

# Transformation Taskforces

Where are we in the process? Spring 2026

Facilitated by DAS President Leslie Blackie and CoA Senate President  
Jennifer Fowler



## Peralta Community College District's Transformation Plan 2025-2027



<b>Vision</b>	<b>Act with vision and purpose to create a unified, equity-centered district—streamlining programs, aligning resources, and forging clear, student-first pathways that remove barriers, accelerate success, and set a new standard for community college excellence.</b>					
<b>Focus Areas</b>	Course & Program Assessment	Evening & Weekend College	Distance Education	Dual Enrollment	Concurrent Enrollment (High School & 4-Year)	Unification
<b>Strategic Direction</b>	We will ensure every program and course is strong, sustainable, and strategically placed to serve students best—reducing duplication without reducing opportunity.	We will create an Evening & Weekend College so students can access education beyond the traditional 9–5, meeting them where they are in their lives.	We will consolidate distance education into one coordinated system, so students experience consistent quality, clear expectations, degree pathways, and strong support no matter where they log in.	We will establish one central point of coordination for dual enrollment, streamlining partnerships with schools and ensuring students have equitable access to high-quality pathways into college.	We will expand opportunities for high school students to begin their college journey early, and we will support adults in completing the degrees they started.	We will unify our colleges to operate as a stronger district—maintaining distinct campus identities while eliminating fragmentation and competition for the same students.
<b>Goal</b>	Create recommendations for program alignment across the district and design a framework for launching an Evening & Weekend College that expands student access.		Using data-driven analysis, develop a districtwide strategy and recommendations for coordinating distance education offerings. Identify 2–3 fully online associate degree pathways to launch by Fall 2027 (or sooner, if feasible).	Create a districtwide strategy to streamline enrollment and scheduling, expand course access, strengthen outreach to students and parents.		Develop an actionable plan for transforming into a three-college district, including programmatic, operational, accreditation, and communication components, to ensure a smooth and equitable transition.
<b>Work Group</b>	Student Success & Enrollment Management Committee		Taskforce	Taskforce		Taskforce
<b>Scope of Work</b>	<ul style="list-style-type: none"> <li>Analyze current programs and courses to identify duplication, need, gaps, and areas for greater sustainability.</li> <li>Recommend strategies for strengthening and strategically placing programs to best serve students while preserving opportunity.</li> <li>Develop a phased plan for implementing an Evening &amp; Weekend College, including scheduling models, student support services, and instructional modalities.</li> <li>Assess student demand and workforce needs to guide program selection.</li> <li>Identify operational, staffing, and resource requirements for sustainability.</li> </ul>		<ul style="list-style-type: none"> <li>Conduct a comprehensive analysis of distance education offerings and high-demand modalities.</li> <li>Review student success data and declared majors to inform degree selection.</li> <li>Recommend majors most suitable for fully online degree implementation.</li> <li>Develop an equity-centered rubric for scheduling online instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Build on the 2025 Dual Enrollment &amp; Concurrent Enrollment Report as the foundation for planning.</li> <li>Streamline dual enrollment scheduling and enrollment processes for efficiency and clarity.</li> <li>Recommend dual and concurrent enrollment course offerings, ensuring appropriate scheduling to meet student demand (high school and 4-year college).</li> <li>Develop coordinated marketing and outreach strategies targeting students and parents.</li> </ul>		<ul style="list-style-type: none"> <li>Map the practical steps required for transforming into a three-college district.</li> <li>Utilize program &amp; course assessment to provide recommendations for academic programs, student services, and administrative functions.</li> <li>Establish timelines addressing accreditation processes, state-mandated changes, and other compliance requirements.</li> <li>Develop a comprehensive communication plan to engage students, employees, and the community</li> </ul>

# Distance Education

Distance Education taskforce

# Distance Education

DDE (DAS)	Laurie Allen- Requa	Laney
DDE (DAS)	Mary Clarke Miller	BCC
CIPD (DAS)	Heather Sisneros	Laney
CIPD (DAS)	Ngheim Thai	Merritt
Counselor	Terrance Greene	Laney
Counselor	Julie Saechao	CoA
PFT	Mathew Goldstein	CoA
Curr Specialist (PCS)	Lashaune Fitch	Merritt
SEIU	Srujana Tumu	
Admin	Inger Stark	Laney
Admin	Kellie Nadler	District
student	Tuguldur Narsagdori	
student	Risab Dhakai	

## Distance Education

**Strategic Direction:** We will consolidate distance education into one coordinated system, so students experience consistent quality, clear expectations, degree pathways, and strong support no matter where they log in.

**Goal:** Using data-driven analysis, develop a districtwide strategy and recommendations for coordinating distance education offerings. Identify 2–3 fully online associate degree pathways to launch by Fall 2027 (or sooner, if feasible).

**Scope of Work:**

- Conduct a comprehensive analysis of distance education offerings and high-demand modalities.
- Review student success data and declared majors to inform degree selection.
- Recommend majors most suitable for fully online degree implementation.
- Develop an equity-centered rubric for scheduling online instruction.

**Taskforce:**

- Two Districtwide Distance Education Committee Members (DAS appoints)
- Two Council on Instruction, Planning, and Development (CIPD) Members (DAS appoints)
- Two Counseling Faculty (DAS appoints)
- One Curriculum Specialist (PCS appoints)
- Two Student Leaders (Chancellor appoints)
- Admin: Vice President of Instruction & Dean (Chancellor appoints)

# Work Completed



## Taskforce Meetings

Held 4 90-minute meetings between October 30 and December 8



## Research & Data

Established agreed upon research questions and reviewed multiple iterations of datasets



## Taskforce Feedback

Using research and data, the taskforce developed a top 10 list of degree pathways to recommend. Taskforce members then ranked these pathways through a survey



## Initial Pathway Recommendations

Taskforce members reached unanimous agreement and ranked the top five program recommendations



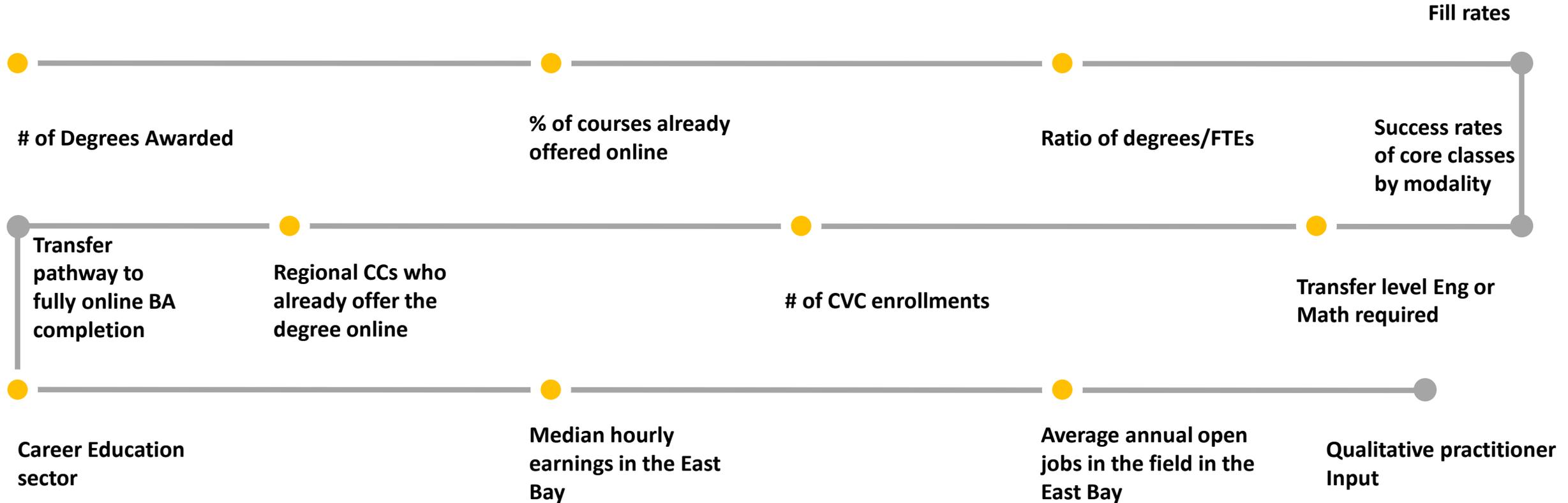
## Structuring Coordination

Work is underway to structure recommendations for the coordination of distance education, with a focus on alignment and potential fiscal impacts





# Degree Pathway Datasets for Decision Making



**Initial Decision**

\*Data analysis will be complemented by stakeholder input and review of historical enrollment patterns to support equitable recommendations

# Preliminary Recommendations for Phased Implementation



## 1) Business ADT

Selected partially for high degree awards, strong ratio of degrees-to-FTES, comparable online and in-person success, strong fill rates, online transfer pathway to CSU East Bay, and strong regional job opportunities



## 2) Psychology ADT

Selected partially for high degree awards, strong ratio of degrees-to-FTES, comparable online and in-person success, strong fill rates, and online transfer pathway to CSUs



## 3) Sociology ADT

Selected partially for high degree awards, comparable online and in-person success, strong fill rates, online transfer pathway to CSUs, and often used for degree completion tied to employment needs rather than major-specific content



## 4) Political Science ADT

Selected partially for fill rates, comparable online and in-person success, high number of enrollments through the CVC, and online transfer pathways to CSUs



## 5) CALGETC

Though ranked 5th, data suggests this should be a primary districtwide initiative. Strong student demand, including concurrent and dual enrollment, makes a fully online CalGETC core a high-impact access strategy and marketing opportunity



## Upcoming Work

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- Continue reviewing data and **engaging stakeholders** to ensure recommendations remain sound and relevant
- Review demographic and equity data to ensure recommendations promote equitable access and outcomes
- Advance the second half of the charge to **develop recommendations for coordination** of distance education across the district
- Recommendations will remain high-level and directional, with consideration of **fiscal impacts**

# Course and Program assessment & Evening and weekend college

Taskforce SSEMC committee

Admin	Trichai Tina Vasoncellos	district
Fac	trichai Matt Freeman	BCC
Class	trichai Tom Rizza	BCC
Admin	Lisa Cook	Merritt
Admin	Nicole Porter	CoA
Admin	Inger Stark	Laney
Faculty	Gabriel Martinez	BCC
faculty	Leslie Blackie	Laney
faculty	Janelle Tillotson	Laney
Class	Angela Kimble	CoA
Class	Sabrina Manrique	district
Class	Richard Theole	district
student	Ahyan Malik	
student	Asia Grayson	
student	Navaneet Baniya	

## Course & Program Assessment & Evening and Weekend College

**Strategic Direction:** We will ensure every program and course is strong, sustainable, and strategically placed to serve students best—reducing duplication without reducing opportunity.

**Strategic Direction:** We will create an Evening & Weekend College so students can access education beyond the traditional 9–5, meeting them where they are in their lives.

**Goal:** Create recommendations for program alignment across the district and design a framework for launching an Evening & Weekend College that expands student access.

### Scope of Work:

- Analyze current programs and courses to identify duplication, need, gaps, and areas for greater sustainability.
- Recommend strategies for strengthening and strategically placing programs to best serve students while preserving opportunity.
- Develop a phased plan for implementing an Evening & Weekend College, including scheduling models, student support services, and instructional modalities.
- Assess student demand and workforce needs to guide program selection.
- Identify operational, staffing, and resource requirements for sustainability.

**Taskforce:** Student Success & Enrollment Management Committee (SSEMC)

# FAQ for Duplication Program Rubric

- **Q. Why do we need a rubric?**
- A. We are developing a process to evaluate the duplicated programs to see if we can reduce duplication without reducing opportunity.
- **Q. If we don't offer an ADT does that mean all of the courses for that discipline will not be taught at the college?**
- A. No. Reducing offering the completion of an ADT does not mean that the discipline courses will be eliminated. Courses are often important for completion of CalGETC, or as prerequisites for other courses to complete degrees in different majors (for example Math is required for STEM programs)
- **Q Why can't all four colleges continue to offer the ADT?**
- A. Because even though all four colleges may have the ADT in their catalogue, due to limited resources not all of the colleges have been able to offer all of the courses to complete the degree at one college. It may happen that Duplication reduction will mean that one or two of the colleges will offer the ADT instead of all four(which would mean all the courses for that ADT). Because a certain % of the courses to complete the degree needs to be completed at the "home " college. And then those resources can be released to be used in other areas that could grow
- **Q. What if the reasons for not teaching a program are not captured in the data?**
- A. The first evaluation will be using the rubric developed by the SSEMC for quantitative data. Qualitative data will also be collected, probably at a summit in spring with the department chairs of the 8 duplicated programs.
- **Q. Why are we looking at only programs taught at 4 colleges, why not look at programs taught at 3 or 2?**
- A. We have to start somewhere. We are developing a process. Programs taught at 3 colleges and then 2 colleges will eventually be looked at as well, and evaluated with this rubric.

# Program Duplication Progress

- Data summit held in November and additional data in December
  - Many questions generated and reviewed to get more specifics
  - Additional Data presented to SSEMC at December meeting
- Work on Rubric
  - Rubric categories developed and discussed at November and December meetings (gathering feedback between meetings), draft rubric is in progress

# Dual and Concurrent Enrollment

Dual and concurrent enrollment taskforce

# Dual Enrollment & Concurrent Enrollment

Faculty (Counselor)	Susan Truong	BCC
Faculty (CTE)	Mildred Oliver	Merritt
Faculty( General)	Jody Campbell	CoA
Faculty (PFT)	Paul Bolick	Laney
Classified(PCS)	Susana de la Torre	Merritt
Classified	Maria Margarita Pinilla	Laney
Classified	Faiza Ali	District
Admin- Dean	Kyla Oh	BCC
Admin - Dean Enroll	John Nguyen	BCC
Admin VC Ed Serv	Tina Vasconcellos	district

## Dual Enrollment & Concurrent Enrollment (HS & 4-Year)

**Strategic Direction:** We will expand opportunities for high school students to begin their college journey early, and we will support adults in completing the degrees they started.

**Strategic Direction:** We will establish one central point of coordination for dual enrollment, streamlining partnerships with schools and ensuring students have equitable access to high-quality pathways into college.

**Goal:** Create a districtwide strategy to streamline enrollment and scheduling, expand course access, strengthen outreach to students and parents.

### Scope of Work:

- Build on the 2025 Dual Enrollment & Concurrent Enrollment Report as the foundation for planning.
- Streamline dual enrollment scheduling and enrollment processes for efficiency and clarity.
- Recommend dual and concurrent enrollment course offerings, ensuring appropriate scheduling to meet student demand (high school and 4-year college).
- Develop coordinated marketing and outreach strategies targeting students and parents.

### Taskforce:

- Three Faculty: Counseling, CTE, General (DAS appoints)
- Three Classified: A&R, General (PCS appoints)
- Two Student Leaders (Chancellor appoints)
- Three Admin: Instructional Dean, Dean of Enrollment Services, VC of Educational Services (Chancellor appoints)

# Report out from Dual & Concurrent enrollment

- Data reviewed
  - Dual enrollment & concurrent enrollment report (2025)
  - New Dual enrollment Dashboard
  - 4 year concurrent enrollment data
- Goals
  - Streamlining dual enrollment
  - Intentionally packaging concurrent enrollment for HS students
  - Developing partnerships with 4 year universities
  - Recommendations in April for PBC in May

# Unification to OCC

## 3 colleges on 4 campuses

Unification Taskforce

# Unification Taskforce

Admin chair	Chancellor Tammeil Gilkerson	district
Faculty (DAS)	Leslie Blackie	Laney
Faculty (DAS)	Tom Renbarger	Merritt
Faculty (PFT)	Jeff Sanceri	CoA
Faculty (PFT)	Jennifer Shanoski	Merritt
Classified (PCS)	Chungwai Chum	CoA
Classified (PCS)	Yang Hu	BCC
Classified (SEIU)	Nancy Cayton	BCC
Classified (SEIU)	Richard Theole	District
Admin	Amy Lee	CoA
Admin	Eva Jennings	CoA
Admin	Gary Albury	Laney
Admin College Pres	Rebecca Opsata	Laney
Admin College Pres	David Johnson	Merritt

- Strategic Direction: We will unify our colleges to operate as a stronger district—maintaining distinct campus identities while eliminating fragmentation and competition for the same students.
- Goal: Develop an actionable plan for transforming into a three-college district, including programmatic, operational, accreditation, and communication components, to ensure a smooth and equitable transition.
- Scope of Work:
  - Map the practical steps required for transforming into a three-college district.
  - Utilize program and course assessment to provide recommendations for academic programs, student services, and administrative functions.
  - Establish timelines that address accreditation processes, state-mandated changes, and other compliance requirements. • Develop a comprehensive communication plan to engage students, employees, and the community throughout the transition.

# Unification Taskforce Progress

- Survey of student service needs completed – being analyzed
- Athletics programs (headed by Laney and Merritt college presidents) looking at duplication, facilities and need
- Draft of FAQ in process – questions posed and answered
- Timeline of steps in development
- Budget predictions presented with new info from Chancellor's office
- Chancellor worked with chancellor's office on curriculum numbers
  - how to efficiently redo the coding numbers from the 4 colleges into OCC numbers for whichever classes are impacted

# Employee FAQ (draft)

- **Q.Will I lose my job?**
- A.Unlikely. There will be some administrative impact so we cannot promise no job losses, but remember, one of the goals here is to identify areas where we can grow and provide more opportunities for students.
- **Q.Will there be offices for [student services] at every college / campus?**
- A.We don't know yet and is part of the developing process for this transformation.
- **Q.How do we protect the legacy of Laney and Merritt?**
- A.The campuses will retain the names, e.g. Oakland City College Laney Campus or Oakland City College Merritt Campus
  
- **Q.Will any buildings be closed?**
- A.Too early to say. PCCD has just begun work on a new Facilities Master Plan that will be informed by the Transformation plan and the college educational master plans. The Facilities Master Plan will have many opportunities for community input and should finalize around December 2026.

# Employee FAQ cont (DRAFT)

- **Q.How would a merger impact the student experience?**
- A.It is important to remember that this is a transformation process – not just a merger but also transforming the four competing colleges into 3 cooperative colleges. There are 6 different areas being worked on, not just the merger. We don't know yet and is part of the developing process for this transformation.
  
- **Q.How do you staff evening & weekend colleges?**
- A.Prepandemic there were more evening and weekend courses offered than are currently offered, and it is one of the areas that we are looking to expand class offerings. So the first place to look is at how the colleges were staffed previously, and how we can improve on what was historically done.
  
- **Q.Is food service available?**
- A.We don't know yet and is part of the developing process for this transformation.

# Student FAQ (DRAFT)

- **Q.Is my college closing?**
- A.The proposal is for Laney College and Merritt College to merge in order to create Oakland City College. Along with Berkeley City College and College of Alameda, Oakland City College will make up a three-college district.
- **Q. Will my college continue to offer the same courses and programs?**
- A.Courses and programs are different. Some programs may be consolidated but the disciplines will still be offering courses at the colleges. Not all courses may be offered at the colleges every semester. A goal of the transformation process is to also develop more messaging around which campus will offer specific classes in fall/spring/summer semester to assist with planning for student's educational journeys
- **Q.What's the accreditation status?**
- A.Great – all our colleges are fully accredited. We're working with ACCJC for a smooth transition, and they've been very supportive
- **Q.What will my diploma say?**
- A.It depends on the program you are in, the stie where you attended and the date when you petitioned to graduate.
- **Q.Will this impact my financial aid?**
- A.No. We've talked with DOE and they were supportive of the plan

# Student FAQ cont (Draft)

- **Q.Should I find another college?**
- A. Absolutely not! We are rebuilding our class offerings and support services to provide students with an even better educational experience.
- **Q. Are we going to cut classes?**
- A. The goal here is to grow classes in the areas students need, whether that's for transfer to university or career ed classes for a job
- **Q. Will I be able to finish my degree?**
- A.Yes! We do not expect to eliminate degree programs, but the college(s) offering the degrees might change. In addition students will have catalogue rights, so if you have begun a degree program at Peralta colleges, you will be able to finish it. The counselors will be able to advise you as our plans become more complete.
- **Q. What is the Oakland City College mascot? What are the school colors?**
- A. We don't know yet but the Unification Taskforce will map the process for deciding in Spring 2026. We welcome suggestions! Some potential sources of input are district wide surveys as well as potential student class projects in graphic arts and art classes.

# Keeping up with the information

- Transformation website: <https://www.peralta.edu/transformation>
- Talk to your representatives on the committees
- Attend (or watch) the publicly announced meetings
- Check out the attachments to the agenda items in Board docs
- Discuss your concerns in your local senates