withdrawals and financial aid We should remove barriers especially if the barrier is from 10 years ago when they last enrolled.

---

guidance, assistance, and training

---

Centralize common functional services areas from the College to the District. Move all the Admissions and Records, Mental Health Services Office (One Location like Lane College One Health Center Office), SAS Services, Workability/C2C (Move to District Level), One Athletic Program by District, Financial Aid, Marketing and Communication (no need for Merritt and COA Communication Specialist), and Transfer College Counseling Services Departments to the District. Reduced administration by having ONE Vice President that serves the Instructional and Student Services Division like other District College; No need for two Vice Presidents at BCC, COA and Oakland City College. Aside from this, develop one common program services models such as EOP&S Program. We have four EOP&S Programs (located at four colleges) but distribution of grants, program services, common application process, etc. is uneven and students are choosing the college/program that provides the most grant, most help, academic counselor, etc. One common program brochure, application, and information for all colleges with common services and grants format to serve our Learning Communities, such as Puente Brochure (i.e., showing all services by College), Next UP Program (i.e., common brochure for all colleges) etc. Each college "Learning Community" programs and services are un-even, so you have student shopping for services and no "common" application. Move towards non-academic counseling services where classified staff are hired to service students for routine non-academic counseling services that could be handled by classified professionals. Move away from Director of Student Activities and Campus Life staffing model to a Coordinator position working at the District. Move away from a College specific clubs to District wide student clubs. Move away from College Specific Associated Student Body to ONE District Associated Student Body Association. Move towards ONE Peralta Graduation. Attention could be given to updating student onboarding and information resources.

---

Align courses and programs among the colleges; scheduling that does not negatively impact student's ability to graduate on time; as discussed by the chancellor, focus on each campus' strength to decrease competition and increase offerings. We also need to improve the quality of faculty by ensuring accountability and having regular and thorough program review.

---

Less confusion with centralization of some services

---



---

If courses are articulated the same amongst the four campuses, if support services are mirrored amongst the four campuses, if Dept Chair and Instructional Dean contact information is readily available for all four campuses in one centralized location bring more of a single college multiple campuses experience.

---

Consistent counseling/advising; more efficient utilization of resources (which means more available funding to support students).

---

It will only improve student navigation if ALL departments on each campus are also unified. They would need to have the exact same programs/services and eligibility criteria district wide. For the most part, unifying two campuses will just further confuse students... it would work better with unification of ALL campuses. Students already do not understand how/where they are enrolled.

---

It could help our system understand how to coordinate our resources better for the sake of the students who need them. Maybe there could be a pamphlet or joint website showing the overlapped areas of resources versus the individual specialties within each campus Maybe a visible board or flyer with the other colleges' student service numbers and majors, so if they visit one, they can view all options. (or at least the FA eligible ones).

---

non-competitive scheduling

---

Better information-sharing/knowledge for staff who do the same work leading to consistent service and advising.

---

New student group orientations could be a way to improve student navigation and experience.

---

Fix CCC apply

---

I don't even know what this question means. Unification of what? Please define the term. Unification of Merritt and Laney or something else?

---

Unification would help streamline and standardize the student experience. Having one culture that represents all campuses would be ideal. Every college now does everything differently and this is frustrating!!!

---

Cost savings and efficiencies, elimination of practices that reward tradition over merit.

---

It would streamline procedures and policies.

---

I don't believe it will do what admin thinks it will do. Though, I do believe a better job of organizing academic departments, and making better use of the facilities, will allow for a better experience for all.

---

Coordinating course schedules.

---

na to my dept

---

less confusion among students

---

---

If everyone from intake to administration fully understood the major differences between programs, we'd be in a much stronger position. CTE programs are unique, which is why I've long believed they should have dedicated counseling specialists. Their requirements—certificates vs. degrees, hour-based completions, and other operational metrics—are significantly different from traditional pathways.

---

Students know early on what are the consistent or common services they can expect from all campuses.

---

better align student services with course time offerings. ie part time night/weekend students.

---

cleaning up curriculum and articulation so courses at all colleges articulate the same, and have same grading policies. better scheduling to offer students choices in modalities and times (both times of day and different days). Better streamlining of the promise of guided pathways to work better to offer courses when students need them, and frequently enough in the schedule

---

Unification could create a smooth transition through the community college system. So much so that students would feel confident in telling others to enroll.

---

Not sure.

---

Unification could enhance student navigation and overall experience by consolidating more resources in one place.

---

Yes!

---

Have clear processes and procedures with student input on what they need to be successful during their time at the college from start to finish. Intentional in-reach, intervention, and support.

---

Standardizing some part of the student experience could be helpful, but needs to be done carefully. Our district had been moving in the opposite direction in terms of budgets and college's (college presidents) ability to staff/make decisions to what they directly see as the student's need. Now we're having the district office (that doesn't directly work with students daily) making more of the decisions. To be honest I think there's risk there, as well as opportunity.

---

with Peralta's history, identifying ways of improvement would be difficult, but keeping students ignorant to obstacles has been the process and would probably continue.

---

make it clear what strengths each college has, and cater to that and support and staff it accordingly.

---

Integration of educational pathways across campuses. Instead of each campus having their own version of each discipline, bring all campuses together to have a unified educational landscape.

---

One way is "embracing the swirl" to provide consistent info across the colleges, which we're working on with projects like relaunching the college websites on the same template via HubSpot. Unification will also make advertising easier - three brands vs four - and reducing the internal competition for student enrollment.

---

---

Unification could simplify the student experience by removing a lot of the mixed messages, duplicated processes, and “which campus does what?” confusion. A single college structure means one set of information, one website, one onboarding path, and one set of expectations — which gives students a clearer map from application to completion.

It could also make support more predictable. Right now, students can have very different experiences depending on which campus or department they interact with. Unification creates the opportunity to standardize communication, align services, and make sure students get the same level of support no matter where they show up in Oakland.

And with unified marketing, outreach, and storytelling, students would get a more cohesive understanding of programs, resources, and opportunities across both campuses. Instead of feeling like they have to choose a campus and stick to it, they’d see one college with two locations they can move through seamlessly.

---

**What's working well at your college that you believe could benefit students districtwide if shared or unified?**

Transfer to uc's

Training workshops.

low cost to books and materials in classroom. Access to moderate tech and programs (e.g. AI, computers affordability, tutoring, )

We have an amazing President and VPI in place. The energy and support from them creates good vibes. All the campuses have exceptional Presidents.

The counselors send course substitutes, certificates AA/AS/AA-T/AS-T to the staff assistants in office of instruction. We then mail the form to the department chairs to approve or deny, then get the dean signature. Once signed off we forward onto the A&R Department to have those subs, certificates, degrees recorded for graduation or completion. This is why BCC has a high completion rate we have process that works.

Financial Aid, Disabilities Program, and the Wellness Center.

Basic Needs and Mental Health work well together here at Merritt and both programs are already working collectively across the district as well. Example: the mental health coordinators at the 4 colleges already meet weekly, share tasks, collectively craft policies/practices, recruit/vet/train/supervise their mental health workforce as a bloc, and accept each other's overflow clients when one or more sites are at capacity.

COA seems to me to be working pretty well.

But you should allow a respondent to answer "don't know" or "not familiar" or "not applicable to my knowledge of Peralta".As it is the answers don't allow my opinions.

Small groups and cohorts. Campus culture at Merritt is excellent and due to size I feel that students know each other and staff better at this campus.

Laney President is the key to keeping us on course for efficiency with smart, fact-based decision-making, genuine authenticity of character, pureness of legitimacy, and an action-based leadership style.

The programs work fairly well at my college that I believe could benefit students districtwide if shared.

student-centered, CE counselors and counselors/support for specific programs

Honestly, I can't think of anything

Counseling. Basic needs support.

I think working well at Merritt are the specific programs such as Allied Health, COSER, LANHT, EMT, Early Child Development programs and the science courses that applies to the health fields. In this sense, because these have specialized facility, classroom, etc., "unifying" would allow Merritt to not spend resources on unrelated small programs. Having all health related programs at one place allows us to focus our facility to be better aligned to the health programs and focus on tutoring support for related subjects.

---

n.a.

---

Think of a Chinese restaurant next to a Mexican restaurant, next to an Italian restaurant, next to a Mediterranean restaurant in a food court. Does it make sense to "unify" the "kitchens" and "customer lines" of these restaurants into one, two, or three, or should the "food court"/separation model be kept? What, for the consumer, is to be gained?

---

Strong faculty cohesiveness, willingness to take on service work, commitment to classes that have rigor

---

Distirct is in too much flux to comment but I do think having all the custodians, engineers and gardeners all (or mostly) all supervised by one person at the district allows for more coverage and clear executed planning of projects.

---

Currently in my area there is nothing that is working well. Management is non-responsive and circumvents communication and adapts policies in their favor

---

The CTE programs discipline and focus on protecting their interests and ensuring student success while collaborating with companies and each other.

---

Small community is more friendly and open to create a family environment.

---

Not Sure.

---

because of our small size, we are able to collaborate within students services seamlessly and even physically walk students from one location to another easily for a warm handoff. we have a strong online presence where students can access us for services. we have a culture of innovation and trying to constantly improve our work, however it feels like these ideas and efforts cannot get replicated at a larger district level because each campus does their own thing too much.

---

Transparency! Transparency as a whole college community is what is needed. Also, no more individual agendas between Administration, Faculty, Classified and Students. I think our shared governance structure is a big strength. But it needs to be more when it comes to representation from everyone.

---

students at bcc often say it's the smaller campus that creates a better sense of community. the faculty feel it too because in general we get along unlike other campuses so we like to collaborate and innovate which serves our students and contributes to a really nice campus environment. bcc is also very efficient in terms of space. we have roughly the same ftes as other campuses but we do it all in 1 building! that is a lot of cost savings for the district. our scheduler, johnny dong, is a whiz at assigning classrooms.

---

I don't know if there is one thing that our college is doing that other colleges are not already striving to do as well. It could be that because our college is small that the barrier between faculty and administration is more collegial. We have open open-door policy and transparency. I'd welcome more collaboration between colleges but am not sure that there is any one strategy or approach that fits all.

---

Our tutoring center and embedded tutoring protocols.

---

---

Synchronous on-line classes in morning, afternoon, and evening. In-person classes in the afternoon have low registration and dwindling attendance as the semester advances. Trying variations such as a split term class that meets in person at the beginning of the semester for a time, and then moves to on-line synchronous. Students / faculty get to know one another, and then feel comfortable together and more engaged on-line - it improves retention through the semester.

---

I'm at the district office, but here are a few things I've noticed from the colleges. Restoring our communities does a great job at providing the comprehensive wrap around supports and working with students to support strong transfer pathways. The program is a place where students want to be and where students come and feel a sense of community. The career education teachers do a great job of thinking about how to create programs that support students in up-skilling, which I think could be an even larger area of our work that includes expanding apprenticeships and our use of credit for prior learning. I also really like the tri-chair model where decisions are made through committees that feature leadership from classified staff, faculty, and administration and feature student voice and leadership. I see people much more settled into decision making processes when we know that each group has equal footing and leadership opportunity.

---

Street Scholars works with students from start to finish. We help them apply, then enroll, and register for classes. We sign them up with EOPS if applicable, SAS if applicable, get them an appt at the wellness center to get paperwork for SAS if they need it. We bring them to the different offices and introduce them to the staff members that they'll work with. We bring them to counseling so they get SEP. We take them on a campus tour. We do an intake to identify all the areas they need help in and we either help them or connect them to the agency/dept that can help. We follow up with students every semester if they have not yet graduated to ask them if they want to come back to school and how we can help make it happen. Do we lose students sometimes? Yes, between work schedules, family deaths and shifting priorities. BUT the students that we can retain, are engaged and participate in school events/activities and recruit new students.

---

access to HCM, knowledge and use of Peralta website; general information about student employment

---

calendar systems, bridge funding model (i.e., partnership in shared funding resources), common program brochure (updated annually), required three (3) academic appointments, first academic counseling appointment sign up for TAP, TAG and CSU Programs plus have a completed comprehensive Student Education Plan (i.e., first academic meeting) required and finally, schedule all three academic

---

Not much at this point. CoA has a significant internal communication problem at the VP levels. There is only so much that a President can do when the upper-level management is inadequate. Dean-level and faculty-level communication and follow-through is hampered by communication gaps. This is exceedingly frustrating and leads to possible detriment to student experience (not benefit).

---

COA can get things done. When Common Course Numbering needed to be implemented, our CC Chair was on it. She developed a cheat sheet with concrete steps for modifying current course which was then adapted by the district. We can band together to make sure that certain goals are met. Although our numbers may be low, the productivity level is high. I think this is due to specific faculty/leaders on campus.

---

---

Laney Counseling blend of online appointments, in person drop ins and appointments, and virtual lobby chat service. Evening hours as well.

---

For Counseling, expanded availability/accessibility of virtual drop-in "quick stop" counseling services and e-forms for pre-req clearance and excess units requests to match BCC's would be helpful since we see a lot of non-BCC students to get help via these methods

---

Fiscal Management; Accreditation.

---

Basic Needs - our bi-monthly outdoor farmer's market (the Market) and our permanent pantry (One Stop Shop). We regularly get visitors/shoppers from other campuses, which is evidence our setup/service is successful.

---

Food Service (Tasty Tuesday) - but this is mostly successful because it is free.

---

one on one help with a librarian, lots of public access computers on site, chrome books available for check out, but we need many more of those actually

---

N/A

---

our science division worked to build a schedule to ensure there was less overlap, preventing students from being able to take the classes they need

---

Working with OUSD for student enrollment support is working well.

---

Some really excellent instructors who actually, actively put students first

---

Tutoring and Tech Center are both amazing at Laney. I do not know what they are like at other colleges.

---

This is also an odd question.

---

We need an ESOL center at each campus. There are thousands of students and no place to call home. We need a space for them to feel at home- these are students who are learning English and come from a diverse range of cultures.

---

Elimination of redundant programming (AA/AS pathways, e.g.) and a focus on AD-Ts, consistent, prudent management of career education funding (never late on reporting and budgeting, always spent down on time), innovative and cutting edge program development (apprenticeship, data science, human services, education, quantum computing, etc.), an "all hands on deck" approach to dual enrollment - seamless integration between instruction and student services with pathway focus. Strong special program leadership (MESA, HSI, Society of Scholars, Umoja, etc.)

---

Student clubs as well as student government.

---

SAS currently uses a "common app" for enrolling in SAS, though we do have to meet with the student if they want accommodations from a different campus.

---

Support for online teaching training and meeting quality standards shared by the state.

---

---

not sure

---

great student support

---

Support for students with special needs, basic needs, and financial aid.

---

Not much is working well, There seems to be a disconnect, and facilities is horrible and unacceptable.

---

Biology/chem/math at Laney worked for a long time to develop coordinating schedules so students could take the classes all at the college and in the sequence (and variability) they needed. This got a bit off track during pandemic, but has been coming back. We have not been able to get the other colleges to work that well at trying to coordinate - there are still more efforts at "me first" and wanting to do it individual colleges way and comfort level.

---

What works well at our college is that we have staff that hold out their hand. Let the student hold it until it is no longer needed. We listen. follow up.

---

everything needs revisions and updates. sorry been here too long with old and ineffective policies and procedures; let's just update everything

---

Empowering students through scholarships, programs, and community engagement is working well at Laney College, and I believe these efforts could benefit students districtwide.

---

Faculty

---

At College of Alameda, financial aid, counseling, and admission and records are all in the same building and it's basically a central hub. This makes it really easy for students because it's like a one-stop shop for a lot of their student service needs.

---



---

We have a lot of swirl not just among students but also employees. I've long heard from swirling employees (Faculty, Classified and Management) that things work better at our campus- you can get certain things done here for students much more quickly than other campuses- days instead of weeks to months. If true, I can't exactly say why, I've only worked here.

In general I would say let colleges have the latitude to do the things they know work for their students, pay attention to the site-specific knowledge. Cross-district working group meetings from departments, for ex all PCCD Financial Aid departments or all LRCs etc could help. In discussions about transformation, I sometimes hear what sounds like we're sure we can take for granted the FTES that we do have, we can force students to go to different campuses, take shuttles, reduce services or personnel (costs) etc. and can come to a better balance, all while retaining (and increasing) FTES. I'm not saying it's impossible, but it doesn't always work that way. Students in the Bay Area have lots of choices. They go to what they want. where and when they want it, and with faculty they hear about from each other and at "rate my professor.com". They don't have to stay with us, we have to do what works for them.

---

being autonomous and keeping all obstacles out of the ways of students.

---

BCC has great programming and partnerships. don't pull us down because other programs at other colleges aren't doing well. reward us for the good work we are doing and make cuts to programs that are not. it's not rocket science.

---

CE collaboration

---

Advertising should be centralized (and it mostly is now, but budgeting for the centralized advertising remains a challenge). Marketing is another area of opportunity for centralization as we have marketing production services (graphic design, social media, photography, video services) centralized and informed by college stakeholders.

---

At Laney, we do a strong job of making student support visible and easy to access — from well-promoted services like the Eagle's Nest, MESA, and our learning communities to the way we use clear, updated web content to reduce confusion. We're also very present on the ground, building relationships and connecting students to resources quickly. That combination of visibility, accurate information, and proactive outreach is working well here and could benefit students districtwide if unified or shared.

---

**Please describe any duplicated processes, services, or efforts that you believe could be streamlined.**

The arts, having campuses specializing in disciplines

Job training as a student worker.

students not receiving their welcome emails in a timely. Some student weeks or even not receiving the welcoming at all.

Look at other Org-chart models at the community college for what we have. Then apply it to Merritt and Laney. Look at DVC/SRC.

Merge classes and departments

Overload, gets approved, but only goes to the person who creates the overload. Whereas it should go to the district Curriculum & Systems Tech Analyst in Ed Services who can lift the load. Or, better yet, add the load. This is just one example, there are so many.

I hope the "auto-awarding" feature in Campus Solutions is finally working, because students shouldn't have to book separate appointments with counselors at different Peralta Colleges in order to submit graduation petitions for majors held by different colleges. Same for SAS accommodations - if a student has classes at 4 of 4 Peralta colleges, they should be able to get ALL accommodations done in one appointment, not have to "check in" with SAS counselors at each college.

Don't know

Registration and enrollment. Library. Most students research materials online- I think the campus library needs to be reimaged as a communal work and study space. Perhaps combined with tutoring and support services it would be more effective.

All facets of curriculum, all processes of professional development...basically the creation of processes is done four times and does not need to happen this way. We also need streamlined data entry points. Too many places for data and the duplicative effort to come up the data, is crazy!

None.

courses and programs

Administration of student services could be unified. Student-facing personnel will have to be at each campus to effectively serve student needs.

1. Different A&R process for forms and dual enrollment. 2. Different access to counseling. 3. Some classes are very similar but different at each college making it difficult for students to know where/what to do. For example, several college have environmental related programs and those should better align so we're not trying to sustain multiple programs. Instead, the curriculum should be somewhat aligned so we support 1 program with multiple stackable certificates?

Administration

Unused buildings and/or classrooms could be "streamlined" or rented out.

We could do a much better job at scheduling, working together on curriculum issues

disabled student services, course work, probably more but only had interactions with these areas for my kid

---

enrollment process is slow, confusing and cumbersome.

---

Counseling, outreach,

---

see previous answers.

---

I think when it comes to classes, our campuses need to streamline courses to a campus that has the best resources to provide this service. This way, resources are freed up to be used on our specialty courses and students are not shortchanged. The following is only an example so please do not be offended. But does EVERY campus have to offer EVERY General Ed Course? Especially if one campus might have the resources to better serve our students in some General Ed offerings while other campuses have better resources for other General Ed offerings? Unless it's mandated by the state that each campus offer every General Ed course, why continue to do this? Why can't Math and English offerings be consolidated to College of Alameda while African American and Latin Studies be consolidated to Oakland City College or vice versa?

---

some classes are duplicated but that's about it. in general, students want services at whatever campus they are at. for example, they don't want to go to Laney for the bookstore even though it's the only campus with a bookstore.

---

Given most students move toward online payment, cashier office at each campus could be an area of consideration to be streamlined especially their workload has been reduced to maybe 15-20% post pandemic. Each dean at all the campuses do not need an individual staff assistant nor each grant funded program needs a staff assistant and/or coordinator.

Not every campus needs a Director of student activity and campus life position. One position can plan for all campuses with the support of each campus's VP of student services office staff to carry out the day to day.

Each discipline should establish their standard class sizes and productivity should be reviewed regularly

---

Course offerings can be streamlined so that students have better choices in terms of course modes and times.

---

Rather than streamlined, let's say improved: IT services need to be strengthened to ensure consistent access and support for our entire community, student access to technology, collaboration between colleges among counselors and librarians and systems administrators All student services.

---

Administrative - every college does not need its own cadre of VPs.

---

I think financial aid could certainly be streamlined because we have students getting different information from different colleges currently. I also know the efforts are underway with admissions and records, which also feels important. I could see SAS streamlined with district wide supports.

---

---

all the A&R team members and financial aid team members from both campuses should be combined to make one huge team for A&R and one huge team for financial aid both serving in person and online. and there should be longer hours like 8am to 8pm and Saturday half days so that working students and student parents have access. There should be a shuttle between Laney and Merritt so students can access either campus site without added financial or logistical difficulty since its all Oakland City college.

---

Umoja, MESA, Puente, EOPS, CARE, CalWORKs, and Next UP Program Services could be streamlined ( i.e., develop Common Activities, Common Brochure, Direct Aid to Students, Common Application, etc). Basic Needs Services should have the same product services using bulk rate ordering of food, supplies, etc at all College Campus. All communications with students using only Peralta Student Email, etc. One College Orientation with Learning Communities occurring one day and by semester term. Remove Zoom versus Teams services. Zoom products better for meetings and using the phone instead of current Cisco Systems.

---

Very few disciplines could be removed from one college to be "consolidated" at another college without diminishing the losing college's effectiveness as a degree-granting institution. College funding is tied firmly to awards conferred at specific colleges within Peralta District.

---

I think we can do a much better job internally and with other campuses scheduling classes. When COA identified English and Math courses had schedule conflicts, we worked with counselors to offer morning and afternoon math and English classes to meet student needs. I think what the Chancellor has done with contracted services showed both what needed to be done and what could be done.

---

Anything we do which unnecessarily makes students experience the college as unrelated hurts. wherever a single district experience can be had, that helps.

---

The management of categorical funding so that programs are working in concert to support student needs.

---

Nearly every individual service/program has it's own application process and eligibility criteria. While I do not think any of them should be eliminated or consolidated, they should have consistent offerings and a single application that then gets routed to the department contact home campus.

---

not sure

---

Mainly I see competitive scheduling where colleges take students from each other as opposed to building schedules that provide multiple options for students to complete their course load

---

Categorical programs are all struggling with enrollment and could be better managed across the district.

---

Administration. One Dean for certain subjects that is District-wide. That would help with cross-district scheduling as well.

---

Enrollment and registration needs to be easier and streamlined.

---

There is a huge glitch in the system or CCC apply for undocumented students who get their applications denied or “spammed”.

---

---

General Education classes. I disagree competition is an issue with many programs that are shared. Peralta seems to be the only multicollge district with a CIPD like structure. Rather than prevent competition, it favors a "first in" approach that stalls program development, leaves decisions in the hands of single faculty members, and results in little to no innovation. Why bother -- Peralta will just continue to throw good money after bad to support you since nobody else can try to do better or collaborate to build strong programs. This is a SERIOUS problem here. So tired of seeing failure rewarded (Cyber Security?) and innovation stifled.

---

Counselling, financial aid, and wellness.

---

The different academic departments that offer multiple sections of the same class, though online. Could this have been done better throughout the district.

---

On-line courses in duplicated departments should be consolidated.

---

There seems to be a lot of disconnect and low faculty, student, and administration moral.

---

For example these smaller (but important!) programs - veterans, puente, Umoja, EOPS, Adult ED. Do we need 4 of each? One manager could run all of it.

---

Management can be streamlined

---

---

align course offerings to meet demand across the district for duplicate departments.

---

Like to see scheduling better aligned. Also schedule the lab classes FIRST, or limited class offerings firsts, then lecture only classes scheduled around the labs, so students can fit in either learning in blocks, or around their work schedules.

SAS needs to be one application and then services available at all 4 campuses, not duplicating efforts to get approvals at each campus.

~~Students should be aware that concerns that they are having must be addressed at the current college of the instructor. Often students~~  
will come to our college for support in getting grades resolved or simply connecting with instructors.

---

Student services area could use some streamlining in all areas. But not the extent where it becomes micromanaging.

---

Every college and every department has their own processes and procedures. They even share information unique to each college. If we were able to streamline basic things like what, how, and when informatoin is shared to students as well as having similar processes and procedures at every college in every department, that would cause less confusion for students

---

I would ask/use the the expertise of people who work directly in these areas (not just Management) about duplication. As above, I think cross-district working group meetings from departments, for ex all PCCD Financial Aid departments or all LRCs etc could help with standardization/unification (could maybe also help identify duplication).

---

---

directly experiencing obstacles working with the district and campuses, streamlining efforts will likely be undercut by unclear or inadequate communication from the district.

---

Why the hell is A&R at the district? Scheduling should be centralized, but support staff should be at every college. Until the district can prove how they actually help students and why we even need to be managed by a district, stop taking our staff and funds. help us, not make us cover your financial mismanagement and pitfalls. And if we have to have a district, put some money into better facilities so there isn't so much turnover all the time and things like HR shouldn't have huge inconsistencies. This whole structure is wrong. the district needs to support us. we don't need a corporate boss unless they actually make the colleges better.

---

Marketing. Flex day. We should have 1 big flex day for all colleges.

---

Student comms and outreach are all done differently so there's opportunity for greater alignment.

---

A unified approach to things like admissions and enrollment communications, financial aid messaging, website content, and major student-facing processes would reduce redundancy and make information more reliable. Streamlining these efforts would free up time for staff and make it much easier for students to navigate the system without running into conflicting instructions.

---

---

**What ideas do you have for sharing data and resources more efficiently across colleges?**

---

Bigger projects and bundling of costs

---

How to stay safe emotionally, mentally, and physically.

---

Buy products that benefit efficiency. Why am I making a schedule on a spreadsheet? Why are there 10 forms for evaluations? There is no interest by the district in helping with this.

---

One thing that would help is getting a bigger server. When everyone is on it crashes or spins.

---

More efficient sharing of data and resources across colleges requires a unified, districtwide approach built on consistency, transparency, and coordinated systems. A centralized data warehouse and shared dashboards would give staff real-time insight into enrollment, course demand, and student needs, while standardizing core platforms—such as advising systems, LMS, and financial aid workflows—would eliminate duplication and confusion for students moving between campuses. Districtwide case-management, aligned curricula, and coordinated scheduling would ensure students receive seamless support no matter where they take classes. Pooling specialized programs, technology lending, basic-needs services, and high-cost equipment would expand access and reduce unnecessary costs. Finally, shared governance structures, consortium purchasing, and a cross-campus knowledge hub would reinforce a culture of collaboration, improving efficiency and equity across the entire system.

---

It again depends on what you mean by "data and resources." Here in the Wellness Centers, we already share resources. Case in point: we've used Merritt's mental health budget to help pay for events and mental health personnel at other Peralta Colleges because it was the right thing to do at the time. Managers were only minimally involved in this process (e.g. hitting "approve" on payment requests in their queue), so I conclude that leadership must come from the middle. We can't look to managers to guide us in "sharing resources." It's based on relationships of trust built among peers across the district who work directly with students.

---

We do a pretty good job with CTE committee, for example.

---

campuses and faculty are competitive with each other and it's hurting everyone. Campuses are silo-ed and departments from each college act like they are not in a shared district. It does not feel like resources (budgets) are spread equitably across the campuses. If we are unifying Merritt and Laney...why not centralize everything? I don't see much gain from just combining 2 campus administrations- it won't move the dial enough.

---

Come up with standard data points for all colleges to adhere to and then we can get that data on a consistent basis instead of hoping the local researcher can get data together in time for presentations. Define what local researchers should be doing and what district researchers should be doing. Duplicate work seems to occur here.

---

I think instructional methods, technics, and program resources should be shared throughout the entire district.

---

cloud sharing that's more effective than the software that we currently have

---

---

This is a vague question. What kinds of shared data & resources are you talking about? Is this an attempt to reduce student services - i.e., more work for fewer faculty & staff - by unifying & consolidating?

---

Mandatory planning meetings between personnel at different campuses.

---

administrator to ensure class schedule and loads are accurate. It lets us sort based on what we're looking for (such as not duplicating time I think there is too much emphasis on data, rather than the soul.

---

Unsure

---

The data needed to create APUs and CPRs is district-wide already; it's disaggregated, so streamlining would only make the data less meaningful because we'd lose the ability to compare against other colleges.

---

I am not sure

---

Mostly just email. It would seem at least for payroll it would be great if everyone did things in the same manner. It seems each college has its own agenda and process.

---

More primary data resources available rather than isolated dashboards. For example the primary spreadsheet for completion & retention. Actually listening to the input and implementing the same parameters at all campuses. You cannot share information when one college has all the information and the other do not due to the different implementations.

---

None

---

Manual with a clear process will help with the process

---

Having staff meetings across campuses rather than being siloed into our own campus ecosystem. Staff should be encouraged to talk to other campus staff more and collaborate.

---

see previous answers

---

I don't have an answer to this. But I think transparency is the key. There have been numerous times throughout the last 10 years where I, as a normal employee who was curious, inquired about enrollment numbers. The answers I would get are "We are up by 15%!". That's not an actual number. If our enrollment is based on a 100 students, then that means we increased by 15. That would be considered terrible. This is just an example for the need of transparency.

---

some departments share resources but i don't really know

---

There has not been a need for data sharing, departments across the district work in silos. The district data point is accessible for those who need it.

---



---

I think there is value in each college administering itself (they have the "local insights") for the "day-to-day" operations. That said I'd welcome opportunities for each college's administration and student service departments to share their experiences and best practices and get a better understanding of which student populations might attend more than one college with their colleagues at the other colleges.

---

Coordination across disciplines as to course offerings, and certificate requirements alignment. The centralization of services would be more efficient, but not necessarily as effective. Full-time faculty should remain within their respective college.

---

I think funding could be used more strategically across the campuses. If we know one grant allows for spending on a long list of things, including housing stipends, and other grants to programs that serve the same student allow for more limited services to be provided shouldn't we be strategic about getting basic services covered by the restrictive grant and saving the funds in the less restrictive grant for housing support? I know this is an imperfect example and includes financial aid considerations, but I share it because there are students eligible for many services and we could coordinate those strategically to maximize impact.

---

there should be one application for student services that has all the resources on the application and the student can select which one they need. They the relevant departments are alerted and sent the student's information so that instead of applying to EOPs and SAS and Nextup and Street Scholars (4 different applications), there is only 1 application. Then each department at each college also gets that info. For example, if I qualify for EOPS, BCC, COA and Oakland City EOPS will all have my application.

---

Develop and understand what is available for common data reports, funding streams and resources/program services; Assessment first then annual education updates to Peralta Community to improve common data and resources. Develop a matrix of common services and line to the person handling those serves at the college site.

---

Improve internal communication from and with VPs: disseminate information, respond to emails and meet deadlines

---

Although IR staff are meeting across campus and with the district, often, granular data that can be helpful for faculty, enrollment, counseling and other specific areas are generally not shared unless we make request. I would like to see data that is more relevant to our work shared regularly, maybe during flex day department meetings. Because data can be overwhelming, we need a data literacy workshop. I recently attended ASCCC's Data Literacy workshop series which I found to be helpful for non data people to understand.

---

More info graphics and sharing visual data charts re: enrollment trends and student demographics

---

Perhaps a series of ongoing focus group discussions in different modalities across various "work areas" to build an accumulating body of data trends and observations of changing conditions to illuminate critical patterns -(which more conventional data gathering and information sharing techniques cannot access)- to guide ongoing strategic and tactical planning and policy efforts.

---

N/A

---

---

Our student information system should be more robust. We should be able to pull-up a student record and EASILY see what programs/service they have accessed or participate in.

---

Maybe there could be a pamphlet or joint website built that shows all 4 campuses and the overlapped areas of resources versus the individual specialties within each campus

---

Have a guide to look at where certain resources are available at which colleges.

---

Division meetings across the district to compare scheduling options

---

use the cloud. have more "team" meetings that includes all colleges rather than each college holding their own.

---

Shared student services in categorical programs and group planning for grants and new programs.

---

Coordinate the efforts of researchers

---

Easier ways to see each other's building of schedules to avoid competing and duplicating before first drafts are due

---

We need to have ONE website for the Peralta Colleges

---

And then areas of that website that can take students to each campus if they choose....

The following needs to be streamlined

1. How to apply if you are documents or undocumented and a place for support if you need one on one help

2. Support for a enrollment and train students how to navigate their student portal

3. Unify events for students and also ask student what events or workshops they want.

4. Build community events for faculty-

---

First, make sure data is accurate and tells the right story. Example: Recent data shared on most popular majors was skewed by economics degree completion data from CoA that was shown to be bogus. ACCOUNTABILITY. Stop hiding failed program management.

Those who put the extra time and effort to advance a program or initiative are not rewarded and failed management is rewarded. Example: "If XXX does not hire more nurses during a hiring freeze, it will lose the program". Maybe they should lose the program and a college that has the capacity should take it over?

---

More in person or walk-in question and answer services to students.

---

---

This could be done in regular shared gov. meetings on each campus, so that data can be looked at closely and then sent back for further details and ideas to be shared.

---

Funding strategies should be aligned across the district. Similar payments and job descriptions.

---

n/a

---

I'm not sure

---

Incentivize people to actually read it. Tell them they cannot have a class without opening an email? I am sure that is illegal according to the CBA - but something has to give. I think there are 20% of the faculty that actually read the taskforce emails.

---

There needs to be better data analysis and cross correlation, ie dig deeper. we only have a cursory understanding of data.

---

College senate presidents working on district committees and sharing with DAS is good. College senate presidents reporting back to their own senates the work being done at the campuses is mostly good (although some campuses could improve on communicating efforts from district to their campus)

---

The system should be programmed to notify students of deadlines. Class drop, last day to add class, last day to withdraw from a class.

---

Clarity on how Canvas works for students.

---

The UCRC is developing new ideas and will be happy to share them across the colleges once they are ready.

---

Have departments across all the colleges meet at least once a semester to discuss what they're doing, what challenges they're having, what works and doesn't work for them to ensure everyone is on the same page.

---

Currently there are a limited # of power BI licenses, and you have to ask for one of them, there's also limited training. So, there's limited people involved in the discussions and deciding what metrics make sense to look at or would be informative. There's sometimes a disconnect between those deciding what data to look at, and the people who are working directly with students. I've been in meetings where people are wondering about answers to questions, that they just don't have the right people in the room who could answer, and they don't even know who those people are, or barely know they exist. We let a lot (!) of on-the ground knowledge go to waste.

Conversations/decisions can be very theoretical, instead of asking people who would know what works in practice.

---

bringing engaged individuals together regularly to discuss and apply constructive development within/across certain areas would be a start.

---

transparency. have people from the district come to the colleges. not to the district. come see what we do, meet us. answer our emails.

---

IR and Finance at the district level

---

---

We could share data and resources more efficiently by creating unified systems and standard practices across the colleges. A shared digital infrastructure — especially for things like enrollment dashboards, departmental updates, and student services metrics — would help everyone make decisions based on the same information instead of recreating reports or digging through multiple sources.

Centralizing key resources, such as templates, outreach materials, web content standards, and communication workflows, would also reduce duplication and keep messaging consistent. When one campus refines something that works, all campuses should be able to access and use it easily.

Even simple practices like regular cross-campus communication meetings, shared project hubs, and agreed-upon timelines for updates would make collaboration smoother. The more we unify the way information is collected and shared, the easier it becomes for students to navigate and for staff to support them effectively.

---

---

**What concerns or barriers come to mind when you think about unification?**

---

Less employees

---

Gun violence, active shooter, and ICE federal agents arrest the illegal immigrants on mass deportation.

---

streamline Admission and Records, get rid of old staff, whom just wanted a get a steady pay check, and does not seem to care about student. Hire new to staff.

---

The district office. The entrenched unwillingness to sell the district office.

---

Transportation issues

---

You will still need administrators at those sites regardless of unification. What if another shooter comes to campus?

---

None

---

PLEASE do not conflate "district-wide unification" with "shrinking from four colleges to three." These should be two separate processes and NOT attempted simultaneously. My biggest fear is that the Chancellor is trying to do too much at once and that the colleges will be irreparably harmed. We can't "undo" the choice to forfeit our status (and funding) as four separate colleges, so how about we FIRST try district-wide scheduling and the elimination of redundant processes, programs and departments. Let's assess and refine THOSE efforts before taking more radical, irreversible steps.

---

my area won't be "unified" ; doesn't effect our department.

---

Loss of Merritt culture, interruption of student educational plans. There are some students at Merritt who simply will not move their gen-ed class attendance to the Laney campus. They do not feel safe getting to and from- or attending classes at the Laney downtown location- Especially at night.

---

None. It is what we have needed for far too long and we finally have a authentic and legit person with innovation and vision to have Peralta carry it out.

---

Insincerity, narrow-mind, selfishness and noncooperation could be the barriers when I think about unification.

---

colleges trying to preserve their own programs and employees; competition instead of collaboration

---

Elimination of programs; elimination of transfer courses; reduction in number of faculty & staff; very little reduction in number of administrators & amount of institutional bureaucracy

---

Distance between campuses. It will be difficult for committees that must meet in person to do so M-Th and truly include classroom faculty.

---

---

People want things to be the same for them but better. If we want things to be better, we all have to be willing to be inconvenienced or adjust to the change. Change is inconvenience and both students and employees have to be willing to be inconvenienced in exchange for something better. Maybe my college needs to give up a department to another college so that my college can better utilize resources (money, facility/space, or human capacity). Students may be used to one college but their program is now better at a different college and students don't feel comfortable going to a different college.

---

downsizing, limiting of services even further, including less course offerings, increased faculty and student attrition, and less autonomy for professors and safe spaces for students.

---

How is my job going to be affected? My work hours? My classroom? Will IT support be harder to come by?

---

Duplication process

---

It's too nebulous. What is actually being proposed?

---

The campuses have different cultures and I hope that isn't lost. At BCC the faculty are very connected and I would like to see that collegial bond maintained.

---

loss of jobs

---

Loss of services. Loss of understanding of student needs.

---

Everything, job security. Student access. Overall safety. Resources access.

---

Multicultural differences, economic status.

---

Losing programs and opportunities already well know by the students and staff

---

Loosing peoples jobs.

---

campuses fear loss of their unique programs and culture. However, it is possible to have one Peralta College with multiple unique locations or campuses. I worked for many years at CCSF (at both the main campus and Mission District campus). despite some of their struggles, they successfull operate many educational sites and campuses that all are unified in many aspects of operations and logistics, but each have their unique feel.

---

there are models out there we can follow. lets not just merge two campuses. Lets be fully unified so we can do our best work for our local community and be fiscally solvent for the long term.

---

Layoffs. We're going to take a big hit, specifically with Administration, Part Time Faculty and Classified Staff. And when people are placed in positions in which they are not familiar, they are going to need official training and not fly by the seat of your pants direction or, even worse, thrown into the deep end of the pool to see if they can swim.

---

---

proof that this actually saves money, losing students who may not go to the other colleges, curriculum issues like moving classes/faculty and getting those approved at other colleges quickly, people getting laid off, administrative positions not being filled even though we desperately need positions filled, faculty hires also being halted when we need them (especially in CIS, HUSV, and Counseling)

---

We are not brave enough to cut positions that are duplicating effort or sunset programs that are no longer in need because we do not like to layoff people. It's understandable to try not to impact staff/faculty life but we should be mindful that what we have been doing is not working and is negatively impacting all of students life all along.

---

That we do not center the students' needs. That it becomes a power struggle of which college shines instead of how the colleges collaborate and coordinate to serve the students. That classes will continue to be cut because of budgeting, and the faculty burden increases to take on more students when they can hardly cater to 40 students as it is currently.

---

Top down approach, unilateral decisions from district without much forethought, indiscriminate layoffs, turning students away due to the uncertainty and lack of clear communication, ...

---

Staff and faculty are resistant

---

Frankly, I don't want to teach at another Peralta college other than where I am. I couldn't do that given a long commute. As a full time faculty member, I want the freedom of developing my course schedule and determining the modality I see as the best to conduct the class, given its nature, student needs, retention, and success.

---

Wanting to ensure students can get between the two campuses easily and feel that they have what they need wherever they are physically located.

---

Lost jobs for people. We need to ensure that we lose the least amount of student facing staff possible. Protect classified and faculty. If this means increasing the amount of operating hours so be it.

---

misinformation, misunderstanding, and miscommunication

---

People do not understand that we do not have the enrollment numbers or funds to sustain an overbuilt community college site - - building maintenance to operate classrooms, student services areas and employee benefits. We need to reduce employee benefits to help offset current short term funding shortfalls (e.g., employees pay a portion of their medical and dental benefits, create another tier of vesting for retirement and services, etc.), reduce adjunct faculty and have full time teachers teach in the classroom. Scale back common programs and departments (e.g., One English Department located at one site serving all three college campuses (BCC, COA and Oakland).

---

None. it is what it is.

---

---

One obvious concern but can also be an opportunity is how courses from Merritt and Laney will be married to have one set of numbers and how we do that in a short timeline. This is also an opportunity for us to clean up courses and programs to get rid of what we don't need and add new courses and programs that have currency.

---

Losing identity of Laney and Merritt campuses; we really should keep the names! Also some students only want to go to one campus due to location, so if certain classes are only offered at one campus that may be a barrier.

---

Top-down decision-making and directives without gathering feedback from concerned parties will be a problem

---

1) Instability of administration (e.g., through attrition and internal and external job shifting) which undermines sustained leadership and vision in driving initiatives. 2) Distraction of all staff on really invalid activities (pointless or invalid assessment reporting yielding too often questionable data which is de facto not used) either externally or internally imposed which distract us from really substantive efforts at unification and/or transformational organizational change efforts.

---

Managing concerns/fears of those administrators and classified professionals who are fearful of losing their positions.

---

Elimination of staff/services. We do not need less staff... we need MORE!

---

concerns about sustaining higher enrollments of students across all 4 campuses and concerns about not enough money to make this unification really effective, also if there is not enough visibility of how we are now unified and what good changes are now in place-- we need to publicize the improvements we make

---

Distance

---

People not wanting to work together and still keeping their competitive nature

---

students getting shuffled around. for example, if services are consolidated to one college and the student needs different types of services, they would have to shuffle around to the various colleges.

---

Reduction in services and increase in students seeking services.

---

It seems there is no communication

---

A student going to the wrong campus because they misread their schedule.

---

People that know nothing about a discipline making consolidation decisions, without the necessary expertise or context for the data, to make well thought through recommendations about that discipline.

---

None please do it!

---

Throwing the babies out with the bathwater for reasons like "tradition" cronyism, incomplete or inaccurate data. Really -- just one college and all this goes away.

---

Budget concerns. I do not have a lot of confidence that Peralta can accomplish this without wasting money.

---

All of the different student services from each campus will be either downsized or divided. How could this be done properly so that student do not get their services negatively affected.

---



---

Not acknowledging how students view each of the colleges and online v. face to face courses.

---

n/a

---

I'm not sure.

---

Will we have to move campuses? I don't want to teach at another college. Do I lose my office? Are there going to be 2 academic senates?

---

Why do we need that? What about the president and VP? Is there 1 or 2 of those?

---

loss of personal, resistance to new work schedules (faculty and staff),

---

Faculty perspectives of thinking of themselves and their needs first, and not the student need. Hearing lots of resistance from faculty that are unwilling to consider changes. We had to change during the pandemic, and learned new ways of teaching/scheduling/meeting the needs of students. We can do this too. And change, and trying things doesn't mean it will be changed in a particular way forever. There may be some things tried that don't work and that is what experimentation is for. On the other hand, change can also lead to good things, getting out of the old thought processes.

---

The concer that I see is the need for all Student Service Departments to come together and share ideas.

---

No concerns or barriers come to mind at the moment.

---

Disabled students

---

Having a thoughtout process which includes input all the appropriate parties affected.

---

Please see above answers

---

the failures of the district.

---

General ed instructors that aren't in the strong programs at laney and merrit are going to get let go and shuffled around. scheduling still won't be centralized and now we'll just be down another campus. district will continue their top down attitude and retain overpaid and underqualified administrators while cutting our managers to nothing. BCC alone cant have a college president also be the VPAS and VPSS and not give us an interim. Why do we have so many vice chancellors? maybe we need more college deans to help us manage and grow programs so they are not so crunched covering for VP roles. we need help at the colleges. we need reliable classified help and we need intentional and thoughtful management structure.

---

Physical distances between campuses

---

loss of college brand identity, but there are steps we can take to mitigate

---

---

One is the risk of inconsistent implementation — if processes, messaging, and systems aren't aligned from the start, students could experience more confusion before things get better. Another barrier is workload; unifying two colleges takes time, coordination, and sustained attention, and many teams are already stretched thin.

There's also the challenge of merging different campus cultures and ways of doing things. Each college has its own identity, history, and internal systems, and bringing those together smoothly will require clear communication and strong change management.

---

---

**What would make districtwide collaboration and learning easier for college programs and services?**

---

Tutoring and training workshops.

Make everything uniform, forms, paperwork, procedures

One website

Training, Training, Training, Training, Training

---

Districtwide collaboration and shared learning become far easier when programs and services across colleges operate within an infrastructure designed for clarity, consistency, and true partnership. Clear communication channels, such as districtwide councils with defined responsibilities and regular cross-campus meetings, ensure that information flows reliably rather than through ad-hoc networks. Standardized tools—common LMS platforms, case-management systems, data dashboards, and shared templates—allow staff to work together without navigating mismatched technology. Coordinated professional development, joint training, and cross-campus learning communities help teams adopt best practices more quickly and with greater alignment. Centralized knowledge hubs, housing policies, procedures, and resources, reduce duplication and keep everyone working from the same playbook. Dedicated collaboration time—protected within work schedules—allows faculty, staff, and administrators to plan together without being overwhelmed by campus-level duties. Finally, strong district leadership, clear decision-making processes, and shared student-centered goals build trust, reduce territorialism, and create a culture where collaboration is not an extra burden but a natural, supported part of how the colleges operate.

Is there any Guided Pathways money left? If so, use it and perhaps other unspent funds from Fund 11 to offer release time (for faculty) or overtime (for classified) as follows: each academic department and each student services program gets ONE person district-wide to lead the effort to unify. District leadership must provide clear deliverables and timeline, plus a suggested process, and (sadly) consequences for anyone who takes the money without doing the work.

not applicable to me

Centralized specialized area of learning supervision... and senior tenured faculty and staff willing to collaborate.

Standard processes and procedures, and paperwork across all colleges.

Mutuality, cooperation, practicality, sincerity and trust would make districtwide collaboration and learning much easier for college programs and services.

assurance of survival of jobs so fear doesn't take over our decision making process

Not sure - each campus is its own entity & fiefdom

Meeting times that are convenient for FT faculty in the classroom.

---

---

Discipline leads need to get together. The shared governance needs to be shared with every department or discipline. The responsibility is for every discipline to find a common ground that best meets the needs of the community (Oakland). Every department / discipline chair should be in meetings with their counterparts at all the other colleges. Every student service program (Umoja, Puente, SAS, counseling, A&R, etc. should meet with their counterparts and they come up with options that best meet the needs of the community. Even the associated student governance leads should be in meetings with their counterparts to explore what best benefits the students. Maybe they can make up the "workgroups" under the larger Unification Committee.

---

to consider other approaches besides the current preference for trickle down policies devised by administrators who often have not set foot in a classroom.

---

Better online services and information

---

Nothing comes to mind. Everyone can already collaborate district wide. Unification doesn't present anything new in this regard.

---

probably a better understanding of what people need

---

Having meetings where individuals, experts in the subject matter are really taken into consideration and not brushed off because they do not have the correct degree or title.

---

An authentic multicultural communication

---

Manuals with clear process

---

centralizing as much as possible. consistent, and stable leadership.

---

Participation by personnel from all colleges and the district office. The taskforces in place need to continue to solicit input from all colleges by use of these surveys. I think these surveys are very useful.

---

have time built in for this. faculty are already so busy with teaching, governance, and other duties that we don't have time to collaborate districtwide. we should use flex time and get release time during the year to do more collaboration and learning

---

when faculty that are still doing remove work can focus on what's not just best for them short term and start paying attention to the greater good.

---

---

To realize that every decision made will affect our students. Focus on the students - center Jordan's needs in every decision. Jordan is a Black student, grew up in a rough area where shootings and drugs are the norm. Grew up in a single-parent home who worked two jobs to make ends meet. This means that Jordan's parent relied on his teachers to fill in what the parent did not have the time or the energy to give. Jordan was overlooked in K-12, stereotyped, and struggled to prove every day that he is not a mistake. Jordan sees college as his way out to a better life, but he has to work a menial job, long hours, and go to school full-time. Jordan does not have a car; he has to take public transportation. Almost everything in Jordan's life journey told him, explicitly and implicitly, that he would not amount to anything. Now, ask yourself what program you would set to turn around Jordan's perception of who himself and what he is capable of, and how you will support him to get to his goal of making a better outcome for his life. To realize a better future for Jordan, it takes every branch in the college to commit to collaborate, centering Jordan in every decision.

---

Investing in the knowledge and expertise that we have at each college.

---

Buy in

---

A virtual meeting of faculty in the same discipline across campuses. Centers of Excellence depending on course of study.

---

Clear communication about the upcoming changes and opportunities for training and professional development that help everyone both understand the change and get trained up on the new skills the change will require of them.

---

Single data entry point that students can apply for and the departments are alerted.

---

Connect all similar programs and have them meet once per semester to share out what they're doing in place of doing district flex.

---

there should be a district wide chancellor address but we don't need district flex when each campus has their own flex. we should instead use district flex to be a working/planning meeting among the departments

---

communication, training and understanding

---

Release time for classified staff to attend Unification meetings and workshops to build program and services capacity. Tour the District work site - - see the new offices, HR, Admissions and Records Department, International Program, Safety Programs, etc. Have a Flex Day at the District tour the area and close the colleges on January 14, 2026, or Fall 2026 Flex Day.

---

Communication followed by actual action.

---

One basic thing we can do is to communicate often and regularly. Too many times faculty and staff are either misinformed or do not have enough information. Communication needs to occur not only top to bottom but horizontally, peer to peer during flex day and afterwards during department meetings. I also teach and we have not had a department meeting this semester. Previously, competition made conversation difficult between colleges. I am hoping that the task force work on key areas is the start of better communication district wide and between campuses.

---

Transparent communication every step of the way! I love the videos you used to make, more of those would be great. And maybe a district wide virtual look-book highlighting our programs.

---

---

Resources! If faculty and staff can be compensated to engage in the planning for these changes and then you'd need to hire or pay someone to oversee the maintenance of any new work

---

Trully embracing applied learning organization theories and transformational change strategies and tactics and committing to these such that "we" can "go the distance"... "playing the long game."

---

A comprehensive appraisal of programming so that resources can be best applied/utilized (we are in the process of doing so).

---

Unfortunately, probably full unification of every campus. Also, each individual of the departments/programs across campuses should meet and have "norming sessions" so that they are all aligned with each other... not in-competition!

---

occasional meetings throughout the year including all 4 campus staffs, so we can see the other personnel and hear about their work and their services. the FLEX days we do are very helpful.

---

Not sure.

---

fostering a culture of non-competitiveness in terms for funding each campus

---

departments that share the same service should meet more often

---

Cross collaborative teams that are district-supported.

---

More inclusiveness rather than the same people chimes as representatives.

---

A regular bus between campuses-- I believe this is already being talked about?

---

An easy method for instructors to have one or two class meetings at the OTHER campus, if appropriate. This makes students more comfortable in both places (and instructors too).

---

A "visual language" that makes it clear what is happening at which campus. (I heard some pushback about "not spending too much time and money on branding" at a recent meeting...) Good design is good communication. Wayfinding, user experience research, establishing a clear consistent visual language-- these all help tremendously with making sure everyone knows what is what and helping systems run smoothly.

---

Ask the college dept chairs if they have recommendations for which programs at their college may benefit from a consolidation. Some depts may actually want to merge or join another college. Nobody seems to be asking that. Seems like a smart first step.

---

Have one website that is easy to use even for a low level English language learner

---

And make sure it promotes access, diversity and inclusion

---

---

More transparency -- seems like decisions are made at the top with little explanation provided. It's also difficult to think strategically when you are treading water w/o the same admin support other colleges enjoy. Accurate and relevant data both internally and externally (supply/demand data from BACCC for example to identify program viability and opportunities for growth. Stop staring at your navel, Peralta -- the world is moving on.

---

If the administrators could all meet to collaborate including Deans, VPI's and Presidents.

---

Having surveys like this could be good, as well as having fillable sheets for expressing concerns to be looked at ahead of the unification. This could be looked at from a shared gov. committee, such as SEED, Equity, or SEM committee.

---

Collaborating on zoom. Bay area traffic is terrible. More informal opportunities for colleges to gather and collaborate without the formal structures of Robert's Rules.

---

similar programs

---

Districtwide collaboration would be much easier if there were consistent structures that support programs—especially CTE—across all colleges. Clear, unified communication channels, shared expectations, and dedicated liaisons or specialists would help ensure that faculty, staff, and counselors receive accurate, timely information. Also it is especially important for students to follow instructions, read communications, and take responsibility for their education. That way all students could receive the same level of support and clarity.

---

Maybe everyone's calendar could come pre-populated with a master list of dates at the opening of the semester with ALL of the shared governance and meetings on it? Then people can adjust it later. I also think we need to require faculty to actually sit on these committees - to many people not doing their part - but again this is a union issue.

---

better communication, more time to collaborate, Better understanding of our costs and revenue.

---

Tracking of PD day hours, and ensuring that faculty are attending the PD sessions, particularly on duplicated services, or working on issues like CCN, articulation. Too few faculty are involved with the hard work of service on their campus committees/shared governance and those that are involved are working extra hard.

---

A culture of folks working for the students and not just for their own personal or college interests. Truly scheduling better for the students. Supporting all of the colleges with the resources they need. (Too long Laney college has been the "donor" college bringing in more enrollments but getting less support - and the "receiver" colleges seem to take it as their just due)

---

What would make district wide collaboration easier is if we have more orientations for students and simple processes. The process for all things are extensive.

---

More trainings with staff and faculty.

---

Have departments across all the colleges meet at least once a semester to discuss what they're doing, what challenges they're having, what works and doesn't work for them to ensure everyone is on the same page.

---

---

Please see above answers, particularly district-wide department-specific focus groups. In general we need more job training/onboarding, which honestly is little to non-existent for most employees. That's a separate issue, but I think also could apply here, as we need people to be expertly trained consistently across the district, so we're all working together.

---

the support of college programs and services to collaborate on their own terms with the district taking a backseat to the efforts.

---

stop making decisions behind closed doors with questionable legality and come to us. we shouldnt have to come to you. come to us. you work for us. we do not work for you. district does not serve students. we do. you wouldn't have a job if it wasn't for us--we work with the students. or, stop acting like the district is collaborative and shared governance means spit if you're not going to listen to our recommendations anyway. i'd rather you just say this is the way it is than blow smoke up our asses. i'm sick of it. here's an example. Director pridgen sent one survey that students don't look at or know to take through a PCCD announcement and then has already recommended to district planning and budgeting committee that our students want armed peace officers on campus? did you not hear anything the staff said in your stupid taco meetings? did you not hear us ask you repeatedly how did you contact students to hear if they support this? so stop acting like it's our collective decision when this is just what director pridgen wants as an ex cop. what if a "peace officer" employed by the district shoots and kills a student? do you want that blood on your hands? will the district accept responsibility? But what does pridgen even do if he isn't responsible for RAV alerts with an actual shooting that happened? if this survey is just another box to check off, stop sending them and just tell us we work for you. stop fronting. we are sick and tired. just tell us what is happening and we will adjust to the transition ourselves. telling everyone they have EAP and washing your hands might let you sleep like a baby at night, but that wouldn't sit well with me. why? because we are public employees. you don't want unhinged part time instructors email harrassing staff by replying to all PCCD? maybe stop fronting like you actually give a shit about our feedback. The best thing all of y'all at the district can do is get rid of your rat infestation, take care of your classified staff and really think about what you actually do for the colleges. we do what we do--and BCC is the only campus that grew our enrollment. stop penalizing us for other college's shortcomings if you're just a bunch of capitalists anyway--doesn't meritocracy mean anything then?

---

Embracing the swirl! Removing the competition for students / budget so there colleges can truly collaborate.

---

Districtwide collaboration would be easier if we shared the same systems, timelines, and communication practices. When programs and services work from unified templates, updated resources, and common data, it cuts down on duplication and confusion. Clearer cross-campus communication, regular touchpoints, and a central hub for materials would also make it simpler for everyone to stay aligned and learn from each other.

---



**Is there anything else you'd like us to know about your hopes, concerns, or ideas?**

get rid of unnecessary manager position. get rid unnecessary programs. (e.g. like wasting money on a shuttle program, where no or low students usage)

Look at the Org chart models from around the Bay-10 or state and start sharing the model that will work. DVC-SRC is one example from the CCCCDD district. Come up with more. Lop administrators now and retrain the money to services and the classroom.

Merging doesn't necessarily mean downsizing, because the programs that are staying at Merritt campus should expand and open opportunities. The programs that are popular or impacted should development more programs.

Yes, don't fire me.

The Chancellor has won my respect with her great big courage and incredibly skillful communication. That said, cutting a college is potentially a big, irreversible fiscal error. Rather than charging forward to meet a proposed 2-year timeline that seems more sentimental than practical, please make this a TWO-step contraction. Step 1: district-wide collaboration, scheduling, and redundancy-elimination. Implement, gather data, assess; refine changes, gather data, re-assess. If the changes from Step 1 still aren't enough, THEN go on to Step 2: cut a college.

no

I am concerned this unification will -in the end- cause larger class sizes and the removal of any classes not labeled core or CTE. Chasing efficiency will only result in short term gains.

I hope we can stay the course and recognize needed data points to be informed decision-makers. I hope we can have a way to get all full-time faculty engaged in shared governance, committee work, and professional development accountability. We need a system to track professional development activities so that we can have better engagement for the sake of the students. I hope we can have something stronger to ensure full time faculty hold to their full time responsibilities.

Feedbacks and actions.

if done well, I believe it would benefit the district, employees, and the students. But too much fear, concern and uncertainties. More transparencies, please.

I think the anthropology program at Merritt will be eliminated if/when Merritt & Laney merge. Admin made the decision years ago not to replace full time faculty who retired.

My biggest concern is that we in essence end up with two colleges that more or less continue to operate independent from each other with just fewer administrators.

College administrators are feeling exhausted. Right now, we have too many areas or too many students with too few administrators. In student service areas, too few staff. On the instruction side, the areas we cover are too wide. Small departments that offer less than 10 classes per semester requires almost as much work as department that offers 30 classes. On the student service side, although we have low FTES, we have lots of head counts so even a 3-unit student requires almost the same amount of work as a 15-unit student. We are not serving the students well, because we are too busy keeping small colleges running. I hope some work streamlining can happen more quickly than the 2 year plan.

I think I've said enough for now.

Should Peralta "unify" with Contra Costa College to "streamline" things for students in the East Bay? In other words, when does this way of thinking become absurd? It seems like a gimmick or way of sounding positive "unifying" while doing nothing meaningful to improve student success.

I think communication is key and laying out a plan with phases that everyone understands.

Unification is not the answer. How about we stop adding high-cost management positions and fill in the necessary roles at the ground level. The District speaks about job elimination and yet there is a new position AVC that has not been active since Laguere that will cost the District at minimum a quarter of a million dollars since the salary range is 180K +. Add that to the fact that employees are being informed that another 9million dollars needs to be cut in a few years.

Stop trying to appease the masses with simply surveys and actually do something to change the culture.

Give individuals pride in working for Peralta and access to better areas due to merit not nepotism or favoritism.

Duplication of majors had been implemented because of the nature of the colleges and the needs of the students. No all duplications are extra.

Also would like consistency with faculty assignments among campuses.

Thanks for sending out this survey.

No.

Yes, "money makes the world go round" but the mission of community colleges is to provide accessible, affordable education and training opportunities that empower students and enrich communities.

I am concerned about the possibility of losing/harming the reputation of the BCC campus, and the alignment we have worked hard to build supporting AST transfers and collaboration with UC Berkeley, particularly in the Business and Computer Sciences programs.

I'm hopeful about this process! I could see a large need for professional development and training, but think ultimately this is a good idea and we are moving in the right direction. Excited for OCC!

I worry that non-traditional students will not be considered in logistical planning for unification.

Promote fair hiring practices, common training to be on the hiring committee, reduce the work of the hiring committee to screen candidates by returning the responsibilities to the hiring manager ( i.e., the type of experiences, years of services, etc.). Update our job descriptions and duties. Create ladders for classified staffing to move up such as Staff Assistant, Senior Staff Assistant, etc.

We have been talking, "dreaming", gathering information and rediscussing options for years. It is time to take action and implement whatever changes are to come. Please actually do something!

At the risk of taking away precious time from our work to attend yet, another meeting, I'd like more across college meetings that focus specifically on our role. I am a Curriculum Specialist at COA and I'd love to see the four of us meet regularly outside of the CIPD meeting to share ideas and information. We all do our work differently but are also bound by certain procedure and processes and sharing information that can both build camaraderie and better understanding of the work.

Please involve counselors in the discussion before any decisions are made re: unification of Laney and Merritt!

I would hope that these issues and their potential solutions would be looked at with more nuance than "we need more grad petitions submitted in Campus Solutions instead of via email in Counseling appointments" or "Counselors aren't making enough SEPs" because although having those numbers in your data that's submitted to the state is helpful for some things, that's really not a measure of how much we impact the success of the students we serve

Ah hope...

OK, so hope without being tethered to reality-based foundations and aspirations is a source of despair. There is reason why such hope was in Pandora's box with all the other ills of the world.... for such faux hope -(with no foundation in real world parameters and with insufficient grit, psychological flexibility, and courage)- is merely "shadow" which when it dissipates, crushes souls and relegates dreams to dustbins. However, \*IF\* "we" mean it - \*IF\* we say what we mean and mean what we say - when we say we want hope which is more substance than shadow, in embarking upon hardnosed policy formation, planning, and implementation -(all ignited with some strategic acts of speculative audacity, wise gambles, and a healthy dose of poetry in our souls)- in facing squarely into the realities of the situation on multiple contextual levels at once which "we" (at Peralta and in Higher Education) face today in 2025 moving forward, \*THEN\* maybe, just maybe, we have a fighting chance.

\*IF\*

\*THEN\* we formulate a new vision and mission for the times. Yesterday's thinking will not get us to where we want to go, so we need to know where we want to go and how we want to get there... That picture will emerge from some really well-structured, creatively flowing artfully facilitated conversations among key visionaries in the district. Then with leadership from the top committing to that picture, to that map -(playing the long game and willing to stay and see it through)- and then identifying and setting loose champions of that vision and mission with full institutional support... who will then identify and work with eager early adopters, to be moved to action. All the while encouraging others in the organization to actively "join in the crusade" - yet not giving any grief to team members who want nothing more than to do their jobs well without fanfare...

...and then with a good plan of the work in hand, we set out and get our hands dirty working the plan, letting the processes of change ripple through the organization, as it organically adapts, improvises, and transforms moving forward into the unfolding landscape of our "job" - "life-work" - over the next few decades... as we find out what it is we are truly capable of becoming as a learning organization dedicated to learning in all we do.

Too Much?

My hope is that we come together collectively as a District and courageously as individuals to recast Peralta as the transformative, effective, and enviable institution that our students and community deserve

Be careful - listen to your staff/students! If this is not done well, it could be a disaster for the entire district, but especially the "unified" schools.

I'm excited about the move into the new Laney Library & Learning Resource Center-- it's very exciting and we really need it! I wish it was a shorter timeline. Two years feels like a long time, but it will be great once we have it! Students will need to be encouraged to come and use it.

N/A
I look forward to non-competitive scheduling
No
There is SO much that is SO great about Laney and Peralta-- mostly due to so many people who keep our students' needs at the center of everything we do.
Enrollment and registration is the HUGE headache for me right now, and it is a big one-- spam holds, bursars holds, language test holds (?), CA residency mistakes, mix ups because the email on the account is your cousin's email (becuase you already used your email to register your kid at Laney 8 years ago and it can't be listed twice). I STILL am waiting on students to get officially enrolled in my non credit class, and there are only 2 weeks left in the semester. These not-yet-enrolled students do not have access to Canvas. They do not have IDs. If we could fix this and make enrollment as easy as it is at a for profit school (!), this would be great!
There needs to be some detailed presentations on how this is actually going to save money. That has not actually been presented in any detail to the campuses. If we go through all this and do not end up saving any money, that would be pretty ridiculous.
There are some real gems in Peralta. Nurture those and redirect the resources that are being wasted on stalled or ineffective programs. Stop worrying about internal competition and look outward for new and innovative programs, practices, etc. We also need a stronger and more meaningful faculty evaluation process that values student feedback. Administrators that have consistently not performed well need to go. We don't run a jobs program for underemployed PhDs. The past 5 years have been a tremendous growth opportunity for me, thank you for that. I'm proud of the accomplishments I've helped to develop and lead. I fear that will all be lost in a generalized approach to unification, driven by people who are "born and bred" in Peralta and cannot escape the "peralta way" or their loyalties to friends they have worked with for decades. Hire more outside administrators -- but good luck, as our reputation is heavily tarnished on the outside.
I just want to see the per student cost equate to the budget. I see money spent on items that do not directly benefit students.
I understand this will happen, though, from a student services aspect, I can already see hundreds of thousands if not a few million dollars, being eliminated due to consolidation of services. Is there a way to consolidate academic departments, work them smarter, and consolidate admin to be more effective with the needs of those departments, and then promote those "revamped depts" across the campuses?
It takes decades for a college to build culture and reputation. Those invaluable qualities can both be devalued in a couple of semesters. I hope all colleges have equal voices in the unification discussion. BCC's lack of a VPI does little to assuage that concern.
no thanks
We need answers now. We have gone a full semester and no one knows what unification looks like.

Are categorical programs going to be merged between Merritt and Laney

No

Balanced and sensible approach quality, safety, cost, revenue, and productivity.

Programs need to fair well in good and bad economic times. Continuity and quality is key for CE programs.

I am supportive of the unification process, and trying some new things. I am concerned that there are too many faculty who are unwilling to work on the change and are concerned about stopping any change - rather than helping to identify pitfalls/issues and then actually working on finding solutions instead of just complaining.

I hope that this task force can come up with a solution that will have all campuses better assist our students. With effectiveness to help them become successful achieving their educational goals.

Not at the moment. Thank you.

I hope people have a real voice in the changes that will be happening and I also hope we are making data driven decisions from a student centered perspective.

Thanks for doing the survey, I think we sometimes tend to listen mostly to a few individuals (employees and students) repeatedly in Shared Gov spaces etc. I totally understand why that happens, and I appreciate all who do step up to serve and participate, but we need to figure out a way to harness more of our institutional knowledge. We're all busy, I think one thing that might help, is to not ask that it always be the same individual that's qualified/asked to do all the things (Senate President, Senator, committee members, Chairs, etc), but to spread it out more broadly. I think that would also give a better result, I work with a lot of talented people who I'd love to hear more from in our shared spaces.

morale is low; has been for years. many concerns are layered over and over as a result of district influence, negligence and lack of communication. everyone is overworked, on a deep level. broad-visions devolve into tunnel-visions simply for direct survival.

nope, feeling pretty hopeless. i am just planning to take care of our staff as much as possible, just like i always do. i hope that this survey matters, but y'all at district leadership have done so little to earn our trust.

Moving to three colleges vs four will save the district marketing office considerable amounts of time in simple things like creating college level brand assets and messaging about college specific programs

What matters most to me is that students can find accurate information easily, get the same quality of support no matter where they show up, and feel a sense of belonging across both campuses. If unification helps us build systems that are streamlined, aligned, and student-centered, it could make a meaningful difference. I'm committed to contributing in ways that improve clarity, reduce duplication, and strengthen the overall experience for our students.