

ELEVATE 2030



Strategic Plan for **GLENDALE COMMUNITY COLLEGE** January 2025 - June 2030



**GLENDALE
COMMUNITY COLLEGE**

A MARICOPA COMMUNITY COLLEGE

A Letter from our President

GCC Colleagues, Students, and Community,

It is my great pleasure to introduce *Elevate 2030*, Glendale Community College's 2025 - 2030 strategic plan. During our 60th anniversary in 2025, we honor the remarkable milestones we have achieved together over the past six decades. Under our last strategic plan, Focus 2024, we achieved meaningful work together, fostering an inclusive and dynamic environment where students, faculty, staff, and community members thrive. In this new strategic plan, we've created not just a roadmap, but a holistic vision designed to guide us toward a future brimming with opportunity, continuous improvement, and futures thinking that will prepare us for the next 60 years.

As we look ahead, *Elevate 2030* reflects both the strong foundation we have built as a college and our shared commitment to advancing student success, workforce development, and community impact. Our work is guided by a clear focus on improving outcomes for our students, strengthening our institutional capacity, and fostering a culture of innovation that prepares us for the future.

At the same time, this plan is intentionally aligned with *Excellence Through Impact: Vision 2030*, the Maricopa Community Colleges systemwide strategic direction approved by the Governing Board. This alignment allows Glendale Community College to honor and build upon the meaningful work already underway, while more clearly connecting our efforts to shared system priorities that drive impact across Maricopa County.

By organizing our work within this unified framework, we strengthen our ability to execute with clarity, coordination, and purpose in service of our students and community.

As we embark on this exciting journey, we remain committed to fostering an environment where innovation and excellence are not just goals but the essence of Glendale Community College. Together, let's build a brighter future.

Here's to our next chapter of success at Glendale Community College!



Tiffany Hernandez, Ph.D., J.D.
College President - Glendale Community College

Who We Are

Mission

Glendale Community College prepares all students for further higher education, employment and advancement, and successful participation in a global society.

Vision

Excellence in Education for a Better World.

GCC operationalizes this vision and elevates the West Valley and beyond through the transformative power of education, empowering our students and our community to thrive in an ever-changing world.

Together, we accomplish this with a commitment to promoting a culture of care, collaboration, and excellence.

GCC nurtures a culture of care where every student, employee, and community member feels valued, encouraged, and empowered. Through meaningful relationships and holistic support, we create a learning and working environment where all are welcome and where every path to success is honored.

GCC fosters a culture of collaboration in which we honor the unique expertise, perspectives, and contributions of all stakeholders. We value diverse viewpoints, seek out new and innovative partnerships, and embody shared governance as we work together - in trust and mutual respect - on this shared journey.

GCC champions a culture of excellence where student achievement is at the core of everything we do. Through a shared commitment to excellence, our faculty and staff provide innovative education and exemplary support services that empower every student to reach their goals and succeed in a dynamic future.

Values

Integrity - We demonstrate an unwavering commitment to honesty, trust, transparency, and accountability.

Community - We foster a culture that promotes connection, belonging, and civil conversations across diverse perspectives.

Student-Centric - We place student success, learning, and well-being at the center of everything we do.

Innovation - We advance a culture that stimulates big ideas, creativity, and exploration to prepare students for evolving educational, workforce, and societal needs.

Respect - We treat one another with dignity, civility, and care, fostering an inclusive environment where all feel valued, supported, and engaged.

Collaboration - We work together using systems thinking in pursuit of our vision and mission.

Quality - We assure excellence in instructional and support services through employee development and continuous assessment for optimal results.

Our Strategic Planning Ecosystem

In March 2026, the Maricopa County Community College District Governing Board approved Excellence Through Impact: Vision 2030, establishing a unified systemwide strategic direction for the 2026–2030 planning cycle. Through this plan, the Governing Board and Shared Governance Executive Council affirmed:

- A single, unified planning cycle (2026–2030) across the System
- A set of shared strategic priorities and goals that will guide institutional focus and outcomes
- The expectation that college strategic plans align to and advance these priorities, while defining local strategies and actions to support execution

This approach ensures clarity, consistency, and collective impact across the Maricopa Community College System while preserving each college’s ability to respond to its unique students, workforce, and community needs.

GCC’s strategic work is organized as an integrated ecosystem of Systemwide and College-level components. The Maricopa Community Colleges priorities provide a shared framework, while our initiatives and efforts advance multiple priorities simultaneously.

GCC has defined key strategies in college-going behavior and student success, workforce partnerships, innovative technology, and community engagement to advance the four systemwide priority areas.

This ecosystem approach reflects how work is carried out at GCC: interconnected, collaborative, and focused on execution.



Strategic Priorities, Goals, and Indicators

Maricopa Community Colleges Strategic Priority 1: Maricopa Colleges will establish a College-Going Behavior for all K-12 students in Maricopa County.

Maricopa Community Colleges Goal 1.1: Expand College-Going Opportunities for High School Students – Ensure all Maricopa County high school students have meaningful opportunities to earn 12 college credits.

GCC Indicator A. Increase Early College (ACE, HOL, & Concurrent Enrollment) partnerships, with 20%-30% early college students taking classes at GCC North within 3 years. This goal reflects the total percentage increase of GCC early college students across both campuses. [1]

Maricopa Community Colleges Strategic Priority 2: Maricopa Colleges will be the Leader in Workforce Development for Maricopa County

Maricopa Community Colleges Goal 2.1: Align Programs to High-Demand and/or High-Wage Career Pathways – Ensure programs consistently lead to high-demand and/or livable-wage jobs.

GCC Indicator A. Align Academic Programming with Target Industries by launching or expand program pathways in Allied Health and Business within 3 years, positioning GCC North as the West Valley's hub for Health and Wellness education and career training. [2]

GCC Indicator B. Excellence in Teaching and Learning. GCC commits to improving instructional excellence by developing an Academic Plan that informs the development and enhancement of GCC's education programs and academic support services, with a focus on improving student learning outcomes, by September 15, 2026. [3]

Maricopa Community Colleges Goal 2.2: Establish the Most Efficient, Responsive Workforce Education System in Maricopa County – Strengthen the system's ability to deliver high-quality programs quickly and in alignment with evolving industry needs, with a focus on co-funded or shared investment models.

GCC Indicator A. Increase Program Completion. GCC commits to increasing student certificate and degree completion by 2 percentage points, from 15% to 17%, by June 30, 2027. [4]

GCC Indicator B. Implement Strategic Academic Scheduling. [5]

GCC Indicator C. Identify the biggest hurdles to admissions, enrollment, and payment and what incremental improvements can be made at the college level. [6]

GCC Indicator D. Pilot a system for identification of and outreach to students who have enough credits to complete a degree, or are 1-2 courses away from completion, using the most functional program degree progress reports (DPRs) by end of Fall 2024. [7]

Maricopa Community Colleges Strategic Priority 3: Maricopa will be a Future Ready Institutional Leader in Technology for Community Colleges across the U.S.

Maricopa Community Colleges Goal 3.1: Build a Digitally Fluent Maricopa – Foster a community in which students, employees, and residents confidently and ethically engage with evolving technologies to elevate learning, strengthen workforce readiness, spark innovation, and enrich civic life.

GCC Strategic Indicator A. Excellence in Technology Resources. GCC commits to improving its technology and digital resources – to support and elevate our educational objectives and ensure that all faculty, staff and students are equipped with the tools and systems they need to thrive – by developing an updated Technology Plan by November 1, 2027. [8]

GCC Strategic Indicator B. Create an Innovation Excellence Hub. In order to ensure that GCC has dedicated space, time, processes, and the strategic framework to engage in long term ideation around the development of new and transformative pedagogies, technologies, business models, networks, and communities of practice, as well as the professional development to support this futures thinking work, GCC commits to developing an Innovation Excellence Hub, with a target of identifying and completing priority steps in this effort by September 15, 2026. [9]

Maricopa Community Colleges Strategic Priority 4: Maricopa Colleges will drive positive Community Impact by addressing critical economic and social needs in the regions we serve.

Maricopa Community Colleges Goal 4.1: Strengthen Maricopa Colleges Role as a Civic Partner – Position Maricopa as a trusted and impactful partner, leveraging civic partnerships to elevate the quality of life in the communities we serve.

GCC Strategic Indicator A. Increase Community Partnerships & Community Education by establishing 5 new sustained community partnerships and develop 10 distinct community education course offerings each year for 3 years. [10]

GCC Strategic Indicator B. Excellence in Impactful Community Connections. GCC commits to improving the effectiveness, relevance and innovation in its strategic connections with partners in industry, local government, philanthropic organizations, and community members, by developing a comprehensive Community Outreach Plan, by September 15, 2026. [11]

Maricopa Community Colleges Goal 4.2: Empower Every Student to Thrive and Achieve Their Highest Aspirations - Ensure every Maricopa student has the care, guidance, and services needed to thrive and achieve their highest aspirations.

GCC Strategic Indicator A. Increase New Student Enrollment. GCC commits to promoting access by increasing the Fall New-to-GCC Student Enrollment (headcount) by 9% (from 4,976 to 5,424) by September 1, 2027. [12]

GCC Strategic Indicator B. Increase Fall-to-Fall Retention. GCC commits to promoting student success by increasing the Fall-to-Fall Student Retention rate by 9 percentage points, from 44% to 53%, by December 15, 2027. [13]

GCC Strategic Indicator C. Excellence in the Workplace. GCC commits to fostering a workplace culture of care that builds community, values the individuality of each person and dignity for all, and supports employee engagement and success, as measured through feedback collected from a workplace climate survey, or other instrument(s) to be determined, by November 1, 2027. [14]

GCC Strategic Indicator D. Seal of Excelencia. Recognizing our critical role in the community as a Hispanic Serving Institution (HSI), GCC commits to an approach that goes beyond enrollment to proactively serve all students through a college-wide effort that leverages the Seal of Excelencia framework, with a target of identifying and completing priority milestones in this effort by November 1, 2027. [15]

GCC Strategic Indicator E. GCC will develop and implement a strategic plan for providing a central hub for Basic Needs Support beginning of Fall 2025. [16]

Contextual Shared Interests

1. A focus on GCC's early college populations in our growing region aims to boost enrollments, shorten time-to-credential, and strengthen pipelines from local high schools. Data shows strong secondary-education infrastructure in West Valley (e.g., West-MEC CTE investments), creating natural partners. Source: GCC North Strategic Directions.
2. Healthcare and Business were selected because they show strong employer demand in the West Valley region and are areas Maricopa County has prioritized for training funding. Source: GCC North Strategic Directions.
3. GCC will develop an Academic Plan through GCC's Shared Governance principles and informed by best practices, as identified by the Society for College and University Planning (SCUP). The Plan will include the college's strategic outcomes related to academic program planning for new and existing programs, relevant academic policy, assessment, learning outcomes or competencies, academic structure, and division or department goals, among other components relevant to academic planning. Source: GCC Elevate 2028 Initial Plan.
4. While students attend GCC for many reasons, including certification and degree completion, personal interest, upskilling, and preparation for university transfer, this indicator focuses on completion of certificates and degrees as one measure of student success for which data is most readily tracked and reported.

(Note: this Indicator calls for a 2 percentage (basis) point increase, moving from 15% to 17% Completion. Based on the Fall 2023 total student headcount of 14,103, this would result in an estimated 282 more GCC students from this group that would complete.)

For the purposes of this indicator, "Certificate and Degree Completion" is tracked only for those students who have declared an intent to pursue a certificate or degree. A student is considered as having graduated if they have attempted at least one credit hour during the given academic year, and earned a degree or certificate in the same academic year or later. The data is adapted from IPEDS and will be sourced from the internal GCC Data Book dashboard. Source: GCC 2024 CSEM Plan KPI 3.1. This is using the baseline (X) value from 2023. This outcome is to be accomplished through activities outlined in the College Strategic Enrollment Management (CSEM) Plan.

5. Strategic academic scheduling is a critical lever for improving student progression, retention, and completion. By intentionally aligning course offerings, modalities, and sequencing with student demand and program pathways, GCC can reduce time-to-completion, minimize scheduling conflicts, and increase course availability in high-demand areas. Strategic scheduling also supports more efficient use of institutional resources and enables the college to respond more effectively to changing enrollment patterns and workforce needs. Source: GCC CSEM 2.2.A.
6. Some students complete all or nearly all requirements for a certificate or degree but do not formally apply for graduation or may be unaware of their eligibility. This initiative focuses on proactively identifying students who have already earned a credential or are within a small number of courses of completion, and conducting targeted outreach to support credential attainment. By closing these gaps, the college improves completion outcomes, supports students' career and transfer opportunities, and ensures that institutional efforts translate into recognized student achievement. Source: GCC CSEM 3.2.
7. Barriers within the enrollment, registration, and payment processes can impact student access and persistence. Identifying and addressing these barriers, such as complex processes, unclear communication, or financial obstacles, supports a more student-centered experience and improves conversion from application to enrollment. Continuous improvement in these processes is essential to both enrollment growth and student success outcomes. Source: GCC CSEM 1.1.C.
8. As the college's Technology Plan will depend significantly on the outcomes proposed in the Academic Plan, Community Outreach Plan, and various Strategic Enrollment Management Plan needs, the End Date for this indicator is later in the three-year window of the Strategic Plan timeframe, to allow those other planning efforts to make significant progress so before they can inform our Technology planning. Source: GCC Elevate 2028 Initial Plan.
9. The Innovation Excellence Hub is intended to identify opportunities for innovation across all college enterprise functions and areas. The development of the Hub is expected to be an ongoing effort, with progress accomplished in stages throughout the next three years. A dedicated Task Force will be established in 2025 to develop the plan for this Hub, with broad stakeholder representation, and priority milestones for the development plan to be defined by September 2026. Source: GCC Elevate 2028 Initial Plan.
10. Adult learners and employers need flexible, short-term training. There is a need to scale and formalize our community education programming to meet the needs of subpopulations that can benefit from upskilling (e.g. retirees, veterans). Source: GCC North Strategic Directions.

11. GCC will develop its new Community Outreach Plan through a collaborative, comprehensive approach, ensuring that key stakeholders from across the college and community are engaged in identifying needs and developing and defining appropriate strategic outcomes to promote excellence in our community relations over the next three years. A key early outcome of this effort will be to conduct an assessment and inventory of current networks and relationships cultivated, and processes and technologies used, by the many GCC departments currently engaged in community outreach. These include, but are not limited to, the college's approach to Off-Campus Instruction (e.g., additional locations), Workforce Development, College Development, Grants, Advisory Councils, Public Relations, Recruitment, Non-Credit / Enrichment Instruction, and others. This indicator aligns with many outcomes in the District Strategic Plan. Source: GCC Elevate 2028 Initial Plan.
12. A "New-to-GCC Student" is defined as any student who attempted at least one credit hour during the semester in their first non-summer term at GCC. This metric will be sourced from the internal GCC Data Book dashboard. Source: GCC 2024 CSEM Plan KPI 1.1. This is using the X value from Fall 2024, with approximately a 3% annual increase target. This outcome is to be accomplished through activities outlined in the College Strategic Enrollment Management (CSEM) Plan.
13. A Fall-to-Fall Retained Student is one who attempted at least one credit-hour at any point during the fall semester of the first year AND attempted at least one credit hour during any point during the next fall semester. (Students who earned a degree or certificate during the academic year are excluded since they would not be expected to persist into the following year.) This Retention metric will be sourced from the internal GCC Data Book dashboard.

Note: this Dashboard updates after the end of the second fall term in the F2F sequence, so the indicator baseline of 44% reflects the retention from Fall 2022 to Fall 2023. (Because students may enroll in late-start classes, the retention rate from Fall 2023 to Fall 2024 will not be known until after this Plan is drafted.) Source: GCC 2024 CSEM Plan KPI 2.1. This outcome is to be accomplished through activities outlined in the College Strategic Enrollment Management (CSEM) Plan.
14. GCC will engage in an intentional effort to identify and address challenges and opportunities related to our workplace environment, including culture, climate, and employee satisfaction. A priority milestone in this work will be to select, develop, or refine a preferred survey or surveys to solicit employee feedback in these areas. Once the instrument has been chosen and administered, this Strategic Plan indicator will be updated to include the specific survey, as well as a baseline and target (X and Y) values for improvement. Specific interventions then can be developed based on the identified areas for improvement. Source: GCC Elevate 2028 Initial Plan.

15. GCC strives to ensure that all students benefit from greater success. As a part of this important institutional work, the college embraces the intentional alignment of data, practice and leadership as components in the transformation of the institution to serve all students. The Seal of Excelencia framework provides a roadmap for achieving this transformation to benefit all students. In the early stages of this work, a task force will be established that will identify the priority milestones that may be realistically achieved by the end of the time period covered by this Strategic Plan. Source: GCC Elevate 2028 Initial Plan.
16. Students' ability to succeed academically is closely tied to their access to basic needs such as food, housing, transportation, and financial stability. Establishing a centralized basic needs support hub enables GCC to provide coordinated and accessible services that address these critical barriers. This work supports student retention, persistence, and overall well-being, and reflects a holistic approach to student success that aligns with national best practices for community colleges. Source: GCC CSEM 2.3.

Thank You to Our Strategic Planning Teams

This Integrated Strategic Plan is the collaborative effort of inclusive strategic planning of three working groups: The Strategic Plan Design Team, the College Strategic Enrollment Management Plan Taskforce, and the GCC North Strategic Directions Working Group. Special thanks also to the hundreds of GCC employees, students, and community members that provided their expertise and feedback into these strategic discussions to help develop this integrated plan. Thank you to the Institutional Effectiveness office for their invaluable support of this work.

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Version Date - 06/26

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