

Priority Area 3: Workforce and Economic Development

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
1) Number of new UMES teacher program completers produced annually. (See also metrics tied to Goals 3.2. and 3.3 above)	Target: \geq the average of the three previous years.	1) UMES' 3-year average of new teacher program completers = XXXX in FY 21	See the proposed implementation strategies under Goals 3.2, 3.3, and 3.5 above	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.

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

	<p>1) Target: ≥ 2,000 STEM bachelor's degrees by 2025.</p> <p>2) Target: ≥ 500 health care degrees annually by 2025.</p> <p>3) Target: ≥ 1,500 Cyber degrees annually by 2025.</p> <p>4) Target: ≥ the average of the three prior years by 2025.</p> <p>1) UMES produced # ? STEM baccalaureates in FY 21. 2) UMES produced # ? health care baccalaureates in FY 21. 3) USM produced # ? Cyber related baccalaureate degrees in FY 21. 4) UMES's 3-year average of new teacher program. See the strategies proposed under Goal 3.1 above, as well as the following: 1. UMES should incorporate teacher education into the list of fields considered critical to Maryland's economy, 2. UMES should advocate for and invest new resources in an initiative to expand new teacher 1) Through 2025 (and beyond) UMES will continue to track and report on the number of bachelors degrees produce in areas critical to the State's economy (STEM, Cyber, Health Care). 2) By beginning of FY23 UMES will add</p>	<p>1) Target: ≥ 2,000 STEM bachelor's degrees by 2025.</p> <p>2) Target: ≥ 500 health care degrees annually by 2025.</p> <p>3) Target: ≥ 1,500 Cyber degrees annually by 2025.</p> <p>4) Target: ≥ the average of the three prior years by 2025.</p> <p>1) UMES produced # ? STEM baccalaureates in FY 21. 2) UMES produced # ? health care baccalaureates in FY 21. 3) USM produced # ? Cyber related baccalaureate degrees in FY 21. 4) USM's 3-year average of new teacher program See the strategies proposed under Goal 3.1 above, as well as the following: 1. UMES should incorporate teacher education into the list of fields considered critical to Maryland's economy, 2. UMES should advocate for and invest new resources in an initiative to expand new teacher 1) Through 2025 (and beyond) UMES will continue to track and report on the number of bachelor's degrees produce in areas critical to the State's economy</p>	<p>a. Make public aware of the courses of study – highlight the ones that have a low of students declaring these majors</p> <p>b. Encourage gen.ed majors to consider the concentration in these majors</p> <p>c. Revisit teaching strategies to ensure there are qualified faculty to teach courses.</p> <p>d. Look at best practices in terms of student graduates in these fields</p>	<p>1) Target: ≥ 2,000 STEM bachelor's degrees by 2025.</p> <p>2) Target: ≥ 500 health care degrees annually by 2025.</p> <p>3) Target: ≥ 1,500 Cyber degrees annually by 2025.</p> <p>4) Target: ≥ the average of the three prior years by 2025.</p> <p>1) UMES produced # ? STEAM baccalaureates in FY 21. 2) UMES produced # ? health care baccalaureates in FY 21. 3) USM produced # ? Cyber related baccalaureate degrees in FY 21. 4) UMES's 3-year average of new teacher program as well as the following: 1. UMES should incorporate teacher education into the list of fields considered critical to Maryland's economy, 2. UMES should advocate for and invest new resources in an initiative to expand new teacher 1) Through 2025 (and beyond) UMES will continue to track and report on the number of bachelor's degrees produce in areas critical to the State's economy (STEAM, Cyber, Health Care). 2) By</p>	<p>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. 2) New resources requested for -- Program Support for grants through USMO to individual USM campuses for new teacher preparation programs.</p>
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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

<p>1) Number of baccalaureate degrees awarded annually to UMES students.</p> <p>2) Number of baccalaureate degrees awarded annually in STEAM to UMES students.</p> <p>3) Number of baccalaureate degrees in health-care related fields awarded annually to UMES students.</p> <p>4) Number of new teacher completers produced who are UMES students.</p>	<p>1) Target: 1400 students will graduate by 2025.</p> <p>2) Target: : an average 400 students will graduate by 2025</p> <p>3) Target: an average 700 students annually by 2025.</p> <p>4) Target: an average 300 students annually by 2025.</p>	<p>1) UMES awarded baccalaureates to URM students in FY 21.</p> <p>2) UMES awarded STEM baccalaureates to URM students in FY 21.</p> <p>3) USM awarded baccalaureate degrees in healthcare related fields in FY 21.</p> <p>4) UMES's 3-year average for URM new teacher completers was 281 in FY 21.</p>	<p>a. Establish relationships with organizations and business (profit, not-for-profit and non-profits) that can assist in expanding the pipeline</p> <p>b. Increase or develop internship opportunities for students (STEAM, cyber, health care, education, social work, human services, and technology,</p> <p>c. Market and inform the public of the number of courses, graduates and potential graduates</p> <p>d. Widen the net for employment opportunities beyond the existing boundaries</p>	<p>1) Through 2025 (and beyond) UMES will continue to 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 (STEM, Cyber, Health Care, Education).</p> <p>2) Beginning in FY 23 USMO will include the number of URM students completing teacher education to the fields critical to Maryland's economy; that it is tracking and reporting (See Goal 3.5 below).</p> <p>3) Prior to the end of FY 24, USMO will have developed a recommendation around expanding the goal to include the number of URM students who go into public service jobs after graduating from a USM institution (for implementation in 2025)</p>	<p>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.</p> <p>2) New resources requested for -- Program Support for grants through USMO to individual USM campuses for new teacher preparation programs. See Goal 3.5 below for specifics</p>

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
1) Number of academic programs with active advisory boards 2) Number of students employed with partnering employers	1) Increase the percentage of programs that have active advisory board. 2) Increase the number of active partnering employers and ensure their representation on program adviosry boards	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
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

<p>1) The percentage of UMES graduates employed or in graduate school one year after graduation, and/or expressing satisfaction with the education received.</p> <p>2) The percentage of employers of UMES graduates that report satisfaction with the education and credentials received by the UMES graduates.</p>	<p>Improvement in the number of students and employers reporting satisfaction with the education and preparation and credentials received by UMES graduates*.</p> <p>*Specific target(s) to be developed once metric(s), source of data, and a benchmark(s) has been established. See "Next Steps" Column.</p>	<p>No current data for benchmark. Benchmark will be established once baseline data have been collected.</p>	<p>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.</p> <p>b) Perform a gap-analysis relative to deficiencies noted in the surveys conducted in (a).</p> <p>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)</p>	<p>1) Develop and deliver the survey from strategy (a) and develop a decision support infrastructure in line with the efforts at the USM</p> <p>2) Develop Benchmarks and targets in line with USM efforts and survey results.</p>	<p>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)</p>
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Goal 3.6:[Deliver] graduates with well-rounded backgrounds and the credentials needed to enter the workforce. (USM 3.9)

Measure/Metric	2026-2028 Target	Benchmark	Proposed Strategies	Next Steps	Resources Needed
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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
2) The number of employers of UMES graduates that report satisfaction with the education and credentials received by the UMES graduates.					
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
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