

Priority Area 3: Workforce and Economic Development OWNER: Matthew Taylor and David Balcom

Liaisons - Mr. Chris Hartman and Mr. Brink

Goal 3.1: Work with P-20 partners to make it easier for students who want to become teachers

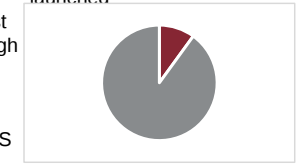
Measure/Metric	2024-2026 Target	Benchmark	Proposed Strategies	Next Steps	Resources Needed	Percentage Completed
1) Number of new UMES teacher program completers produced annually. (See also metrics tied to Goals 3.2. and 3.3 above)	Target: 25%≥ the average of the three previous years Target = 5 per FY.	1) UMES' 3-year average of new teacher program completers = FY 21 - FY 24 (N=16) - Average per FY - 4	See the proposed implementation strategies under Goals 3.2, 3.3, and 3.5	1) Through 2025 (and beyond) UMES will track and report on the number of new teacher program completers produced annually 2) In alignment with the USM "Next Steps", between 2023 and 2025, UMES, will work with faculty and leaders in its teacher education programs, as well as other local stakeholder groups, to further identify roadblocks to teacher recruitment and training, including increasing the number of graduates with a double major in education and another field. 3) UMES will apply to USMO for resources allocated expand and enhance teacher preparation programs and encourage students to pursue double majors.	None in the initial phase; Resources to complete Next Step #3 to be pursued through USMO.	Estimated 25% - Data for FY 25 and FY 26 Teacher completers needed to complete assessment



25%

Goal 3.2: Expand the number of graduates in fields critical to Maryland's economy: STEAM, cyber, healthcare

Measure/Metric	2026-2028 Target	Benchmark	Proposed Strategies	Next Steps	Resources Needed	Percentage Completed
1) Number of STEAM baccalaureate degrees produced annually.	1) Target: ≥ 150 STEM bachelor's degrees per FY by 2028.	1) UMES produced an average of 113 STEM bachelor's degrees annually between FY 21 - FY 24	a. Make public aware of the courses of study – highlight the ones that have a low number of students declaring these majors	1) Survey relevant programs, Deans and Chairs for roadblocks to program growth, retention and degree completion	1) Continuation of existing resources (resources associated with achieving this goal are primarily at institutional level and most recently have come through the State's Workforce Development Initiative.	Estimated 10% - Medium term goal so implementation strategies are just being launched
2) Number of Healthcare baccalaureate degrees produced annually.	2) Target: ≥ 125 Healthcare degrees annually by 2028.		b. Encourage gen.ed majors to consider the concentration in these majors	2) In synergy with Priority 1 and 2 Goals, identify and implement additional strategies to alleviate roadblocks identified in (1)	2) As resources as made available by USMO, UMES will explore applying for grants as they relate to this Goal and aligned Goals under Priority 1 and 2.	
3) Number of Cyber baccalaureate degrees produced annually.	3) Target: ≥ 40 Cyber degrees annually by 2028.	2) UMES produced 108 Health Care degrees annually at all levels per PY between FY 21 - FY 24 3) UMES produced 19 Cyber degrees at all levels annually between FY 21 - FY 24	c. Revisit teaching strategies to ensure there are qualified faculty to teach courses. d. Look at best practices in terms of student graduates in these fields			



10%

Goal 3.3 Diversify and strengthen Maryland's knowledge workforce by expanding the pipeline of underrepresented minority students entering critical workforce fields (STEAM, cyber, health care, education, social work, human services, technology)

Measure/Metric	2028-2030 Target	Benchmark	Proposed Strategies	Next Steps	Resources Needed	Percentage Completed
1) Number of baccalaureate degrees awarded annually to UMES URM students.	1) Target: TBD > 5% increase from the average of the past 3 years	Baseline data on URM degrees awarded in each in each area are being collected	a. Establish relationships with organizations and business (profit, not-for-profit and non-profits) that can assist in expanding the pipeline	1) Through 2025 (and beyond) UMES will track and report on the number of bachelor's degrees awarded annually to underrepresented minority (URM) students in areas critical to the State's economy (STEAM, Cyber, Health Care, Education).	1) As new programs and strategies for enhancing URM completion in these fields are developed, UMES will apply for resources through USMO as they are made available to support these initiatives.	Estimated <5% = Long Term Goal - implementation strategies will be implemented in near future.
2) Number of baccalaureate degrees awarded annually in STEAM to UMES URM students.	2) Target: TBD > 5% increase from the average of the past 3 years	1) UMES produced an average of XXX bachelors degrees annually to UMES URM students		2) UMES will use USMO data beginning in FY 25 which includes the number of URM students completing teacher education to the fields critical to Maryland's economy;		
3) Number of baccalaureate degrees in health- care related fields awarded annually to UMES URM students.	3) Target: TBD > 5% increase from the average of the past 3 years	2) UMES produced an average of XX STEAM URM bachelor's degrees annually between FY 21 - FY 24	b. Increase or develop internship opportunities for students (STEAM, cyber, health care, education, social work, human services, and technology,	3) In alignment with USMO recommendations, UMES will expand this goal to include the number of URM students who go into public service jobs after graduating from UMES		
4) Number of new teacher completers produced who are URM students.	4) Target: TBD > 5% increase from the average of the past 3 years	3) UMES produced XX URM degrees in healthcare related fields annually at all levels per PY between FY 21 - FY 24	c. Market and inform the public of the number of courses, graduates and potential graduates			
		4) UMES produced XX URM teacher completers per year from FY 21- FY 24	d. Widen the net for employment opportunities beyond the existing boundaries			

<5%

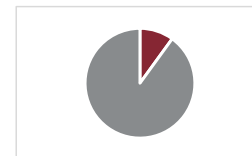
Goal 3.4: Develop new, revise and enhance existing academic programs to remain current with evolving workforce demands

Measure/Metric	2024-2026 Target	Benchmark	Proposed Strategies	Next Steps	Resources Needed	Percentage Completed
1) Number of academic programs with active advisory boards	1) Increase the percentage of programs that have active advisory board.	No current data for Benchmark. Data to be collected.	1) Work with key stakeholders (employers, alumni, etc.) that may be willing to serve on departmental advisory board	1) Establish benchmarks: Survey programs to quantify program advisory boards, activity, membership, and employer partnerships	1) Funding for hosting annual appreciation event for advisory board members	Estimated <10% - Baseline data are still being gathered
2) Number of students employed with partnering employers	2) Increase the number of active partnering employers and ensure their representation on program advisory boards					

<10%

Goal 3.5: Develop a broad, data-informed academic portfolio reflecting the needs of students and employers

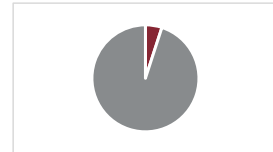
Measure/Metric	2026-2028 Target	Benchmark	Proposed Strategies	Next Steps	Resources Needed	Percentage Completed
1) The percentage of UMES graduates employed or in graduate school one year after graduation, and/or expressing satisfaction with the education received.	Improvement in the number of students and employers reporting satisfaction with the education and preparation and credentials received by UMES graduates*. *Specific target(s) to be developed once metric(s), source of data, and a benchmark(s) has been established. See "Next Steps" Column.	No current data for benchmark. Benchmark will be established once baseline data have been collected.	a) Conduct student and employer surveys and/or gather data from existing sources to determine any mismatch between employment needs and student satisfaction with employment preparation. b) Perform a gap-analysis relative to deficiencies noted in the surveys conducted in (a). c) Develop a "menu" of possible new programs and credentials; align this with USM findings and use a data-driven approach to proposing new programs in line with 3.5 (b)	1) Develop and deliver the survey from strategy (a) and develop a decision support infrastructure in line with the efforts at the USM 2) Develop Benchmarks and targets in line with USM efforts and survey results.	Resources allocated for survey tool creation, implementation and data analysis, as well as decision support and gap analysis (Approximately \$25,000 for a 0.25 FTE staff member to conduct these tasks)	Estimated 10% - Medium term goal so implementation strategies are just being launched
2) The percentage of employers of UMES graduates that report satisfaction with the education and credentials received by the UMES graduates.						



10%

Goal 3.6:[Deliver] graduates with well-rounded backgrounds and the credentials needed to enter the workforce. (USM 3.9)

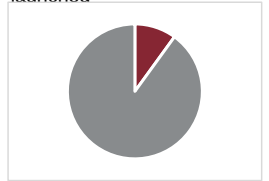
Measure/Metric	2028-2030 Target	Benchmark	Proposed Strategies	Next Steps	Resources Needed	Percentage Completed
1) The number of UMES graduates employed or in graduate school one year after graduation, and/or qualified to enter the workforce	*Specific target(s) to be developed once metric(s), source of data, and a benchmark(s) has been established. See "Next Steps" Column.	No current data for benchmark. Benchmark will be established once baseline data have been collected.	a) The strategies associated with Goal 3.6 are to be developed in alignment with the results of actions in Goal 3.5 b) Develop robust and ongoing mechanisms for graduate tracking and employer surveys	Complete the Steps defined in Goal 3.5.	Resources currently allocated to 3.5. Additional resources to be needed for Goal 3.6 implementation are the continuation of a 0.25 FTE for continued graduate tracking and execution	Estimated <5% = Long Term Goal - implementation strategies will be implemented in near future.
2) The number of employers of UMES graduates that report satisfaction with the education and credentials received by the UMES graduates.						



<5%

Goal 3.7:[Partner] with business and community leaders to better understand and address local and regional economic development needs. (USM 3.10)

Measure/Metric	2026-2028 Target	Benchmark	Proposed Strategies	Next Steps	Resources Needed	Percentage Completed
1) Percent of program or school advisory boards with economic development representatives as members 2) Percent of increased employer representation through partnership	1) Increase representation of economic development personnel on program advisory boards for specific counties where graduates are likely to attain employment. 2) Increase partnerships with businesses identified through participation of economic development personnel	a) No current data - in line with Goal 3.4, as advisory board information is collected, this data will also be sought b) No current data - Academic programs aligned with identified economic development needs with consideration of partner driven demand	In line with Goal 3.4, academic programs with advisory boards should incorporate a member of a local or regional economic development organization into board membership.	Create partnerships with boards of economic development for the local 14 counties on the Delmarva peninsula and MEDA for regional economic development needs.	TBD - resources for survey allocated to Goal 3.4	Estimated 10% - Medium term goal so implementation strategies are just being launched



10%