

Glendale Community College Strategic Plan 2021-2024



FOCUS
2024

A Letter from our President



Hello GCC Family,

I am extremely proud to present **Focus 2024**, Glendale Community College's new Strategic Plan for 2021-2024. It is a reflection of our values, mission, and vision and will guide us as we focus on deliberate and intentional commitments to provide opportunities for our students and the community we serve. This plan is designed to be flexible and adaptable to our changing times; a true response in a world of ever constant change as we emerge from the COVID-19 pandemic.

Planning for this strategic plan was initiated during the Summer 2020 College Leadership Team Retreat. The leadership team was enthusiastic about creating an action-oriented plan that applied the principles from the *Four Disciplines of Execution (4DX) operating system*. We believe these principles will help to ensure forward momentum by asking individuals and departments to take an active role in our GCC Super Goal: **Increase completion with equity from 23% to 33% by Fall 2024**. The three strategic goals are meant to advance specific areas of the entire college: Enrollment, Operational Effectiveness, and GCC's Reputation and Competitive Edge. Together, our super goal and three strategic goals will result in a stronger and more connected college to better serve our community.

The foundation for creating **Focus 2024** is built on inclusion and transparency. We are thankful to the over 150 GCC employees, students, and community partners who shared their input through surveys, listening sessions, and countless conversations. We believe the result is a relevant, future-focused, and data-informed strategic plan. I look forward to embarking on this journey with all of you to focus GCC on what is most important - our students.

Thank you,

A handwritten signature in black ink that reads "Teresa Leyba Ruiz". The signature is fluid and cursive.

Teresa Leyba Ruiz, Ed.D.

FOCUS
2024

GCC Values, Vision & Mission

Values

As an institution dedicated to continued education since 1965, Glendale Community College is guided by these six core values:

LEARNING

Provide comprehensive and transformative experiences to assist students in achieving their personal, academic, and career goals.

QUALITY

Assure excellence in instructional and support services through employee development and continuous assessment for optimal results.

INTEGRITY

Demonstrate unwavering commitment to honesty, transparency, and accountability.

INCLUSIVENESS

Promote a community that supports diversity, equity, and social justice.

COMMUNITY

Foster a culture that enables positive internal and external relationships based on mutual respect, trust, and a sense of belonging.

FUTURE-FOCUSED

Enhance innovative and forward thinking perspectives and approaches to prepare students for evolving educational, workforce, and societal needs.

GCC Vision

Glendale Community College fosters student success by providing innovative, quality learning experiences for all members of the community.

GCC Mission

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



GCC Strategic Plan

GCC SUPER GOAL: Increase completion [1] with equity [2] from 23% to 33% by Fall 2024.

STRATEGIC GOAL I: Increase Student Enrollment [3] with equity [4] from 14,374 to 15,811 by Fall 2024.

Lead indicators and measures:

1. Increase headcount of the new-student fall cohort [5] with equity from 3,395 to 3,735 by Fall 2024.
2. Increase student successful course completion [6] with equity from 62% to 72% by Fall 2024.
3. Increase fall-to-fall student retention [7] with equity of the new-student cohort from 50% to 60% by Fall 2024.

STRATEGIC GOAL II: Improve GCC's Operational Effectiveness. [8]

Lead indicators and measures:

1. Increase the number of contributors assessing [9] Institutional Learning Outcomes (ILOs) from 50 to 600 by Fall 2024.
2. Reduce the average Performance Gap [10] on the 12 most critical challenges identified in the 2019 Ruffalo Noel-Levitz Student Satisfaction Inventory, with equity, by 50% by Fall 2024.
3. Improve the GCC Employee Satisfaction Survey Score [11] from 3.08 to 3.30 by Fall 2024.

STRATEGIC GOAL III: Enhance GCC Reputation and Competitive Edge.

Lead indicators and measures:

1. Increase the average annual wage earned by CTE award recipients one year from completion from \$34,739 [12] to \$37,960 by Fall 2024.
2. Increase annual grant funding awarded to the College from \$799,580 [13] to \$895,530 by Fall 2024.
3. Increase annual foundation scholarship funds awarded to students from \$474,796.97 [14] to \$531,722.61 by Fall 2024.
4. Increase the number of community partnerships from 1,409 [15] to 1,550 by Fall 2024.



Strategic Plan Notes

- [1] The proportion of students in the new-student cohort who graduated and/or transferred out of MCCCDC within three years. The baseline of 23% is based on the new student cohort entering in Fall 2017 and completing in Spring 2020. It therefore includes the early effects of the pandemic on completion rates.
- [2] Completion “with equity” means that no race/ethnicity or gender group will be more than five percentage points below the overall college rate.
- [3] The number of class sections in which all students are cumulatively enrolled is captured on the 45th day of a given semester.
- [4] Equity is relative to what we are measuring. In consultation with the Director of Diversity, Equity and Inclusion and the Department of Institutional Research, the following definitions of Equity have been developed for the Strategic Plan:
 - New student enrollment “with equity” means that no race/ethnicity or gender demographic group in the new student cohort will be more than five percentage points below its percentage representation in the community.
 - Successful course completion “with equity” means that no race/ethnicity or gender group will have a successful course completion rate more than five percentage points below the overall college rate.
 - Fall-to-fall retention “with equity” means that no race/ethnicity or gender group will have a fall-to-fall retention rate more than five percentage points below the overall college rate.
- [5] The number of new students as defined in the V2030 Cohort standard. The V2030 Cohort comprises students who 1) have earned a high school diploma or equivalent, 2) entered college (and thus GCC) for the first time during the cohort term since completing their high school education, and 3) were enrolled in at least one for-credit course in the cohort term. The V2030 counts all students who meet these criteria, regardless of their declared intent. The V2030 cohort is created for the Arizona Community Colleges: Strategic Vision for 2030 report. The baseline number given in this indicator is from the Fall 2019 New Student Cohort.
- [6] The rate of students in the new-student cohort completing a specific course and earning a C or better or a Pass in a P/Z course.
- [7] The number of students in the new-student cohort who are retained and enrolled in the following Fall semester, excluding students who have graduated or transferred. The baseline provided in this indicator is based upon the Fall 2019 cohort.

- [8] Defined as how well the institution is consistently and reliably providing service to students, employees, and the community in a way that creates a competitive advantage for GCC.
- [9] Reflects the number of individuals regularly contributing to at least one ILO in a given semester.
- [10] The difference between student-reported "Importance" and "Satisfaction" of a question on the survey. The twelve questions with the greatest performance gap are considered the most critical challenges for the college in terms of student satisfaction. To address these challenges "with equity", a significant portion (number to be determined) of these challenges will be selected specifically in reference to traditionally underserved populations. Priority in the selection will be given to those questions on which traditionally underserved populations are encountering especially high performance gaps.
- [11] Although the average Likert score for all questions on the Fall 2021 GCC Employee Satisfaction Survey is 3.6, the college will be tracking this metric using a proxy score determined by averaging the Likert scores on two selected questions:
 - Q#15: "I feel my work at GCC is valued." (avg. 3.51)
 - Q#20: "Accountability is evenly applied at all levels across the college organization." (avg. 2.65)
- [12] Retrieved from MCCCCD Wage Outcomes Dashboard: Average Wage One Years from Completion at GCC for CTE Awards, specifically. Goal represents a 9% annualized increase.
- [13] Represents FY2020 grant funds awarded to the College. Goal represents a 12% increase.
- [14] Amount of foundation scholarships represents a three-year running average and was calculated by averaging the amounts distributed in FY2017-2018 (\$295,823.82), FY2018-19 (\$768,688.99), and FY2019-20 (\$359,878.10). Goal represents a 12% increase.
- [15] Retrieved from Comprehensive GCC Community Partnership List as of April 16, 2021. Goal represents a 10% increase.

District Leadership

Maricopa County Community College District Governing Board

- Marie Sullivan – President
- Tom Nerini, Ed.D. – Secretary
- Susan Bitter Smith – Member
- Jean McGrath – Member
- Jacqueline Smith, J.D. – Member
- Linda Thor, Ed.D. – Member
- Kathleen Winn – Member
- Quintin Evans – Student Member

Maricopa County Community College District Leadership

- Steven R. Gonzales, Ed.D. – Interim Chancellor
- Melissa Flores – Interim General Counsel
- Matt Hasson – Chief Communication Officer
- Georgetta Kelly – Chief Human Resources Officer
- Eric Leshinskie, Ed.D. – Interim Provost
- Darcy Renfro – Chief Workforce and Economic Development Officer
- Brian Spicker – President and CEO, Maricopa Community Colleges Foundation

College Leadership

Glendale Community College Leadership

- Teresa Leyba Ruiz, Ed.D., President
- Scott Schulz, Vice President | Academic Affairs
- Monica Castaneda, Vice President | Student Affairs
- Augustine Erpelding, Vice President | Administrative Services
- Lorelei Carvajal, Ed.D., Senior Associate Vice President | North Campus

GCC Strategic Plan Design Team Tri-Chairs

- Kimberly Golis, Fiscal Director | College Business Services
- George Gregg, Faculty Director | Strategic Planning, Residential Faculty | Chemistry
- Jake Ormond, Project Manager & Compliance Officer | Institutional Effectiveness

GCC Strategic Plan Design Team Members

- Lyle Clark, Residential Faculty | Automotive Technology, Faculty Senate Representative
- Alisa Cooper, Ed.D., Residential Faculty | English, Reading, Journalism, & Creative Writing
- Crystal Cordova, Administrative Specialist Senior | North Campus
- Jesus Estrada, Interim Fiscal Supervisor | Student Business Services
- Abel Haddis, President | Associated Student Government
- Chuck Jeffery, Dean | Academic Affairs
- Chris Johnson, Adjunct Faculty (Political Sciences) | Social and Behavioral Sciences
- Jennifer Lane, Ph.D., Residential Faculty | English, Reading, Journalism, & Creative Writing, Faculty Director | Center for Teaching, Learning, and Engagement
- Hannah Lee, Student Services Specialist | Dual Enrollment, Interim Employee Senate Representative
- Gary Marrer, Residential Faculty | Business & Information Technology, Integrated Resources and Planning Committee Representative
- Jennifer Niebling, Head Athletics Coach | Women's Basketball
- Noke Sivoravong, Student Services Specialist | GCC North Enrollment Services



GLENDALE COMMUNITY COLLEGE

A MARICOPA COMMUNITY COLLEGE

6000 W. Olive Avenue, Glendale, AZ 85302
623.845.3000 | www.gccaz.edu

Contact Information

Email: StrategicPlanning@gccaz.edu

Version Date - 5/2023



MARICOPA
COMMUNITY COLLEGES

CHANDLER-GILBERT | ESTRELLA MOUNTAIN | GATEWAY | GLENDALE | MESA
PARADISE VALLEY | PHOENIX | RIO SALADO | SCOTTSDALE | SOUTH MOUNTAIN

The Maricopa County Community College District (MCCCD) is an EEO/AA institution and an equal opportunity employer of protected veterans and individuals with disabilities. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, age, or national origin. A lack of English language skills will not be a barrier to admission and participation in the career and technical education programs of the District.

The Maricopa County Community College District does not discriminate on the basis of race, color, national origin, sex, disability or age in its programs or activities. For Title IX/504 concerns, call the following number to reach the appointed coordinator: (480) 731-8499. For additional information, as well as a listing of all coordinators within the Maricopa College system, visit <http://www.maricopa.edu/non-discrimination>.