

PCCD Unification Taskforce Meeting Notes

Friday, October 31, 2025, from 1:30pm to 3pm

In Attendance: Gary Albury, Leslie Blackie, Nancy Cayton, Chungwai Chum, Tammeil Gilkerson, Yang Hu, Eva Jennings, David Johnson, Amy Lee, Rebecca Opsata, Rosa Perez, Bianca Ramirez, Tom Renbarger, Jeff Sanceri, Jennifer Shanoski,

Absent: Kristina Hoessl, Richard Thoele

Notetaker: Mark Johnson

1. Welcome and Introductions

Taskforce members introduced themselves and shared one thing that excites and concerns.

- Road to get there challenging, resistance.
- Curricular: exciting to look at ways to stop duplicating
- Talent in the room to make good progress forward
- Nervous about change
- More effective and stronger district, however basic instinct is not to want to change.
- Change what we can do for students—won't be a road of flowers
- Scarce resources: possibility and willingness to stop fighting each other
- Getting better at scheduling districtwide
- Unexpected pitfalls—losing the culture
- Opportunity to contribute
- Exciting change but need to over communicate
- Possibilities are exciting and exercising a part of the brain we don't often use.
- Communication is key
- Going back to the history of Oakland City
- Excited for opportunities for efficiencies and supporting strong programs
- Love the spirit, getting started and engaging
- Letting students know what is going on.
- Overcome the natural instinct of self-interest to collective interest.

2. Public Comment: There were no public comments.

3. Setting the Stage: Review of Transformation Plan, Taskforce Charge, Scope of Work:

Chancellor Gilkerson provided a quick overview of the [Transformation Plan](#) and outlined the Taskforce's goals, including mapping transformation steps, developing timelines, and creating a communication plan. The Taskforce may extend beyond spring due to the complexity of the work, and a [website has been created](#) to provide information and updates.

4. Community Thoughts: Roundtable Discussion: Taskforce members shared any community feedback, questions, or rumors they had heard regarding the transformation plan and unification specifically.

- Losing jobs
- Complete campus closure
- Being asked to move between campuses
- Elimination of programs and impact to students
- Ability to offer more section of highly impacted courses
- Athletics: how to keep the legacy and history of the colleges (What are mascot and colors?)
- Curriculum impressive timeline
- Apportionment issue and budget concerns
- A lot more work without sufficient compensation and time
- More full-time hires
- Merging governance structures (academic senates that are different)
- Concern with shrinking and downward spiral
- Admin Procedure 4021-like option of having a program appraisal vs. just discontinuance and map the process with program review
- Facilities, buildings not being used: what is a home campus.
- Financial aid difficulties already now for students applying and receiving
- What's the community perception and impact on enrollment decline along with state and federal changes
- Budget allocation model and how to limit uncontrolled spending of D.O.
- Services for students—we need to evaluate the qualification for eligibility and make them consistent across the colleges
- Special programs working on collaborating with consistent policies and processes districtwide
- Should projects be on pause investing a lot of time: academic advisement, auto-awarding, curriculum updates
- Staffing plans, buildings, and construction

Chancellor Gilkerson provided an update on meetings with the Accrediting Commission for Community and Junior Colleges (ACCJC), Department of Education, and the State Chancellor's Office. All the meetings were positive and the requirements for any reconfiguration shouldn't be too arduous. For instance, ACCJC would require a substantive change application for an additional location and a small fee for processing (\$1500) with a site visit within 6 months. The State Chancellor's Office will also support with curriculum and program changes across the colleges by processing new course and program numbers in bulk versus requiring manual entry into COCI (Chancellor's Office Curriculum Inventory).

5. Envisioning the Ideal Student Experience: Discovery Activity: To center the Taskforce's work on students, members broke into pairs and engaged in an activity focused on discussing the ideal student experience. Groups shared out their thoughts with the entire group.

1. Before They Arrive

- What helps the student feel prepared and confident to start college?
- How do they learn about the college and what to expect?
- What makes the first steps easy to navigate and welcoming?

Feedback:

- There are a lot of wasted resources and time students spend and they are often saddled with extra units.
- Clearer pathways: out into schools providing students opportunities to meet with staff and faculty to learn about pathways
- Unified messaging: student success navigators and ensuring we are training and giving the same information via the welcome centers districtwide
- Annoying H.S. hold even after students participate in dual enrollment. An enrollment hurdle that we should eliminate.

2. When They Arrive (First Impressions)

- What greets the student when they arrive — online or on campus?
- What signals that they belong here?
- Who reaches out to help them get started?

Feedback:

- Online: evidence of activity and engagement: resources, welcome message
- In-person: aesthetically pleasing campus with vibrant activities (like club rush) and trees
- All employees are approachable and interacting with each other and students
- Welcoming
- Clear maps and directions
- Relationship building with students to students, students to faculty and staff
- Seeing yourself reflected and affirmed in the classroom, counseling spaces, faculty, marketing materials around campus
- Orientation and counseling focused on “what’s possible” SEPs

3. Learning (In and Out of the Classroom)

- What’s happening in the classroom that makes learning powerful and relevant?
- What does learning, belonging, and support look like day to day?
- How are faculty, staff, and peers engaging with students?
- How do students connect what they’re learning to their goals and lives?

Feedback:

- Students need to be reflected in curriculum
- Timely and proactive feedback
- Connection and interactions with/between students, faculty and staff
- Consistent counselor who knows the student
- Physically safe and welcoming environment
- Opportunities to showcase learning: applied opportunities through service learning, internships, apprenticeships
- Follow up with students so they know they aren’t anonymous

4. When Life Happens (Support and Care)

- When challenges arise — financial, personal, or academic — what support shows up seamlessly?
- What systems or people help remove barriers quickly?
- How does the college show care and flexibility without judgment?

Feedback

- Having somebody show up who cares to help navigate
- Clearly communicated and understood services and resources available: emails, newsletters, etc.; canvas announcements, accessible information in one place for every class
- Campus buddies/mentors who know you

5. Belonging and Community

- What helps students feel part of something bigger than themselves?
- Where do they find connection — clubs, programs, classrooms, events?
- How do staff and faculty reinforce that sense of belonging?

Feedback:

- Sense of community happens when students are engaging with each other and teacher
- When students feel the institution believes in them and supports them.
- Learning communities, clubs, student life, campus-wide events, lively and active place
- Faculty and staff reinforce and help with roadblocks and gets rid of them
- Friendly participation in events—faculty and staff being present
- Leverage athletics for community-building

6. When They Leave (Momentum and Success)

- How does the student end the day — more confident, connected, and clear about their next steps?
- What do they take with them when they graduate — skills, relationships, purpose, or pride?
- How does the college celebrate their progress and success along the way?

Feedback:

- Skills, relationships, purpose, pride
- Feel prepared for transfer or job: promote lifelong learning
- Feel successful to know what they need to accomplish for the next class and their academic journey
- Proud: Ready & Prepared
- How do we stay connected with alumni—promotion, highlights, advertise

6. **Meeting Schedule and Next Steps:** The members discussed upcoming taskforce meeting schedule. A doodle poll was suggested. Members decided to meet on Tuesday, November 4, 2025.