Strategic Plan 2024-2027: Institution Level Objectives				
Objectives	**Evaluation Method/Criteria/Target(s)**	**Tasks**	**Responsible Area(s)**	**2024-25 Results & Future Plans**
Access: Increase access to opportunities, resources, and support.				
1. Increase unduplicated headcount in curriculum programs COA Curriculum Term Enrollment Profile Dashboard	**1.1** Fall unduplicated headcount in curriculum programs will increase by 2 percent each year for a total of 6 percent over three years Fall 2023 Baseline = 2,640 Fall 2024 Target = 2,693 Fall 2025 Target = 2,747 Fall 2026 Target = 2,802 **1.2** Annual unduplicated headcount in curriculum programs will increase by 2 percent each year for a total of 6 percent over three years Reporting Year 2023-24 Baseline = 3,517 Reporting Year 2024-25 Target = 3,587 Reporting Year 2025-26 Target = 3,659 Reporting Year 2026-27 Target = 3,732	- Financial Aid: Target adult learners who have completed the FAFSA, but not applied for admissions - Financial Aid: Partner with College Foundation to host financial aid/scholoarship information sessions - Financial Aid: FAFSA Day - Admissions: NC Career Coaches in Pasquotank and Chowan Counties - Admissions: Target high school seniors who are undecided - Admissions: Establish a regular presence in community agencies that serve underrepresented populations - Admissions: Utilize customer relations management system to manage application process through regular email reminders for incomplete files - Admissions: Attend and host recruitment events and support College events in partnership with DOL - Admissions: Attend community events to increase awareness of programs/activities/services offered at COA - Admissions: Partner with DOL to provide targeted outreach to students enrolled in continuing education and college to career readiness programs - Admissions/CCP: Increase presence in high schools to promote enrollment for eligible CCP students and high school seniors - CCP: Host monthly sessions for high school partners to increase knowledge of CCP guidelines/eligibility/pathways to include the promotion of CCP Pathway Maps - Advising/C&M: Targeted Outreach - Previously Registered - Not Registered (Next Term); Applied - Not Registered - Advising: Call campaign to promote retention of students - Advising: Career Exploration/Advising - Financial AidAdmissions/Advising: Promote wraparound services/financial aid/COA Foundation Scholarships/NextNC when meeting with prospective and current students - Veterans: Outreach/Support for prospects and new applicants - A&S DOL: Targeted outreach, strategic marketing efforts, and flexible course scheduling options. - A&S DOL: Increase access to the Associate in Arts degree (and possibly other transfer programs) by expanding the use of Open Educational Resources (OER) and low-cost materials. This will be achieved by reviewing material costs in the transfer program, promoting a list of no-cost and low-cost course options, and designating such courses in the academic catalog and online platforms.	SSEM Deans/Program Coordinators	**1.1** Fall 2024 Target = 2,693 (2% increase) Fall 2024 Actual = **1.2** Reporting Year 2024-25 Target = 3,587 (2% increase) Reporting Year 2024-25 Actual =
2. Increase curriculum FTE COA Curriculum FTE Trends Dashboard	**2.1** Fall curriculum FTE will increase by 2 percent each year for a total of 6 percent over three years Fall 2023 Baseline = 1,005.5 Fall 2024 Target = 1,025.6 Fall 2025 Target = 1,046.1 Fall 2026 Target = 1,067.0 **2.2** Annual curriculum FTE will increase by 2 percent each year for a total of 6 percent over three years Reporting Year 2023-24 Baseline = 2,232.2 Reporting Year 2024-25 Target = 2,276.8 Reporting Year 2025-26 Target = 2,322.3 Reporting Year 2026-27 Target = 2,368.7	- Financial Aid: Target adult learners who have completed the FAFSA, but not applied for admissions - Financial Aid: Partner with College Foundation to host financial aid/scholoarship information sessions - Financial Aid: FAFSA Day - Admissions: NC Career Coaches in Pasquotank and Chowan Counties - Admissions: Target high school seniors who are undecided - Admissions: Establish a regular presence in community agencies that serve underrepresented populations - Admissions: Utilize customer relations management system to manage application process through regular email reminders for incomplete files - Admissions: Attend and host recruitment events and support College events in partnership with DOL - Admissions: Attend community events to increase awareness of programs/activities/services offered at COA - Admissions: Partner with DOL to provide targeted outreach to students enrolled in continuing education and college to career readiness programs - Admissions/CCP: Increase presence in high schools to promote enrollment for eligible CCP students and high school seniors - CCP: Host monthly sessions for high school partners to increase knowledge of CCP guidelines/eligibility/pathways to include the promotion of CCP Pathway Maps - Advising/C&M: Targeted Outreach - Previously Registered - Not Registered (Next Term); Applied - Not Registered - Advising: Call campaign to promote retention of students - Advising: Career Exploration/Advising - Financial AidAdmissions/Advising: Promote wraparound services/financial aid/COA Foundation Scholarships/NextNC when meeting with prospective and current students - Veterans: Outreach/Support for prospects and new applicants - A&S DOL: Targeted outreach, strategic marketing efforts, and flexible course scheduling options. - A&S DOL: Increase access to the Associate in Arts degree (and possibly other transfer programs) by expanding the use of Open Educational Resources (OER) and low-cost materials. This will be achieved by reviewing material costs in the transfer program, promoting a list of no-cost and low-cost course options, and designating such courses in the academic catalog and online platforms.	SSEM Deans/Program Coordinators	**2.1** Fall 2024 Target = 1,025.6 (2% increase) Fall 2024 Actual = **2.2** Reporting Year 2024-25 Target = 2,276.8 (2% increase) Reporting Year 2024-25 Actual =

Goal	Measure/Target	Strategies	Responsible Party	Results
3. Increase unduplicated headcount in continuing education programs COA Con Ed Term Enrollment Profile Dashboard	**3.1** Annual unduplicated headcount in continuing education programs will increase by 2 percent each year for a total of 6 percent over three years Reporting Year 2023-24 Baseline = 4,685 Reporting Year 2024-25 Target = 4,779 Reporting Year 2025-26 Target = 4,875 Reporting Year 2026-27 Target = 4,973	- Admissions/WDCR: Attend community events to increase awareness of workforce development opportunities offered at COA - C&M: Promote workforce development opportunities via targeted outreach - College Leadership: Research the viability of a one college model - Implement Instant Enrollment for ease of registration for courses that are not typically tied to sponsorships or fee-waivers -Continued marketing of WDCR FB Page specific to CE programs -Increased access and enrollment through collaboration with high schools to explore additional WCE Pathways -Research and implementation of new programs identified for CE as result of Gap Analysis or outreach from local employers. Participate in special community events and activities to promote and market CE programs. -Create specialized marketing pieces that are targeted to businesses related to certain programs (for example, CDL flyers showcasing short-term schedules for companies needing Class B Drivers)	Workforce Development & Career Readiness Admissions and Recruitment	**3.1** Reporting Year 2024-25 Target = 4,787 (2% increase) Reporting Year 2024-25 Actual =
4. Increase continuing education FTE COA Con Ed FTE Trends Dashboard	**4.1** Annual continuing education FTE will increase by 2 percent each year for a total of 6 percent over three years Reporting Year 2023-24 Baseline = 474.0 Reporting Year 2024-25 Target = 483.5 Reporting Year 2025-26 Target = 493.2 Reporting Year 2026-27 Target = 503.1	- Admissions/WDCR: Attend community events to increase awareness of workforce development opportunities offered at COA - C&M: Promote workforce development opportunities via targeted outreach - College Leadership: Research the viability of a one college model - Implement Instant Enrollment for ease of registration for courses that are not typically tied to sponsorships or fee-waivers -Continued marketing of WDCR FB Page specific to CE programs -Increased access and enrollment through collaboration with high schools to explore additional WCE Pathways -Research and implementation of new programs identified for CE as result of Gap Analysis or outreach from local employers. -Participate in special community events and activities to promote and market CE programs. -Create specialized marketing pieces that are targeted to businesses related to certain programs (for example, CDL flyers showcasing short-term schedules for companies needing Class B Drivers)	Workforce Development & Career Readiness Admissions and Recruitment	**4.1** Reporting Year 2024-25 Target = 472.2 (2% increase) Reporting Year 2024-25 Actual =
5. Increase unduplicated headcount in basic skills programs COA Basic Skills Plus Term Enrollment Profile Dashboard	**5.1** Fall unduplicated headcount in basic skills programs will increase by 2 percent each year for a total of 6 percentage points over three years Fall 2023 Baseline = 192 Fall 2024 Target = 196 Fall 2025 Target = 200 Fall 2026 Target = 204 **5.2** Annual unduplicated headcount in basic skills programs will increase by 2 percent each year for a total of 6 percent over three years Reporting Year 2023-24 Baseline = 281 Reporting Year 2024-25 Target = 287 Reporting Year 2025-26 Target = 293 Reporting Year 2026-27 Target = 299	- College Leadership: Research the viability of a one college model. - Continue offering CCR Open House in the Spring -Develop marketing opportunities for CCR programs for the 7 county catchment - Increase program offerings in CCR, including the return of Digital Literacy classes and TEAS Bootcamps. - Maintain current program offerings, including ESL classes in Dare and EC, HSE classes at PCI. - Introduce new course opportunities at PCI.	Workforce Development & Career Readiness Admissions and Recruitment	**5.1** Fall 2024 Target = 196 (2% increase) Fall 2024 Actual = **5.2** Reporting Year 2024-25 Target = 287 (2% increase) Reporting Year 2024-25 Actual =
6. Increase basic skills FTE NCCCS Continuing Education & Basic Skills Instructional Activity FTE Dashboard	**6.1** Fall basic skills FTE will increase by 2 percent each year for a total of 6 percent over three years Fall 2023 Baseline = 34.4 Fall 2024 Target = 35.1 Fall 2025 Target = 35.8 Fall 2026 Target = 36.5 **6.2** Annual basic skills FTE will increase by 2 percent each year for a total of 6 percent over three years Reporting Year 2023-24 Baseline = 67.1 Reporting Year 2024-25 Target = 68.4 Reporting Year 2025-26 Target = 69.8 Reporting Year 2026-27 Target = 71.2	- College Leadership: Research the viability of a one college model. - Continue offering CCR Open House in the Spring -Develop marketing opportunities for CCR programs for the 7 county catchment - Increase program offerings in CCR, including the return of Digital Literacy classes and TEAS Bootcamps. - Maintain current program offerings, including ESL classes in Dare and EC, HSE classes at PCI. - Introduce new course opportunities at PCI.rrent program offerings, including ESL classes in Dare and EC, HSE classes at PCI - Introduce new course opportunities at PCI.	Workforce Development & Career Readiness Admissions and Recruitment	**6.1** Fall 2024 Target = 35.1 (2% increase) Fall 2024 Actual = **6.2** Reporting Year 2024-25 Target = 68.4 (2% increase) Reporting Year 2024-25 Actual =

Success: To improve success for students, employees and the community.

1. Improve success in Credit English Performance Measure NCCCS Success Rate in College-Level English (PM2) – Institutional Outcomes Dashboard	**1.1** COA's NCCCS Performance Measure Report Success in Credit English score will increase by 3 percentage points each year for a total of 9 percentage points over three years. 2024 Report Baseline = 63.8% 2025 Report Target = 66.8% 2026 Report Target = 69.8% 2027 Report Target = 72.8%	- QEP Director: Implement strategies specific to cohort: Differentiated Advising/Progress Reports/Tutoring - Advising: Using the curriculum pacing guides, proactively advise new students to enroll in ENG 111 within the first year - Advising: Targeted advising and outreach to have students who were unsuccessful in ENG 111 to re-enroll the next semester - Advising/Faculty: Provide outreach/intrusive advising for identified students based on progress reports (QEP co-hort) - A&S DOL: Implement strategic advising, offer comprehensive support services, and increase utilization of the Learning Commons. - A&S DOL: Align the curriculum with workforce readiness and promote departmental consistency in course expectations. - A&S DOL: Integrate the new developmental education framework to further support student achievement. - A&S DOL: Improve success rate of English and Communication asynchronous internet (INxx) courses for students aged 18 and older by incorporating colleague observations, student evaluations, and high-impact practices to refine course design and enhance the learner experience. Additionally, utilize Distance Education staff to deliver personalized support for faculty and provide professional development focused on effective online teaching strategies and active learning approaches tailored for adult learners. - A&S DOL: Increase the success rate of English and Communication synchronous web conferencing (IWxx) courses for students age 18 and older by establishing clear expectations for synchronous virtual learning, enhancing virtual engagement strategies, integrating wrap-around services, and piloting embedded tutors from the Academic Support Center in select sections. Additionally, utilize colleague observations, student evaluations, and high-impact practices to improve course design and learner experience while leveraging Distance Education staff for personalized faculty support. Furthermore, provide professional development in effective online teaching strategies for synchronous web conferencing classes and explore scheduling and capacity options to maximize efficiency while maintaining a high level of student success.	English and Communications Dept. SSEM	**1.1** 2025 Report Target = 66.8% (3% increase) 2025 Report Actual =
2. Improve success in Credit Math Performance Measure NCCCS Success Rate in College-Level Math (PM3) – Institutional Outcomes Dashboard	**2.1** COA's NCCCS Performance Measure Report Success in Credit Math score will increase by 3 percentage points each year for a total of 9 percentage points over three years. 2024 Report Baseline = 39.0% 2025 Report Target = 42.0% 2026 Report Target = 45.0% 2027 Report Target = 48.0%	- QEP Director: Implement strategies specific to cohort: Differentiated Advising/Progress Reports/Tutoring - Advising: Using the curriculum pacing guides, proactively advise new students to enroll in MAT within the first year - Advising: Targeted advising and outreach to have students who were unsuccessful in MAT to re-enroll the next semester - Advising/Faculty: Provide outreach/intrusive advising for identified students based on progress reports (QEP co-hort) - A&S DOL: Implement strategic advising, offer comprehensive support services, and increase utilization of the Learning Commons. - A&S DOL: Align the curriculum with workforce readiness and review and refine departmental course shells and assignments to strengthen student success in online learning environments. - A&S DOL: Integrate the new developmental education framework to further support student achievement. - A&S DOL: Improve success rate of Mathematics asynchronous internet (INxx) courses for students aged 18 and older by incorporating colleague observations, student evaluations, and high-impact practices to refine course design and enhance the learner experience. Additionally, utilize Distance Education staff to deliver personalized support for faculty and provide professional development focused on effective online teaching strategies and active learning approaches tailored for adult learners. - A&S DOL: Increase the success rate of Mathematics synchronous web conferencing (IWxx) courses for students aged 24 and below by establishing clear expectations for synchronous virtual learning, enhancing virtual engagement strategies, integrating wrap-around services, and piloting embedded tutors from the Academic Support Center in select sections. Additionally, utilize colleague observations, student evaluations, and high-impact practices to improve course design and learner experience while leveraging Distance Education staff for personalized faculty support. Furthermore, provide professional development in effective online teaching strategies for synchronous web conferencing classes and explore scheduling and capacity options to maximize efficiency while maintaining a high level of student success.	Math and Engineering Dept. SSEM	**2.1** 2025 Report Target = 42.0 (3% increase) 2025 Report Actual =
3. Improve success in Completion Performance Measure NCCCS Curriculum Completion (PM5) – Institutional Outcomes Dashboard	**3.1** COA's NCCCS Performance Measure Report Success in Completion score will increase by 2 percentage points each year for a total of 6 percentage points over three years. 2024 Report Baseline = 59.2% 2025 Report Target = 61.2% 2026 Report Target = 63.2% 2027 Report Target = 65.2%	- QEP Director: Implement strategies specific to cohort: Differentiated Advising/Progress Reports/Tutoring - Advising: Create an academic plan for every curriculum adult student via myService - Advising: Identify appropriate actions/outreach for early alerts - Registrar/Advising/Academic Deans: Identify students who are near completion to provide targeted communication/advising/supports - A&S DOL: Require all students in a transfer or CTE programs and pathways that requires ACA 111 or ACA 122, to enroll within their first semseter at COA. - A&S DOL: Create and update Curriculum Program guides for part time students and CCP students to promote completion. - A&S DOL: Promote mentoring and enhancing the faculty advising experience through tools like the Advisee Checklist and Calendar. Implement a "finish first" model for select transfer degrees, highlight faculty alumni connections, spotlight college transfer success stories, and actively participate in college transfer events.	Division of Learning SSEM	**3.1** 2025 Report Target = 61% (2% increase) 2025 Report Actual =

Goal	Target	Strategies	Responsible	Report
4. Improve success in College Transfer Performance Measure NCCCS College Transfer Performance (PM7) – Institutional Outcomes Dashboard	**4.1** COA's NCCCS Performance Measure Report Success in College Transfer score will increase by 1 percentage points each year for a total of 3 percentage points over three years. 2024 Report Baseline = 88.3% 2025 Report Target = 89.3% 2026 Report Target = 90.3% 2027 Report Target = 91.3%	- Advising: Host a transfer fair - Advising: Host 4 - year institutions of higher education representatives - DOL/Student Life: ACCESS Program - academic/student support workshops/college visits - A&S DOL: Enhancing marketing efforts for transfer programs, agreements (Viking Advantage, Pirate Promise, UNCW Pathways), and events such as National Transfer Week in October. - A&S DOL: Optimize the transfer webpage(s) for greater accessibility and information for students and employees. - A&S DOL: Expand guaranteed admissions partnerships. - A&S DOL: Increase the use of transfer guides throughout the college experience, especially in capstone and 200-level courses, while actively participating in transfer week activities and transfer fairs. - A&S DOL: Expand the COA ACCESS program to provide wrap-around services over a two-year period and increasing campus tour opportunities, including specialized tours for AFA and AE students.	Arts & Sciences Division SSEM	**4.1** 2025 Report Target = 89.3% (2% increase) 2025 Report Actual =

Equity: Promote equity in policy, process, and outcomes

Goal	Target	Strategies	Responsible	Report
1. Reduce gaps in Progression/Persistence Performance Measure NCCCS First-Year Progression/Persistence (PM4) – Institutional Outcomes Dashboard 1.1 Demographics Tab - Race/Ethnicity 1.2 Characteristics Tab - Pell Recipient Status	**1.1** The gap between all students and Black students in COA's NCCCS Performance Measure Report First-Year Progression/Persistence score will decrease by 2 percentage points each year for a total of 6 percentage points over three years. 2024 Report Baseline = 10.2% 2025 Report Target = 8.2% 2026 Report Target = 6.2% 2027 Report Target = 4.2% **1.2** The gap between Pell Grant recipients and not recipients in COA's NCCCS Performance Measure Report First-Year Progression/Persistence score will decrease by 2 percentage points each year for a total of 6 percentage points over three years. 2024 Report Baseline = 27% 2025 Report Target = 25% 2026 Report Target = 23% 2027 Report Target = 21%	- QEP Director: Implement strategies specific to cohort: Differentiated Advising/Progress Reports/Tutoring - Advising: Identify appropriate actions/outreach for early alerts - SSEM: Promote wraparound services (academic and student supports) - A&S DOL: Require all students in a transfer or CTE programs and pathways that requires ACA 111 or ACA 122, to enroll within their first semseter at COA. - A&S DOL: Create and update Curriculum Program guides for part time students and CCP students to promote completion. - A&S DOL: Implement early intervention strategies, targeted messaging and tracking of withdrawal, ensure access to necessary resources like technology, financial aid, and academic support services, provide culturally responsive teaching, explore creation of black student success club or events, targeted marketing messaging, and implement other best practices.	SSEM DOL/Academic foundations	**1.1** 2025 Report gap Target = 8.2% (2 gap percentage points decrease) 2025 Report gap Actual = **1.2** 2025 Report gap Target = 25% (2 gap percentage points decrease) 2025 Report gap Actual =
2. Reduce gaps in Completion Performance Measure NCCCS College Transfer Performance (PM7) – Institutional Outcomes Dashboard 2.1 Demographics Tab - Race/Ethnicity 2.2 Characteristics Tab - Pell Recipient Status	**2.1** The gap between all students and Black students in COA's NCCCS Performance Measure Report Curriculum Completion score will be maintained within ±1% each year for three years 2024 Report Baseline = -0.8% 2025 Report Target = ±1% 2026 Report Target = ±1% 2027 Report Target = ±1% **2.2** The gap between Pell Grant recipients and not recipients in COA's NCCCS Performance Measure Report Curriculum Completion score will decrease by 2 percentage points each year for a total of 6 percentage points over three years. 2024 Report Baseline = 25% 2025 Report Target = 23% 2026 Report Target = 21% 2027 Report Target = 19%	- QEP Director: Implement strategies specific to cohort: Differentiated Advising/Progress Reports/Tutoring - Advising: Identify appropriate actions/outreach for early alerts - SSEM: Promote wraparound services (academic and student supports) - A&S DOL: Require all students in a transfer or CTE programs and pathways that requires ACA 111 or ACA 122, to enroll within their first semseter at COA. - A&S DOL: Create and update Curriculum Program guides for part time students and CCP students to promote completion. - A&S DOL: Implement early intervention strategies, targeted messaging and tracking of withdrawal, in depth review of course fees to remove barriers, ensure access to necessary resources like technology, financial aid, and academic support services, expanded use of OER materials, targeted marketing messaging, exploration of grants and scholarships like NSF - SSTEM, and implement other best practices.	SSEM DOL/Academic foundations	**2.1** 2025 Report gap Target = ±1% (Maintain within 1%) 2025 Report gap Actual = **2.2** 2025 Report gap Target = 23% (2 gap percentage points decrease) 2025 Report gap Actual =
3. Promote diversity of curriculum education student populations NCCCS Curriculum Headcount Dashboard Demographics Tab - Race/Ethnicity	**3.1** Minority curriculum student percentage will increase by 2 percentage points each year for a total of 6 percentage points over three years. Fall 2023 Baseline = 38% Fall 2024 Target = 40% Fall 2025 Target = 42% Fall 2026 Target = 44%	- Admissions: Attend and host events/programs specific to minoritized populations - Admissions: Partner with local churches/non-profits/schools/organizations to increase access to COA programs/activities/services - Admissions/C&M: Targeted marketing and communications strategies that represent diverse populations	Marketing SSEM	**3.1** Fall 2024 Target = 40% (2 percentage points increase) Fall 2024 Actual =
4. Promote diversity of continuing education student populations NCCCS Continuing Education Headcount Dashboard Demographics Tab - Race/Ethnicity	**4.1** Minority continuing education student percentage will increase by 1 percentage points each year for a total of 2 percentage points over two years. Fall 2023 Baseline = 26% Fall 2024 Target = 28% Fall 2025 Target = 30% Fall 2026 Target = 32%	C&M: Targeted marketing and communications strategies that represent diverse populations Continued marketing strategies to promote diversity of CE student populations including -Use of varied ethnicities and gender in visual marketing. - Marketing campaigns that target underserved populations in specific CTE programs (i.e. - Women in Truck Driver Training) -Research new program offerings that meet community need and reach diverse market (e.g. "Natural Hair Certificate Program")	Marketing Workforce Development and Career Readiness	**4.1** Fall 2024 Target = 28% (2 percentage points increase) Fall 2024 Actual =

5. Promote diversity of employee population NCCCS Employee Headcount Dashboard Demographics Tab - Race/Ethnicity	**5.1** All minority employee population percentage will increase by 1 percentage points each year for a total of 3 percentage points over three years. Fall 2023 Baseline = 24% Fall 2024 Target = 25% Fall 2025 Target = 26% Fall 2026 Target = 27% **5.2** Full-time minority employee population percentage will increase by 1 percentage point each year for a total of 3 percentage points over three years. Fall 2023 Baseline = 25% Fall 2024 Target = 26% Fall 2025 Target = 27% Fall 2026 Target = 28% **5.3** Part-time minority employee population percentage will increase by 1 percentage point each year for a total of 3 percentage points over three years.. Fall 2023 Baseline = 25% Fall 2024 Target = 26% Fall 2025 Target = 27% Fall 2026 Target = 28%	C&M: Targeted marketing and communications strategies that represent diverse populations HR Office: - Evaluate hiring and promotion procedures and policies to highlight considerations of diversity to better align with and be representative of the community. -Create an employee referral program with special emphasis placed on encouraging referrals from minority employees. -Use the "blind hiring" technique that anonymizes or "blinds" personal information about a candidate which can lead to unconscious or conscious bias about the candidate. - Unbiased Job Descriptions and Postings: Review job descriptions and requirements to ensure they are free from biased language and focus on essential qualifications. Highlight the college's commitment to diversity and inclusion in all job postings to attract candidates who value these principles. - Training for Hiring Managers: Offer training on implicit bias and inclusive interviewing techniques for all hiring managers and committee members. This ensures that all candidates are evaluated fairly and equitably. - Mentorship Programs: Establish mentorship and peer support programs, especially for employees from underrepresented backgrounds. This can help new hires build connections, understand the campus culture, and feel more supported in their roles.	Marketing Human Resources Office Hiring Managers	**5.1** Fall 2024 Target = 25% (1 percentage point increase) Fall 2024 Actual = **5.2** Fall 2024 Target = 26% (1 percentage point increase) Fall 2024 Actual = **5.3** Fall 2024 Target = 26% (1 percentage point increase) Fall 2024 Actual =
Relationships: Strengthen relationships with individuals, institutions, and industries.				
1. Strengthen relationships with employees 1.1 NCCCS Employee Retention Dashboard 1.2 COA Workplace Climate and Institutional Performance Assessment	**1.1** Full-time employee retention will increase by 1 percentage point each year for a total of three percentage points over three years. Fall 2023 Baseline = 91% Fall 2024 Target = 92% Fall 2025 Target = 93% Fall 2026 Target = 94% **1.2** Employee satisfaction as measured by the Workplace Climate and Communication section of the annual employee survey will increase by 2.5 percent each year for a total of 7.5 percent over three years. 2024 Survey Baseline = 3.71 2025 Survey Target = 3.80 2026 Survey Target = 3.90 2027 Survey Target = 4.00	HR Office:-Open-Door Policy: Encourage an open-door policy within HR, where employees feel comfortable discussing concerns or providing feedback. Making HR approachable and accessible can enhance trust and improve relationships. -Wellness Programs: Organize wellness challenges, health screenings, and fitness activities. Promoting physical and mental well-being demonstrates the college's commitment to supporting the whole employee. -Professional Development Opportunities: Offer and promote training, workshops, and certification programs that align with employees' career goals. Providing pathways for growth helps employees feel valued and invested in by the college. -Supervisor Training: Provide regular training for supervisors on effective communication, conflict resolution, and team-building strategies. Well-equipped supervisors are more likely to build positive relationships with their teams and contribute to a supportive work environment. Regular Check-Ins and Stay Interviews: Encourage supervisors to hold regular one-on-one meetings and "stay interviews" with their team members to discuss goals, concerns, and job satisfaction. These conversations demonstrate a commitment to employees' success and well-being. -Encourage Coaching and Mentorship: Promote a culture of coaching within the college where supervisors and more experienced employees can mentor and support newer team members. Positive mentorship relationships strengthen connections within departments and foster a sense of belonging.	Human Resources President's Leadership Team	**1.1** Fall 2024 Target = 92% (1 percentage point increase) Fall 20224 Actual = **1.2** 2025 Survey Target = 3.80 (2.5% increase)
2. Strengthen relationships with students COA Student Satisfaction Survey	**2.1** Student satisfaction survey 2025 Target = Add a survey question to reflect overall satisfaction with the College and establish weighted average baseline 2026 Target = Baseline +2.5% 2027 Target = 2026 Results +2.5%	- SSEM: Conduct ongoing evaluation of services/activities - A&S DOL: Strengthen relationships within the institution and the broader community through comprehensive faculty engagement. - A&S DOI - Host curriculum student events (STEM, Humaitites & Fine Arts, Estuaries Release Party, Literary Festival, Study Abroad, etc.) and faculty sponsored clubs (Art Club, Global Experience Club, PTK, etc).	SSEM DOL All college employees	**2.1** 2025 Target = New survey question added, survey administered, and baseline established 2025 Actual =