

Indicator	Definition/ Description	Disaggregation variables	Baseline	Annual Targets		
				Year 1: 2024-2025	Year 2: 2025-2026	Year 3: 2026-2027
Goal 2: Employee Success						
Professional Development Participation						
Annual faculty and staff professional development participation	Increase employee participation annually until 100% participation iwhtin three years.	Employee type, length of service, type of professional development	Determine Baseline	Determine Baseline and conduct needs analysis	Achieve 75% or higher participation in PD programs	Achieve 100% participation in PD programs
Leadership Academy						
Establish Leadership Academy by end of 2025	Leadership Academy will develop current and emerging leaders equipped with valuable skills and competencies to effectively lead projects and teams.	Employee type, leadership level, length of service	Implementation Plan	identify areas of leadership competencies and develop curriculum and program activities	Implement first year programming and activities	Evaluate program effectiveness
Launch enrollment in first Leadership Cohort	Enroll and graduate first cohort of the Leadership Academy	Employee type, leadership level, length of service, type of professional development	Number of employees' applied and selected to particate in Leadership Academy in Year 1	Develop and launch application process	First cohort finishes	Second cohort begins
Participant Satisfaction	Participant evaluation with program satisfaction and self-reported attainment of learning objectives	Employee type, leadership level, length of service, type of professional development; evaluation outcomes	TBD after Year 2 and first Leadership Academy cohort completes Academy	Develop evaluation instrument	90%	≥ 90%
Conduct internal comprehensive evaluation of Leadership Academy	Assess effectiveness in development of leadership competencies, impact on participant performance, organizational outcomes	Employee type, leadership level, length of service, gender, ethnicity, impact/change on current or new employee roles	TBC once evaluation domains established in Year 1	Establish domains and associated rubric against which to centrally evaluate all Leadership Academy completers	Identify improvements and create improvement plan from outcomes of program/employe e domains	Implement action plan to improve academy delivery, structure, and processes for second cohort

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Employee Recognition Program						
Recognition Awards	Number and percentage of faculty and staff recognized annually	Employee type, length of service, job category	Determine Baselines in Year 1	Baseline Year	Expand recognition categories to meet or exceed number of employees recognized	Meet or exceed Year 2 number of employees recognized; embed recognition into culture and sustain growth
Effectiveness and Impact of Recognition Programs	Assess the effectiveness and impact of the Recognition Program through Employee Satisfaction Survey	Employee type, length of service, job category, gender, ethnicity, level of employee education/ experience	Determine Baselines	Create and administer Employee Satisfaction Survey to set baselines	10% Increase in Employee Satisfaction from PY	10% Increase in Employee Satisfaction from PY
Analysis of participation and satisfaction with Financial Incentives program among eligible employees	The Financial Incentives program aims to enhance retention, satisfaction, and longevity.	Assess barriers to participation, program's reach and effectiveness	Determine Baselines	Develop eligibility & outcomes criteria, timelines, participants protocols/ processes; develop and administer participant satisfaction instrument to set baselines	20% Increase in Program Satisfaction from PY	20% Increase in Program Satisfaction from PY