Priority Area 1: Academic Excellence and Innovation OWNER: Rondall Allen					
Liaison - Dr. Cynthia Cravens					
Goal 1.1: Attract, retain, and graduate more aspiring students at the undergraduate and graduate levels					
Measure/Metric	**2024-2030 Target**	**Benchmark**	**Proposed Strategies**	**Next Steps**	**Resources Needed**
Totals for enrollment, persistence, and 4-year grad rate	Increase by 2% year over year	Percentage increase among all totals for enrollment, persistence, and 4-year grad rate in FY 25.	1) Document the number and types of K-12 college pipeline programs currently supported by UMES. 2) Develop targeted initiatives to expand and improve those pipelines. 3) Increase Public Safety and pipeline programs for officers. 4)Re-engage and reinforce the mathematics Supplemental Instruction program 5)Develop and employ co-requisite models for Math 109, 103, and 102 5) Improve Future Outstanding Cohort of University Students (FOCUS) program 6)Review business policies that impact student retention (e.g. payment confirmation) 7)Recognition for faculty who excel in the classroom based upon student evaluations 8) Develop programming for first and second year students 9)Improve FYE course	A) Develop a framework for academic departments to create their own pipelines B) Support and incentivize development of learning communities across campus. C) Support and incentivize development of centers across campus for increased student engagement	Provost Office VP of EMSE and VP of Administration and Finance Deans & Chairs
Goal 1.2: Enhance marketing and storytelling to donors, alumni, and stakeholders					
Measure/Metric	**2024-2026 Target**	**Benchmark**	**Proposed Strategies**	**Next Steps**	**Resources Needed**
Funding from donors, alumni, and stakeholders	A 5% increase per year from 2023	Funds received in 2023	1) Hold annual appreciation event for donors, alumni, and stakeholders, highlighting gifts		Marketing, Advancement,

Goal 1.3: Recruit, retain, and develop exceptional faculty and staff

Measure/Metric	2024-2026 Target	Benchmark	Proposed Strategies	Next Steps	Resources Needed

Goal 1.4: Leverage investments in digital technology

Measure/Metric	2024-2026 Target	Benchmark	Proposed Strategies	Next Steps	Resources Needed
1) Number of Online and Hybrid programs 1) Development of a fully online undergraduate academic core	Half of the degree programs have a hybrid or online pathway All undergraduate core courses have an online component		1) Departments continue to develop online and hybrid courses 1) Develop an online pathway for all core courses (synchronous or asynchronous) required for an undergraduate online		University Core Curriculum Committee

Goal 1.5: Promote the value and contributions of UMES as a land grant HBCU.

Measure/Metric	2026-2028 Target	Benchmark	Proposed Strategies	Next Steps	Resources Needed
To be developed by the Priority 5 workgroup, committee, and/or champions.	To be developed by the Priority 5 workgroup, committee, and/or champions.	To be developed by the Priority 5 workgroup, committee, and/or champions.	Create and develop a deposit account of positive outcomes, stories of success, and highlighting the impact of the HBCU learning environment. Cultivate a culture of historical richness through campus displays and events that celebrate significant events and outcomes. Broaden identity, branding, and recognition of the distinctive experiences and programs that exist at UMES and its value for individuals and communities. Create an onboarding training experience for all new employees regarding the rich history, value, and contributions of UMES as a land grant HBCU.	Locate, contact, and reach out to campus partners who can be champions of JEDI who have interest (w/ accountability) to enact those strategies. From those contacts, develop a workgroup, committee, and/or team of champions. Together, we will lead and partner towards strategy completion, locating/identifying measures/metrics, create targets, identify benchmarks, and finalize mid-term and long-term goals.	Letter of public support from the cabinet regarding our commitment to justice, equity, diversity, and inclusion. In that communication, identify those appropriate team members and communicating expectations for partnership, collaboration, and assistance. Funding will be necessary to properly support the development of initiatives (some of them). Funding for 2-3 FTE's in the JEDI Office to maintain consistency and actualize long term goals under Priority 5.

Goal 1.6: Nurture a dynamic environment in which faculty and staff thrive

Measure/Metric	2026-2028 Target	Benchmark	Proposed Strategies	Next Steps	Resources Needed
Number of training certificates completed by faculty and staff	25% increase in number of faculty and staff with training certificates	Number of faculty and staff with training certificates in 2023.	Nurture: Work with Senate and Faculty Assembly to identify concerns Work with Senate and Faculty Assembly to promote appropriate practices and policies related to training professional development and shared goverance Continue to support and monitor the effectiveness of ongoing professional development programs, including orientations and monitoring programs	3) Develop and Implement a framework for responding to faculty and staff concerns (i.e. a "Rapid Response" Team) 4) Design a partnership between CTE and Faculty Assembly	

Goal 1.7: Pilot innovative pathways for working professionals that respond to workforce demands

Measure/Metric	2026-2028 Target	Benchmark	Proposed Strategies	Next Steps	Resources Needed
1) Number of "new" credentials (i.e., certificates, badges, improved transcripts) or graduates of other innovative pathways produced annually			1) Create certificate programs that could lead to a degree		1) collab with Priority Area 2 on their enrollment pathways

Goal 1.8: Improve outcomes-based assessment.

Measure/Metric	2026-2028 Target	Benchmark	Proposed Strategies	Next Steps	Resources Needed

1) 2nd-Year Retention Rate for FTFT USM undergraduates (UGs); 2) 6-Year Graduation Rate for FTFT USM UGs; 3) 4-Year Graduation Rate for UG transfers to USM institutions; 4) 6-Year Graduation Rate for All USM UG students (part-time and FTFT as reported through fiscal year model	1) Target: ≥ the average of the three prior years, measured annually. 2) Target: ≥ the average of the three prior years, measured annually. 3) Target: ≥ the average of the three prior years, measured annually. 4) Target: ≥ the average of the three prior years, measured annually.	1) 2nd-year FTFT retention = 85.6% (excluding UMGC) in FY 21 2) 6-th year FTFT graduation = 73.9% (excluding UMGC) in FY 21. 3) 6-th year graduation rate for ALL undergraduates = 60% in FY 21. 4) 4-year graduation rate for Maryland Community College transfers = 59% in FY 21.	Examine the Equity Gap in the retention and progression of our students (long-term) ☐ Acquire data to inform dialogue and develop strategies to reduce the high rates of D, F, W grades in courses (Data will include student's class ranking, gender, ethnicity) (long-term) ☐ Review the retention and graduation data of students and develop strategies to increase rates (mid-term) Strategically embed student-centered programming within support programs at UMES (mid-term) o Orientation o Bridge o Academic School o Major		

Goal 1.9: Build and maintain world-class facilities and technology infrastructure

Measure/Metric	2026-2028 Target	Benchmark	Proposed Strategies	Next Steps	Resources Needed
Number of buildings fully equipped for hybrid teaching	25% increase in number of classrooms appropriately equipped	Number of classrooms fully equipped in 2023	1) Make the maintenance of facilities a consistent priority 2) Outfit all buildings with the capability to offer hybrid teaching (smart podiums, video cameras, lecture capture, etc.)	1) Create a plan to refurbish the historical properties on campus. 2) Determine appropriate equipment for all classrooms on campus	President's Office Physical Plant IT and CITOL