



2025-2030

Institutional Strategic Plan





A letter from Dr. Ryan Cornner

We are pleased to introduce Glendale Community College's 2025-2030 Institutional Strategic Plan. The plan was built through the College's historic dedication to shared governance and commitment to honoring viewpoints from constituents throughout our college community. The plan seeks to achieve our mission to empower students to change their lives, a bold commitment recognizing the importance of education to individuals and the broader community alike. A commitment made in recognition of the excellence in our faculty, classified professionals, and managers work to support students in building belonging and achieving meaningful and personal academic success.

Our plan recognizes the uncertainty of the future with flexible goals of Inclusion, Success, and Support.

Aligned with our values, these goals prescribe a direction to build inclusive access focused on those traditionally underrepresented in our communities, to ensure equitable success in their achievement, and to provide support to students and employees alike such that we can effectively enhance our culture of belonging for all who come to our College. Aligned with the State's Vision 2030, these goals and their associated objectives set a path for the future of the institution, while providing space to respond to emerging needs, challenges and opportunities.

The setting of our Institutional Strategic Plan is the beginning of our efforts to enhance our efforts as a college and to build integration with our programmatic efforts and resource allocation processes. It serves as the bearing for each of us to ask how we can contribute to the success of our goals. In this manner, we are all called to be innovative to find the solutions unique to what we do that advance our shared vision. We are grateful to all those contributing to this plan and to those who implement it in creative ways that demonstrate the care and excellence with which we serve our students and community.

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Introduction

Glendale Community College's 2025-2030 Institutional Strategic Plan represents the culmination of a comprehensive, collaborative planning process that engaged nearly 100 faculty, staff, administrators, and students over a two-year period. This planning cycle, aligned with the college's accreditation timeline, was designed to respond to both internal priorities and external recommendations while positioning GCC to meet the evolving needs of our students and community through 2030.

Mission, Values, and Vision

In alignment with the Accreditation Commission for Community and Junior Colleges' (ACCJC) newly-revised standards, the college undertook a comprehensive revision of its mission statement during winter and spring of 2023. The Office of Research & Planning coordinated this development over nine meetings with a cross-functional group consisting of representatives from all constituent groups and areas of the college. The draft mission statement received feedback from a broad collection of committees and groups, including all standing committees, Classified Staff, and student groups such as the ASGCC, La Comunidad, Black Scholars, and Guardian Scholars learning communities. Following approval by the College Executive Committee and two readings at Board of Trustees meetings, the Board approved the revised mission, values, and vision in March 2024, establishing the foundational principles that would guide the development of this strategic plan. The college's mission is:

Mission

We empower students to transform their lives by achieving their economic, educational, career, and life goals through our instructional programs, student services, and community partnerships.

Values

As a public community college, Glendale Community College is dedicated to the following values:

Student-Centered Climate

We are a student-centered college, collaborating to shape our institution so that students, staff, faculty, and administrators work in recognition of students' strengths, goals, efforts, and needs. We celebrate all students, providing excellent educational and training opportunities along with academic support for every student's endeavor. We promote student agency and engagement via the inclusion of the student voice in our shared governance and as home to a wide variety of student organizations, clubs, services, and learning communities.

Diversity, Equity, Inclusion, and Accessibility

We value our diverse student population as an asset and strength of our college. We also value diversity of our employees as a foundation of support for our students. We are committed to closing equity gaps and supporting each student to meet their educational needs regardless of level of preparation; race; socio-economic status; age; gender; gender expression; sexual orientation; cultural, religious or ethnic background; linguistic expression; immigration status; or disability status. We actively work for diversity, equity, inclusion, accessibility, anti-racism, and social justice, in pursuit of equitable educational opportunities and outcomes for all.

Open Access

We serve all students by creating an educational community where they can take the next steps toward the future, no matter their level of preparation or educational background. With our distinction as a California Virtual Campus Teaching College, we serve students from Glendale, the Greater Los Angeles region, and beyond.

Shared Governance & Decision Making

We are committed to a decision-making style that integrates the perspectives of all stakeholders: students, staff, faculty, administrators, trustees, and the community at large. The tradition of fairly and openly presenting new ideas and processing dissent through a transparent, robustly designed, and flexible governance structure is upheld by its constituents and is a key component of our character.

Educational Excellence

We are committed to fostering a culture and practice of innovative and equitable learning through our practices, methodologies, and support services that lead to authentic student success in terms of the acquisition of skills and knowledge that will provide benefit to students throughout their lives and careers.

Sustainability and Stewardship

We recognize that the work of sustainability requires the ongoing development of a culture of stewardship of our resources. Students are the center of our work. We seek to create campus spaces that serve the college community effectively and efficiently. We acknowledge that Glendale Community College sits upon the traditional land of the Tongva/Kizh people, and we encourage reflection among faculty, staff, and students about the meaning of our presence on Tongva land within our institutional decision-making processes.

Community Building, Engagement, and Partnerships

We build a sense of belonging and engagement with the community we serve, both internally and externally, as a vibrant center of educational excellence, cultural engagement, and workforce development. We strive to actively identify and serve student and community needs as a Hispanic Serving Institution and for our learning communities. We collaborate internally with our students to build a community of acceptance and inclusion. We collaborate externally to build bridges with local school districts, the arts, business, industry, non-profits, government entities, and labor.

Vision

We are committed to building community and a sense of belonging for all. Through innovative and meaningful learning experiences, students enrich their lives, imagine their futures, achieve upward social and economic mobility, and contribute to a more inclusive, informed, and just society.

Governance Structure and Foundational Framework

The development of the Institutional Strategic Plan (ISP) is guided by two primary governance bodies working in close coordination: the Strategic Planning Committee and the Institutional Planning Coordinating Committee (IPCC). Together, these committees share five key responsibilities:

- Develop and track implementation of the Institutional Strategic Plan
- Regularly review the mission statement
- Recommend annual goals to the College Executive Committee
- Review institutional plans across the college
- Incorporate results of program review into strategic planning

Universal definitions for strategic plan elements were adopted, using the Society for College and University Planning (SCUP) model. Goals are high-level, big statements about what the

institution wants to accomplish. Objectives support the goals at a detailed level, these are specific and measurable outcomes that define a goal. Strategies and actions demonstrate how we will accomplish our goals as an institution. Strategies are high level plans the college will follow to achieve the goal(s) and answers the question “how do we accomplish our objectives?” Actions are specific/concrete actionable steps the College will take to achieve objectives and execute strategies. The following table illustrates how goals, objectives, strategies, and actions interact to achieve Strategic Priorities. Throughout the implementation of the five-year Institutional Strategic Plan, high level goals and strategies provide consistent and focused direction to the College. Detailed level objectives or actions allow for flexibility, revisions, or changes to occur to reflect current conditions.

	What the college wants to accomplish	How the college will accomplish goals and objectives
High Level	Goals	Strategies
Detail Level	Objectives	Actions

Timeline and Process Overview

The development process for the 2025-2030 ISP began in September 2023, with Board of Trustees expected approval in Spring 2026. The process unfolded in distinct phases:

Phase 1: Foundation and Preparation (September 2023 - December 2023)

The Dean of Research, Planning and Grants introduced the planning framework to governance committees, outlining the components of the development process and establishing the timeline. The college’s approach built upon established practices, including review of the mission, vision, and values; conducting internal and external environmental scans; and establishing goals, strategies, and performance indicators.

Phase 2: SWOT Analysis through Workgroups (January 2024 - March 2024)

Ten specialized workgroups, each comprising approximately eight members selected to ensure diverse representation across employee groups and including student participation, conducted focused SWOT (Strengths, Weaknesses, Opportunities, and Threats) analyses. The ten topic areas were:

- Higher Education Issues & Trends
- Instruction
- Fiscal Matters
- Glendale Unified School District Partnerships
- Continuing & Community Education
- Distance Education
- Student Services & Student Affairs
- Diversity, Equity, Inclusion, and Accessibility (DEIA)
- Labor Market and Workforce Development
- Technology

Each workgroup drew upon relevant institutional data to inform their analyses. These data sources included the college’s progress toward the California Community Colleges Chancellor’s Office Vision 2030 goals, enrollment trends, regional workforce needs, and equity gap analyses. The workgroups were comprised of functional experts within their respective areas, bringing both deep knowledge and diverse perspectives to identify institutional strengths and weaknesses as well as external opportunities and threats. Collectively, approximately 80 individuals participated in this phase, representing the breadth of the college community.

Phase 3: Meta-SWOT Analysis and Goal Development (April 2024 - May 2024)

Following the completion of individual workgroup reports, the Institutional Planning and Coordination Committee conducted a comprehensive meta-SWOT analysis. This synthesis process involved reviewing all ten workgroup reports, identifying common themes and priorities, and distilling the recommendations into coherent strategic directions. The Dean of Research, Planning and Grants along with Program Manager for Institutional Effectiveness led this crucial consolidation effort.

Through this synthesis, three overarching priority areas emerged organically from the data and recommendations: **Inclusion, Success, and Support**. Notably, these themes aligned closely with the Chancellor’s Office Vision 2030 framework—a convergence that occurred naturally through the data-driven process rather than through predetermined design.



The **Inclusion** priority area encompasses diversity, equity, inclusion, accessibility, and access to college programs and services.

The **Success** priority area focuses on equitable achievement of students’ educational, economic, career, and life goals.

The **Support** priority area addresses the human, technological, fiscal, and physical resources necessary to facilitate student success and foster belonging among all college stakeholders.

Draft goals were developed under each priority area, with particular attention to embedding professional development throughout the plan rather than treating it as a separate component. This integrated approach reflected input from the Professional Development Committee, which had identified focus areas applicable to all employee groups.

This process also responded to accreditation feedback. The Accrediting Commission for Community and Junior Colleges had noted the need to strengthen budget development processes and monitoring systems. The ISP incorporated these considerations, ensuring alignment between strategic priorities and resource allocation mechanisms.

Phase 4: Broad Engagement and Feedback (May 2024 - November 2024)

The draft goals and strategies were presented to numerous governance bodies and constituent groups for feedback, including:

- Strategic Planning Committee
- Institutional Planning Coordinating Committee
- Academic Affairs Committee
- Student Affairs Committee
- Administrative Affairs Committee
- Academic Senate
- Presentation at a Faculty Meeting
- College Executive Committee
- Board of Trustees Retreat

Student voice remained central throughout this process, as students serve as voting members on all governance committees. This inclusive feedback process allowed for refinement of language, clarification of intent, and incorporation of additional perspectives. The committee structure ensured that the plan reflected shared governance principles and represented the collective wisdom of the college community.

In November 2024, the Strategic Planning Committee formally approved the draft ISP, advancing it to the next stages of the approval process.

Phase 5: Addressing Specificity and Adding Measurable Objectives (Summer 2025)

During spring 2025 presentations to the College Executive Committee and Board of Trustees, concerns emerged regarding the specificity of the plan. While the priority areas and goals provided clear direction, the absence of measurable objectives made it difficult to assess progress and hold the institution accountable. This feedback, though requiring additional work, ultimately strengthened the plan significantly.

Throughout summer 2025, the Associate Dean of Research and Institutional Effectiveness led a focused revision effort. Working collaboratively with functional area leaders who possessed the expertise to define appropriate metrics within their domains, the team developed specific, measurable objectives for each strategy. These objectives transformed broad aspirations into concrete targets that could guide implementation and facilitate assessment.

Phase 6: Refinement and Final Approval (Fall 2025 - Spring 2026)

During fall 2025, the IPCC worked with key stakeholders to refine the newly developed objectives, ensuring they were both ambitious and achievable, appropriately scaled, and aligned with available data systems for monitoring.

In December 2025, the Strategic Planning Committee reviewed and approved the substantially revised draft.

Data-Informed Decision Making

Throughout the development process, institutional research and data analysis played a foundational role. Each workgroup incorporated relevant data into their environmental scans. The college examined its progress toward statewide Vision 2030 goals, analyzed enrollment trends across student populations and instructional modalities, reviewed regional workforce development needs and labor market data, and investigated equity gaps in access and success outcomes across student demographic groups.

This evidence-based approach ensured that strategic priorities reflected both current realities and emerging trends, positioning the college to respond effectively to community needs.

Professional Development Integration

A distinguishing feature of this ISP is the integration of professional development throughout the plan rather than treating it as a separate goal area. The Professional Development Committee's identification of focus areas applicable to all employee groups informed this approach. By embedding professional development within goals across all three priority areas, the plan recognizes that continuous learning and growth among faculty, staff, and administrators directly supports student success and institutional effectiveness.

Strategic Priorities: Goals and Objectives

The 2025-2030 Institutional Strategic Plan is organized around three priority areas, each with specific goals and measurable objectives. These priorities emerged from the comprehensive SWOT analysis process and reflect both the college's commitment to equity and the practical realities of serving a diverse student population in a rapidly changing educational landscape.

Priority A: Inclusion

Increase equitable access with an inclusive environment where students and employees belong and know their identities are valued

GOAL	OBJECTIVE
A.1. Develop and implement more relevant and innovative ways to engage and enroll prospective students, including those beyond our immediate community and under-represented student groups such as Black, Latino, APIDA (Asian Pacific Islander Desi American), and non-traditional students.	By 2030, achieve student enrollment demographics that reflect regional population demographics (30% Latino, 20% APIDA, 5% Black students).
A.2. Develop and implement innovative methods for retaining current students and eliminate gaps in retention rates, especially for Black, Latino, APIDA, and other under-represented and non-traditional groups.	By 2030, eliminate gaps in retention rates between demographic groups and reduce completion gaps from current levels to under 5% difference between groups.
A.3. Expand programs in the community and be more intentional about inviting the community to our campuses for events and activities	By 2030, host 36+ annual campus community events averaging 100+ attendees each, establish a method of assessing satisfaction with community events, and streamline the process for community access of facilities.
A.4. Embed explicit equity and inclusion-centered goals, criteria and actions in all college processes, plans, policies and procedures.	By 2030, establish and implement a standardized equity review protocol similar to a proven-model that is in use (such as that used by El Camino Community College District) that ensures all new and revised college processes, plans, policies, and procedures undergo explicit DEIA assessment before adoption, with clear documentation of how equity considerations shaped their development and measurable criteria for monitoring their impact on historically under-served student populations.
A.5. Strengthen and expand intersegmental relationships and curricular collaboration with K-12 and transfer institutions in order to create more efficient and effective pathways for students.	By 2030, increase the number of new or re-negotiated articulation agreements by 10%. Vision 2030 goal: 2,111 dual enrollment students by 2030, 2023-24 baseline is 1,662.

GOAL	OBJECTIVE
A.6. Advocate for legislative changes that proactively increase equitable educational access, and reduce established barriers	By 2030, successfully advocate for passage of 3+ pro-equity legislative measures, prevent passage of 5+ harmful bills through advocacy efforts, and establish GCC as a recognized leader in 2+ statewide education policy coalitions.
A.7. Identify changing needs for students in classrooms and in other college environments (e.g., de-escalation, sensitivity, cultural responsiveness, community building, college expectations, and mental health)	By 2030, redesign and implement student views survey, increase the number of student focus groups, and improve the way we support faculty and staff in responding to these changing needs

Priority B: Success

Ensure equitable achievement of students' educational, economic, career, and life goals

GOAL	OBJECTIVE
B.1. Expand flexible learning opportunities and approaches such as credit for prior learning	By 2030, establish a process for nuanced & data-driven scheduling, establish uniform process and policies for credit for prior learning, and increase the number of eight-week classes by 25%
B.2. Provide both full-time and part-time faculty with support and opportunities to learn about and implement evidence-based, culturally responsive and equity-minded pedagogical approaches in an effort to reduce equity gaps in student success.	By 2030, establish a baseline for the percentage of faculty implementing evidence-based, culturally responsive and equity-minded pedagogy and increase that percentage by 30%, and reduce achievement gaps in course success rates to under 5% between demographic groups.
B.3. Build instructional and program capacity in Distance Education through continuous quality improvement strategies that support authentic instructor-to-student and student-to-student interaction through equitable and inclusive online practices.	By 2030, maintain high success rates and reduce equity gaps in Distance Education courses by 10%.
B.4. Develop online versions of courses contributing to certificates and degrees, including career education courses to expand instructional and program capacity of the distance education program	By 2030, increase the percentage of non-CE certificates and degrees that can be completed through fully distance educational modes to 70%

GOAL	OBJECTIVE
B.5. Leverage and maintain partnerships with industry partners and community organizations to enhance GCC’s curriculum.	By 2030, explore the feasibility of implementing an MIS data element (SG21) system for work-based learning.
B.6. Implement processes for effective support in meeting students’ diverse academic and non-academic needs, including textbook affordability and basic needs.	By 2030, establish a baseline for measuring how many students are facing financial barriers affecting their success and reduce that number by 50%, and achieve 80% of courses using zero-cost textbooks/OER.
B.7. Implement emerging instructional technologies, such as AI and virtual reality, to improve student success equitably.	By 2030, train 100% faculty in the responsible and ethical use of AI in the classroom and establish 10+ VR/AR learning experiences.
B.8. Ensure all students are informed of transfer pathways and processes at multiple points of the student journey including onboarding and in the second-year experience.	By 2030, increase the percentage of students who transfer to any four-year institution within three-years by 20% (baseline: 33.2% (2019-20) source: DataVista), and increase the number of students attending transfer workshops by 20%. Vision 2030 goal: Increase # of students that transfer to a UC/CSU to 1,142. Baseline 2022-23 is 717.

Priority C: Support

Strengthen human, technological, fiscal, and physical resources to support students’ attainment of their goals and a sense of belonging among all college stakeholders

GOAL	OBJECTIVE
C.1. Expand the number of noncredit students who have matriculated to credit and successfully complete a certificate, degree or university transfer.	By 2030, establish a baseline for the percentage of noncredit students in a given year’s cohort that matriculate to credit and successfully complete a certificate, degree or university transfer, and increase the percentage by 5 percentage point.
C.2. Expand collaborative initiatives between Student Services and Instructional Services to enhance the student experience and improve funding metrics (e.g., Promise Plus, coordinated care, shared fiscal and human resources).	By 2030, improve student success allocation of SCFF by 20% (e.g. AS-T, AS, credit certs, transfer math and English, transfer, nine or more CTE units, regional living wage).

GOAL	OBJECTIVE
C.3. Improve the efficiency and effectiveness of organizational structures to better support SCFF-related outcomes and alignment with Vision 2030, including targeted consideration for the impacts from the 2023-24 retirement incentive.	By 2030, complete organizational restructuring in 4+ major areas and maintain 95%+ employee satisfaction with organizational effectiveness.
C.4. Complete the redesign and implementation of the collegewide onboarding process for all employee groups.	By 2030, achieve 98% new employee satisfaction with onboarding and maintain 90%+ three-year employee retention rate through comprehensive support systems.
C.5. Improve efficiency and effectiveness of enterprise-wide technology systems, including fiscal, student, and human resources, to improve business processes for enhanced accountability, transparency, security, and ease of use.	By 2030, eliminate manual paper processes for requisitions, time keeping and budget development. Fully implement new ERP for administrative services and HR by July 2027, including allowable integration with LACOE.
C.6. Align staffing with current institutional needs; regularly update strategic staffing plans to allow for efficient reorganizations and the reduction of staffing redundancies.	By 2030, complete institution-wide staffing plans that include one-, three-, and five-year projections for all departments.
C.7. Strengthen the budget development and review process to be more closely integrated with the institution's annual planning (i.e. program review)	By 2030, implement workflows within the new ERP that better equip departments to closely monitor and project their budgets

These goals and objectives provide clear, measurable targets that will guide the college's work over the next five years. Each objective includes specific metrics that will allow the institution to track progress, make data-informed adjustments, and ensure accountability to students, employees, and the broader community.

Implementation and Accountability

Following anticipated Board approval in spring 2026, attention will turn to implementation and development of strategies and actions. The IPCC and Strategic Planning Committee will identify annual goals drawn from the broader ISP goals, allowing the college to focus resources and energy on specific priorities each year while maintaining momentum toward longer-term objectives. The Faculty Coordinator for Institutional Effectiveness and the Associate Dean of Research and Institutional Effectiveness will lead the development of detailed implementation plans, which will be distributed to relevant governance committees for execution.

This implementation structure ensures that the ISP remains a living document that guides decision-making, resource allocation, and continuous improvement efforts throughout the planning cycle. Regular monitoring of key performance indicators and progress toward objectives will enable the college to assess effectiveness, celebrate successes, and make mid-course corrections as needed.

Conclusion

The development of Glendale Community College's 2025-2030 Institutional Strategic Plan exemplifies the power of inclusive, data-informed strategic planning. Through the meaningful engagement of approximately 100 faculty, staff, administrators, and students; the systematic analysis of internal strengths and external opportunities; the synthesis of diverse perspectives into coherent priorities; and the commitment to measurable objectives and accountability, the college has created a roadmap that honors its mission while charting an ambitious path forward.

This plan reflects not only where GCC aspires to go, but also the collaborative spirit and shared commitment to student success that will carry the institution forward through 2030 and beyond.



KINESIOLOGY
AND
VAQUERO ATHLETIC COMPLEX

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A young woman in a black long-sleeved shirt and black pants is walking towards the camera, smiling.

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