

Photo depicts Las Cruces (NM) Campus


Photo depicts Melbourne (FL) Campus

Burrell College of Health Sciences
Strategic Plan
January 2025 – December 2029



Mission

The Burrell College of Health Sciences educates a diverse osteopathic physician and healthcare workforce committed to improving the quality and access to healthcare in underserved communities.

¡Para la gente y el futuro! For the people and the future!

Vision

The Burrell College of Health Sciences will be celebrated for preparing culturally competent healthcare professionals dedicated to serving the Southwest, particularly among its Native American and Hispanic populations, and further extending locally and nationally to all underrepresented communities served by the College.

Executive Summary

The Burrell College of Health Sciences' past strategic initiatives have helped the College achieve several important milestones as a growing medical school. Among the most noteworthy were obtaining Accreditation, a ten-year status, from the American Osteopathic Association Commission on Osteopathic College Accreditation and opening an additional campus location in Melbourne, Florida. The new 2025-2029 Strategic Plan builds upon the progress of the College's previous strategic plan and continues the College's persistent path; to educate a diverse physician and healthcare workforce committed to improving the quality and access to healthcare in underserved communities. Guided by the mission and its vision, the strategic plan serves as a framework for institutional decision-making and priorities.

The process of establishing strategic priorities enlisted each department head to complete work with department members to reflect upon their operations and identify critical strategies (see Appendix A) that are needed to address support for the mission of the College in alignment with the standards of accreditation, and areas of innovation that would enhance the student experience, the overall quality of the D.O. degree program, and/or any other aspect of the College's operations. A Dean's leadership retreat was held June 20-21, 2024 to build upon the identified departmental strategic goals, highlight priorities, and ensure the allocation of resources to align with institutional commitment. The retreat provided an opportunity for academic leadership and student representatives to reaffirm the College's mission and vision statements and identify strategic priorities for the College's five-year plan. Informing the deliberations to determine strategic priorities is a recognition that the College assumes adherence to programmatic level educational objectives in the Doctor of Osteopathic Medicine degree program. Concurrently, the College recognizes the importance of evolving its academic enterprise as it transitions toward a broader health sciences focus, including the exploration, development, and implementation of additional health-related degree programs that complement the osteopathic medical program, strengthen interdisciplinary education, and respond to emerging healthcare workforce demands.


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Strategic Initiatives

The 2025–2029 Strategic Plan puts forth five over-arching focus areas designed to leverage resources and create achievable, mission-aligned actions for the Burrell College of Health Sciences. The following focus areas guide the development of the College's strategic framework

Strategic Focus One: Learning Environment

- Critically review, analyze, revise, and reform the College's existing curriculum in alignment with educational best practices and healthcare demands.
- Enhance integration between the pre-clinical and clinical curriculum to enhance continuity and contextual learning.

Strategic Focus Two: Recruitment and Retention

- Enhance recruitment and retention strategies while emphasizing the College's identity.

Strategic Focus Three: Student Support

- Improve student success by providing timely interventions and tailored support through the strategic use of performance data, predictive analyses, and resources.
- Expand a holistic, inclusive and sustainable culture of wellness with students, faculty and staff.

Strategic Focus Four: Professional Development and Outreach

- Enhance professional development for faculty with a focus on clinical faculty engagement.

Strategic Focus Five: Growth

- Ensure the College meets high standards of quality and compliance while broadening its educational offerings in the health sciences.

Appendix A includes detailed strategy maps developed at the operational level, demonstrating how each department aligns its initiatives, performance metrics, and resource allocation with the College's strategic focus areas. These strategy maps provide a framework for implementation, monitoring, and continuous improvement, ensuring that institutional planning is systematic, measurable, and mission-driven.

Academic leadership and student representatives of the College in attendance at the June and December strategic planning retreats:

Members Present:

Sid Alvarez, MS, Director of Marking and Public Relations
Muneer Assi, DO, Associate Dean of Clinical Education
Marc Benson, PhD, Chair of Faculty Council
Debra Bramblett, PhD, Chair of Biomedical Sciences
Scott Cyrus, DO, Chair of Clinical Medicine
Elizabeth Eaton, PhD, Director of Accreditation
Tammy Fowler, EdD, Associate Vice President of Enrollment Services
Alex Gasparian, PhD, Assistant Dean of Research
Robert Goldsteen, DO, Chair of Pre-Clinical Medicine
Kristin Gosselink, PhD, Chair of Physiology and Pathology
Jeff Harris, Associate Vice-President of Administration and Chief Information Officer
Oliver Hayes, DO, Associate Dean of Outreach and Graduate Medical Education
Erica Hughey, MBA, Chief Diversity Officer
John Hummer, MHA, President
Jonathon Kirsch, DO, Chair of Osteopathic Manipulative Medicine
Mary Lacaze, MD, Associate Dean of Community-Based Learning and Social Accountability
Trey Lemley, MLIS, JD, Director of Library
Doris Newman, DO, Florida Campus Dean, Melbourne (FL) Campus
Nina Nunez, MAEd, Vice President of Institutional Effectiveness; Chief of Staff
Steven Ontiveros, PhD, Chair of Anatomy and Cell Biology
Bill Pieratt, DO, Dean
Lee Reid, MSE, Chief Information Officer
Vanessa Richardson, MAEd, Assistant Vice President of Student Affairs
Gabor Szalai, PhD, Assistant Dean of Faculty Affairs , Melbourne (FL) Campus
Jennifer Taylor, MBA, Vice President of Administration/CFO
Michael Woods, PhD, Associate Dean of Academic Affairs

Student Participants:

Alexander Barrera, OMS-II Student
Alberto Velasco, OMS-III Student

Appendix A

GOAL: Graduates of the Burrell College of Health Sciences degree program will be able to integrate knowledge and skills acquired from the biomedical, clinical, social and behavioral sciences to provide patient care to a diverse patient population in a supervised setting.

TACTICAL INITIATIVE: Develop and implement a comprehensive Self-Directed Learning strategy to ensure all our students acquire the skills and attitudes needed to be effective life-long learners.

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**S** – Faculty interest, accreditation requirements, more student autonomy **W** – SDL is difficult to define; no common understanding among faculty; difficult to assess **O** – Integration of cutting-edge technology; can distinguish the college; scholarship of teaching and learning **T** – Student time commitments; student perception of value; faculty workload

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What current and additional resources are required?	**MILESTONES** Begin, end and critical points
Develop a strategy to assess the level of our students critical thinking skills, and attitudes around self-directed learning	Completion of surveys, assessments of SDL skills and attitudes for faculty and students; summary of results	Associate Dean of Academic Affairs Assistant Dean of Curriculum Effectiveness & Evaluation Faculty		Begin: July 2024 End: December 2024 Critical Points:
Develop faculty workshops to establish a common vision of Self-Directed Learning; expand faculty skills in SDL	Number of FAME sessions Pre/post workshop surveys Longitudinal assessment	Assistant Dean of Faculty Affairs Faculty	Faculty time, Subject Matter Expert input and faculty development opportunities	Begin: July 2024 End: June 2026 Critical Points:
Define the college's SDL strategy, including event types and assessment methods	Publication of college SDL guide	Associate Dean of Academic Affairs Assistant Dean of Curriculum Effectiveness & Evaluation Faculty	Faculty time	Begin: July 2024 End: April 2025 Critical Points: April 1, 2025 deadline for updating catalog/student handbook

Establish student exercises that foster critical thinking using directed learning, self-directed learning, and/or weekly small group activities	Number of activities scheduled in the curriculum that align with SDL strategy; SDL format utilized by students through directed studies	Associate Dean of Academic Affairs Assistant Dean of Curriculum Effectiveness & Evaluation Curriculum Committee Course Directors Faculty	Faculty time	Begin: April 2025 End: September 2025 Critical Points: April 1 and September 1, 2025 for approval of AY26 calendars
Integrate best-practices for effective use of Artificial Intelligence (AI), including generative models, as a tool for supporting directed and self-directed student learning	SDL assignments utilizing AI tools; student AI use metrics; assignments	Associate Dean of Academic Affairs Assistant Dean of Curriculum Effectiveness & Evaluation Curriculum Committee Faculty	Enterprise-level AI solutions	Begin: April 2025 End: June 2026 Critical Points:

GOAL: Graduates of the Burrell College of Health Sciences egree program will be able to integrate knowledge and skills acquired from the biomedical , clinical, social and behavioral sciences to provide patient care to a diverse patient population in a supervised setting.

TACTICAL INITIATIVE: Utilize the College's Curriculum Map to identify gaps and redundancies in discipline-specific UME learning objectives.

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**S** – Serves as an unbiased reference point to national standards **W** – May over or underestimate COMLEX/USMLE needs; possible objectives don't exist **O** – Fills gaps; enables unbiased curriculum reform **T** – Insufficient time in curriculum to add; must prioritize essential information;

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What current and additional resources are required?	**MILESTONES** Begin, end and critical points
Collect an authoritative set of nationally-accepted basic science (preclinical) discipline-specific UME learning objectives.	Catalog of national learning objectives for each of the basic science disciplines	Assistant Dean of CEE; Department Chairs; Faculty	Access to national objectives;	Begin: July 2024 End: October 2024 Critical Points:
Audit the existing curriculum against this set of UME learning objectives.	Creation of a database documenting national objectives and connections to existing curriculum; Generate list of gaps and redundancies.	Department Chairs Faculty	Faculty time Leo mapping	Begin: October 2024 End: June 2025 Critical Points:
Modify existing curriculum (i.e., course and session objectives) to ensure national objectives are being met	Addition and removal of session objectives and/or course objectives to address deficiencies	Associate Dean of Academic Affairs; Assistant Dean of CEE; Course Directors; Curriculum Committee; Faculty	Faculty and Course Director time	Begin: April 2025 End: September 2025 Critical Points: April 1 and September 1 deadlines to approve modifications to courses and curriculum calendar

GOAL: Graduates of the Burrell College of Health Sciences degree program will be able to integrate knowledge and skills acquired from the biomedical, clinical, social and behavioral sciences to provide patient care to a diverse patient population in a supervised setting.

TACTICAL INITIATIVE: Develop and implement a plan to integrate and monitor student achievement of Entrustable Professional Activities (EPAs).

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**S** - Clinical Education is committed to aligning years 1-4 competencies **W** - Development of meaningful rubrics is a resource-heavy endeavor **O -** Robust mapping capability exists in Leo **T**- Adjunct clinical faculty and clerkship preceptors have limited access to professional development opportunities

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What current and additional resources are required?	**MILESTONES** Begin, end and critical points
Analyze the Entrustable Professional Activities curriculum developers guide	Notional or real outlines of progression of learning through discrete activities throughout the continuum of the four-year curriculum leading to entrusted learner status and residency readiness	Associate Dean of Clinical Education Associate Dean of Academic Affairs Clinical Department Chairs Assistant Dean of CEE		Begin: July 2024 End: June 2025 Critical Points:
Create a structure in Leo to facilitate the mapping of EPAs, Competencies, and Milestones	EPAs, Milestones, and Competency sets defined and available in Leo for mapping and visualization	Assistant Dean of CEE	Curriculum Coordinator time and effort	Begin: June 2025 End: December 2025 Critical Points:
Map learning events to milestones in Leo	Percentage of EPAs accomplished by competencies and milestones	Faculty Assistant Dean of CEE	Faculty time and effort	Begin: December 2025 End: June 2026 Critical Points:
Develop rubrics to measure competency and milestone acquisition	Updated clinical skills assessment rubrics that allow direct assessment of milestone acquisition	Clinical Department Chairs Assistant Dean of CEE	Leo and/or alternative grading platform	Begin: January 2026 End: July 2026

		Associate Dean of Clinical Education		Critical Points:
Provide faculty and preceptors with ongoing professional development on the use of rubrics to ensure inter-rater reliability	Department Chairs, Clerkship Directors, and Faculty Affairs workshops in competency grading and milestones	Department Chairs Clerkship Directors Assistant Dean of Faculty Affairs	Faculty development sessions	Begin: July 2026 End: June 2027 Critical Points:

GOAL: Graduates of the Burrell College of Health Sciences degree program will be able to integrate knowledge and skills acquired from the biomedical, clinical, social and behavioral sciences to provide patient care to a diverse patient population in a supervised setting.

TACTICAL INITIATIVE: Maintain a comprehensive student assessment and evaluation strategy that utilizes outcomes data to ensure students are progressing in a timely manner and identifies struggling students to provide just-in-time resources to ensure academic success.

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**S** – ProgressIQ already in place with robust data feeds **W** – Requires statistical analysis **O** – Possibility for AI integration; improves Board scores/pass rates; reduces attrition **T** – Student time commitments; pace of testing (inability to intervene); assessment fatigue

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What current and additional resources are required?	**MILESTONES** Begin, end and critical points
Develop a dashboard to monitor student performance in real-time using all sources of information; expand data feeds	Student information feeds into dashboard; ability to conduct custom analyses to identify correlates of performance	Assistant Dean of CEE	ProgressIQ or equivalent	Begin: July 2024 End: June 2025 Critical Points:
Develop criteria for identifying at-risk students and for monitoring progression in learning to non-at-risk status; correlate with board exam and match outcomes	Algorithm for identifying at-risk students using objective criteria in real-time	Assistant Dean of CEE	Statistical support or expertise	Begin: July 2025 End: June 2026 Critical Points: COMLEX Level 1 and Level 2CE
Expand formative and progressive testing opportunities to monitor students' acquisition and retention of knowledge, and progress towards Board exam readiness	Number of formative exams and number of students participating in exams; exam scores	Associate Dean of Academic Affairs Assistant Dean of CEE	NBOME and NBME assessments; Lecturio; UWorld; other third party resources	Begin: July 2024 End: July 2025 Critical Points:
Identify additional opportunities for intervention and just-in-time delivery of academic support	Customized study plans; remediation plans	Advisors; Advisory Colleges; Student Affairs; Faculty instructors	Possibly Lecturio or other third-party resources	Begin: June 2024 End: Critical Points:
Improve quality of in-house assessments and outcomes; normalize average performance to 80%	Exam scores, course grades, pass rate, COMLEX scores; attrition rate; LPQ status	Associate Dean of Academic Affairs Assistant Dean of CEE IWOC Course Directors	Item Writing Workshops; Alignment with Objectives; Exam Reviews;	Begin: June 2024 End: Critical Points:

GOAL: Graduates of the Burrell College of Health Sciences degree program will be able to integrate knowledge and skills acquired from the biomedical, clinical, social and behavioral sciences to provide patient care to a diverse patient population in a supervised setting.

TACTICAL INITIATIVE: Explore the possible implementation of a robust elective program to expand opportunities for students to pursue their passions and develop unique avenues of investigation and learning.

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**S** – Committed and energetic faculty with diverse backgrounds and specialties **W** – Added time commitment for existing faculty; reduces time for other scholarly activities **O** – College can distinguish itself and make it more marketable with unique elective opportunities **T** – Additional programs that compete for faculty time and/or space

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What current and additional resources are required?	**MILESTONES** Begin, end and critical points
Review feasibility of implementing additional elective opportunities, inclusive of reviewing faculty adequacy and available college resources	Comprehensive review of faculty adequacy and college resources.	Dean Office of Finance Office of Academic Affairs Office of Financial Aid	Feasibility and faculty adequacy.	Begin: July 2024 End: June 2026 Critical Points:
If feasible, establish a Summer Term	College is approved by accrediting agencies and federal government to offer a summer term; business operations and enrollment services adapt work practices	Associate Dean of Academic Affairs Vice President of Enrollment Services Office of Financial Aid Registrar VP Administration	Business operations resources? Substantive change request?	Begin: July 2024 End: June 2026 Critical Points: Federal approvals
If feasible, identify elective topics that will support student excellence and distinguish them from their peers; develop elective curricula; enroll students in elective tracks.	Priority list of elective opportunities and or tracks or distinctions; Approved syllabi, calendars, and objectives; Number of enrolled students in each new elective	Curriculum Committee Faculty Associate Dean of Academic Affairs Ass. Dean of Clinical Ed Registrar	Market analysis to identify desirable electives (e.g., culinary medicine)	Begin: July 2024 End: June 2026 Critical Points:
Develop curriculum for CBL in 3rd and 4th year related to Mission Medicine.	Approval of electives and calendars. .	Associate Dean of Community-Based Learning and Social Accountability	Quality & supportive faculty.	

Develop elective opportunities for Mission Based Medicine	Approval of electives and calendars.	Associate Dean of Community-Based Learning and Social Accountability		Begin: July 2024 End: June 2026 Critical Points:
Expand collaboration for Interprofessional Education (IPEs) with outside programs-NMSU	Additional IPE affiliations.	Associate Dean of Community-Based Learning and Social Accountability	Collaboration with other schools for IPE (UNM, NMSU etc.)	Begin: July 2024 End: June 2026 Critical Points:
Initiate Border Health Distinction Tract	Approval of Distinction track via Curriculum Committee.	Associate Dean of Community-Based Learning and Social Accountability	Quality & supportive faculty.	Begin: July 2024 End: June 2026 Critical Points:

GOAL: Graduates of the Burrell College of Health Sciences degree program will be able to integrate knowledge and skills acquired from the biomedical , clinical, social and behavioral sciences to provide patient care to a diverse patient population in a supervised setting.

TACTICAL INITIATIVE: Develop a plan for comprehensive curriculum reform that pushes the boundaries of medical education to establish the college as a leader in innovation and outcomes.

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**S** – Committed faculty; accreditation status; expressed desire to reform curriculum **W** – Relatively small faculty; comes on the heels of another substantive change **O** – Novel model may emerge that distinguishes Burrell among other COMs. Unique Mission focus. **T** – Shifting institutional priorities, including different substantive change request

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What current and additional resources are required?	**MILESTONES** Begin, end and critical points
Faculty workshops to learn about different curriculum models	Speakers and/or FAME sessions on curriculum models	Assistant Dean of Faculty Affairs	Speaker fees, travel fees, etc	Begin: July 2024 End: June 2025 Critical Points:
Identify 3-4 modern curriculum models to evaluate and assess	List of priority curriculum models to assess in-depth	Associate Dean of Academic Affairs Assistant Dean of Faculty Affairs Curriculum Committee		Begin: June 2025 End: December 2025 Critical Points:
Establish 3-4 Curriculum 'Tiger Teams' to develop competing proposals for revised curriculum format	Written proposals for curricular model are submitted and presented	Associate Dean of Academic Affairs Curriculum Committee Faculty	Faculty time and effort	Begin: January 2026 End: June 2026 Critical Points:
Evaluate Curriculum reform proposals for feasibility with existing resources; identify gaps in resources; select preferred model that is consistent with growth opportunities	Feasibility reports; gap analysis; Curriculum Committee evaluation;	Associate Dean of Academic Affairs; Assistant Dean of CEE; Associate Dean of Clinical Education Curriculum Committee Department Chairs		Begin: July 2026 End: January 2027 Critical Points:

Decide whether to commit to alternative model or stick with existing curriculum; get faculty buy-in for curriculum reform	Go/No-Go Decision	Dean/CAO Associate Dean of Academic Affairs Associate Dean of Clinical Education		Begin: January 2027 End: April 2027 Critical Points: Go/No-Go Decision
Plan modified curriculum; including updating objectives; developing new session materials	Course Proposals and Approvals	Faculty Department Chairs Course Directors Curriculum Committee	Faculty time while delivering existing curriculum; Calendar Template LMS integration	Begin: April 2027 End: April 2028 Critical Points: April 1 and September 1 deadlines for approving modified courses and calendars
Request Substantive Change from COCA	Substantive Change Proposal submitted according to COCA timeline	Office of Institutional Effectiveness and Compliance	Self Study; Substantive Change Proposal	Begin: April 2027 End: May 2028 Critical Points: COCA Substantive Change Request and Site Visit; Graduation of first class in Florida
Implement modified curriculum		Associate Dean of Academic Affairs Associate Dean of Clinical Education Curriculum Committee Department Chairs Faculty		Begin: July 2028 End: June 2029 Critical Points:

GOAL: Critically review and analyze the existing curriculum to enhance curricular integration between the Offices of Pre-Clinical Education and Clinical Education utilizing outcomes data.

TACTICAL INITIATIVE: Engage in a comprehensive review to enhance integration and alignment of pre-clinical skills training and clerkship training objectives.

MARKET ANALYSIS	**S**- Good foundation with existing core clerkship and pre-clinical skills training syllabi/objectives; good outcomes on COMLEX Level 2; experienced faculty and experts **W**-Ensuring availability and time for all stakeholders to achieve the tactical initiative; coordination challenges **O**-Leveraging the existing software platforms and the College's existing learning management program. Opportunity to incorporate new ed technologies/collaborative learning experiences/improve student satisfaction/improve outcomes. **T**-Buy-in from all stakeholders; risk of conflict or dissatisfaction with process

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What current and additional resources are required?	**MILESTONES** Begin, end and critical points
Complete a comprehensive review and standardization of core clerkship objectives to ensure alignment with pre-clinical skills course objectives.	Curriculum mapping; review and updating of objectives	Office of Pre-Clinical Education; Office of Clinical Education, Office of Curriculum Effectiveness and Evaluation		Begin: Spring 2025 End: Critical Points:
Optimize comparability reporting among RACs and subsequent action plans with support from the Office of Curriculum Effectiveness and Evaluation.	Comparability reports with insignificant statistical variances.	Office of Clinical Education; Regional Assistant Deans; Clerkship Directors; Office of Curriculum Effectiveness and Evaluation		Begin: Spring 2025 End: Critical Points:
Operationalize a review of COMAT and COMLEX Level 2 outcomes data for continuous quality improvement and implement changes to improve student academic performance.	Develop an SOP to operationalize a systematic review process and action plan. Increase in COMAT and COMLEX Level 2 scores	Assoc Dean of Clinical Education; Clerkship Directors; Office of Curriculum Effectiveness and Evaluation		Begin: Spring 2025 End: Critical Points:
Review current resources and ensuring student access to those pertinent to rotations to support study for COMAT	Increase in COMAT scores; less failures of first time COMAT attempts.			Begin: Spring 2025 End: Critical Points:

GOAL: Ensure an efficient and supportive clinical education environment that enhances the quality of student learning experiences and fosters effective communication and collaboration amongst all stakeholders.

TACTICAL INITIATIVE: Optimize functionality, efficiency, and collaboration in the operations of the Office of Clinical Education.

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**S**- Experienced Assoc Dean and staff with knowledge of clin ed requirements; existing infrastructure for preceptor and student rotation management **W**-Ensuring availability and time for all stakeholders to achieve the tactical initiative; coordination challenges **O**-Leveraging the existing software platforms and the review of potential new software to assist with operational efficiencies; enhanced collaboration **T**-New software may be cost prohibitive; risk of conflict and buy-in from all stakeholders.

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What current and additional resources are required?	**MILESTONES** Begin, end and critical points
Comprehensive review of job descriptions/functions and the clinical education operations to optimize efficiencies in the distributed model for clerkships.	Ensuring staff are performing job functions in alignment with job descriptions; evaluation of staff; implementation of identified optimizations in operations.	Office of Clinical Education		Begin: Spring 2025 End: Critical Points:
Review of existing software and evaluation of new software, with possible implementation, for clerkship and preceptor management. Ensure software aligns with the specific workflow and requirements of the Office.	Comparative analysis of existing software and new software (user friendliness, functionality, integration capability, scalability, flexibility; support/training; cost effectiveness	Office of Clinical Education; Office of IT		Begin: Spring 2025 End: Critical Points:
Establish a feedback/communication loop amongst Office staff and operationalize a regular review system to update functionalities and efficiencies for evolving needs.	Staff satisfaction; efficiencies	Office of Clinical Education		Begin: Spring 2025 End: Critical Points:
Prepare for and monitor clerkship operations at the additional location with increase in class size. This includes evaluating preceptor capacity and possible RAC expansion	Preceptor, student, and staff satisfaction with operations. Feasibility on RAC expansion	Office of Clinical Education		Begin: Spring 2025 End: Critical Points:
Generate and implement ideas regarding preceptor attendance and participation in faculty development meetings.	Increased participation in preceptor faculty development.	Office of Clinical Education		Begin: Spring 2025 End: Critical Points:

BURRELL COLLEGE OF HEALTH SCIENCES
STRATEGY MAP ACTION PLAN

GOAL: Satisfactorily Comply with Commission on Osteopathic College Accreditation (COCA) Standard 10: Graduate Medical Education (GME)

TACTICAL INITIATIVE: Establishment of a BURRELL GME Consortium to support institutional members transitioning from Initial to Continued Accreditation, provide resources to help our members meet and exceed ACGME requirements, remain compliant, and have exceptional training opportunities.

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**Strengths –** • This goal was satisfactorily met for initial accreditation of Burrell and recent Accreditation with Exceptional Outcomes. • Robust record of GME development. • Ability to obtain extramural grant funding to support GME development. **Weaknesses –** • Modest resources devoted to GME at BURRELL. • Since the initial strategic plan, substantial GME development but a consortium has yet to be formed. • Staff Turnover. **Opportunities –** • GME programs associated with BURRELL need assistance that could be provided by the consortium. • Other entities may want to partner with BURRELL for a consortium. **Threats –** • Complex model of affiliated GME programs • Preserving the importance of local leadership while at the same time formalizing a consortium model of GME governance.

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What current and additional resources are required?	**MILESTONES** Begin, end and critical points
Continuing GME development initially to establish an educational consortium for Graduate Medical Education which exists to enhance the quality of GME through the collective efforts of member institutions. Areas of focus would include: • Accreditation;	Establishment of Consortium	Associate Dean of Outreach and GME	Fully develop GME, a plan for staff, service expansion, and GME expertise.	Begin: July 1, 2024 End: Three Years Critical Points: Midpoint

• Program Director and core faculty development; • Scholarly activity; • Learning modules • ACGME and CLER resources; • Osteopathic recognition; • Library resources; • Governance; • Simulation; and, • Educational Programming.				

BURRELL COLLEGE OF HEALTH SCIENCES
STRATEGY MAP ACTION PLAN

GOAL: Satisfactorily Comply with Commission on Osteopathic College Accreditation (COCA) Standard 10: Graduate Medical Education (GME)

TACTICAL INITIATIVE: Facilitate development of GME programs in BURRELL's Regional Academic Centers (RAC).

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**Strengths –** • This goal was satisfactorily met for initial accreditation of Burrell and recent Accreditation with Exceptional Outcomes; and, • Excellent partner organizations in Eastern New Mexico and Florida. **Weakness –** • Insufficient evaluation and feedback to faculty and trainees; and, • Educational deficiencies in professionalism, ethics, interpersonal skills, and teamwork **Opportunities –** • Importance of GME to COCA accreditor • Advocacy for national high-quality standards for training; and, • Increased interest in GME for example AIMES project **Threats –** • Highly variable Sponsoring Institutions; and, • Training in rural settings remains difficult.

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What current and additional resources are required?	**MILESTONES** Begin, end and critical points
Develop residency training in the following Burrell HUBs: • Albuquerque • Eastern New Mexico • El Paso • Four Corners • Las Cruces • Space Coast • Tucson	ACGME accreditation of Sponsoring Institutions and Residency Programs	Associate Dean for Graduate Medical Education	Evaluation of staff FTE allocation to GME.	Begin: July 1, 2024 End: Three Years Critical Points: Midpoint
Develop both primary care residency programs as well as specialty programs (that may be wanted by some BURRELL graduates)	ACGME accreditation of Sponsoring Institutions and Residency Programs and Fellowships	Associate Dean for Graduate Medical Education	Evaluation of staff FTE allocation to GME.	Begin: July 1, 2024 End: Three Years Critical Points: Midpoint

BURRELL COLLEGE OF HEALTH SCIENCES
STRATEGY MAP ACTION PLAN

GOAL: Meet COCA Element 10.3: Provide a mechanism to assist GME programs in meeting the requirements of osteopathic recognition (OR).

TACTICAL INITIATIVE: Continue progress on OR for new and existing residency programs.

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**Strengths –** • Osteopathic Recognition has already been achieved for one residency program in Las Cruces, NM. **Weakness –** • Process for Osteopathic Recognition is awkward; and, • Requirements for OR somewhat hard to achieve without an Osteopathic Neuromusculoskeletal Residency Program, **Opportunities –** • Osteopathic recognition may provide unique training opportunities such as in chronic pain management. **Threats –** • The value of osteopathic recognition remains unclear.

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What current and additional resources are required?	**MILESTONES** Begin, end and critical points
Make application to the ACGME for the Family Medicine Residency at Memorial Medical Center to obtain Osteopathic Recognition.	Award of Osteopathic Recognition to the Family Medicine Residency Program.	Associate Dean for Outreach and GME	Burrell to provide the faculty member for the OR of the Family Medicine Residency Program.	Begin: July 2024 End: July 2026 Critical Points: Production of the ACGME application and awarding of OR to the residency program.
Develop an Osteopathic Neuromusculoskeletal Residency Program in Florida	Application for residency program by Health First; and, Accreditation of a residency program by ACGME	Associate Dean for Outreach and GME	Burrell may need to assist with this residency program particularly with faculty members.	Begin: July 2024 End: July 2026

				Critical Points: Production of the ACGME application and awarding of accreditation to the residency program.
Make application to the ACGME for the Family Medicine Residency at Health First to obtain Osteopathic Recognition.	Application for Family Medicine residency program by Health First; Accreditation of a residency program by ACGME; and, Award of Osteopathic Recognition to the Family Medicine Residency Program.	Associate Dean for Outreach and GME	Burrell may need to assist with this residency program particularly with faculty members.	Begin: July 2024 End: July 2027 Critical Points: Production of the ACGME application and awarding of accreditation to the residency program.

BURRELL COLLEGE OF HEALTH SCIENCES
STRATEGY MAP ACTION PLAN

GOAL: Satisfactory Comply with Comply Commission on Osteopathic College Accreditation (COCA) Standard 10: Graduate Medical Education (GME)

TACTICAL INITIATIVE: While BURRELL is a private, for-profit institution, the College would like to establish a nonprofit corporation Health Innovations Institute (HII) to support graduate medical education, research and scholarship, and other programs that would better qualify for funding opportunities.

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**Strengths –** • Much of the work to establish HII has been accomplished such as creating a legally organized structure, production of by-laws, and establishing it purpose. **Weaknesses –** • Because of other important work, efforts lately have been postponed. **Opportunities –** • Tax-exempt benefits; • Eligibility for grants; • Deductibility of donations; and, • Enhanced credibility. **Threats –** • Regulatory burden; • Financial oversight; • Operational limitations; and, • Compliance and reporting requirement

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What current and additional resources are required?	**MILESTONES** Begin, end and critical points
Evaluate current Burrell Resources and the organizational structure needed to support the HII.	Hire an executive director.	Dean Office	Evaluate what additional resources are required.	Begin: July 2024 End: July 2025 Critical Points: Midpoint of Academic Year
Developing Articles of Incorporation	Create articles of incorporation	Executive Director	This may have already been done.	Begin: July 2024 End: July 2025 Critical Points: Midpoint of Academic Year
Create a business plan.	Adopt a Business Plan	Executive Director	No cost	Begin: July 2024 End: July 2025 Critical Points: Midpoint of Academic Year

GOAL: Burrell College supports faculty and students in their efforts to advance knowledge by creating an atmosphere of inquiry and discovery that inspires excellence in scholarship and medical practice

TACTICAL INITIATIVE: The Office of Research and Sponsored Programs (ORSP) will expand and sustain research and creative scholarship opportunities for faculty and students.

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**Strengths** • Diverse faculty; some with research accomplishments; • Good college basic science research facilities; • Some grant success; • Strong student interest in research and scholarship; • Intramural Support for Summer Research Experience; and, • The Distinguished Researcher Seminar Series connects college faculty with researchers from other institutions. **Weaknesses** • Faculty workload limits time for scholarship; • Lack of clarification for protected time. Lack of faculty incentives for scholarship; • Research infrastructure needs improvement for notification for funding, assistance with proposals. weak with no statistical or research design support, ORSP limited in terms of notification of funding opportunities, assistance with proposal development, award notification, process for award management, and compliance. • Medical school “for profit” status restricts funding opportunities; • Limited clinical research opportunities; • Although basic science laboratory space is provided, it is relatively remote from the campus; • Both Basic and Clinical Science faculty with limited research training or experience; and, • Modest alignment between ORSP and Departments priorities. **Opportunities** • Location of Burrell on campus of NMSU/Florida Tech which should leverage relationships to engage in research and scholarship; • Expertise of the basic science faculty. • BURRELL students are increasingly interested in presentations and publications as a way to improve this performance record to increase competitiveness on their residency applications; • Affiliated residency programs are interest in research and scholarship; • COCA Accreditation Standards Require research and scholarly activity through its budgetary processes. **Threats** • Organizational structure in ORSP needs to be evaluated. Assistant Dean turnover has created a lack of research community. • Competing priorities for faculty such as committee work, teaching, interviewing of applicants, and expansion of the medical school in Florida has left the faculty relatively little time for research; • Relative lack of grant applications and extramural funding by faculty; and, • Scant development of faculty that facilitates development of academic careers, and research program. • Faculty need assistance with grant writing.

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What current and additional resources are required?	**MILESTONES** Begin, end and critical points
Provide research professional development educational opportunities for faculty/staff and students on topics ranging from responsible conduct of research to publishing to grant writing.	Number of Participants Number and Quality of publications/grants being submitted. Publication/Grant Outcomes.	Assistant Dean, ORSP, Assistant Dean, Faculty Affairs	Funding for workshops, Incentives for participants, Incentives for successful completion of activities.	Begin: July 1, 2024 End: June 30, 2025 Critical Points: Mid-point and end of academic year
Increase opportunities for trainees to participate in research: 1. Expand Summer Research Experience to include faculty mentored projects from clinical faculty at hub sites. 2. Encourage College faculty to offer opportunities for medical residents to join ongoing research projects. 3. Identify and recruit students into non-clinical research rotations supervised by college faculty.	Projects involving students. Medical students participating in faculty mentored research. Residents involved faculty mentored research.	Assistant Dean for Research, ORSP and Director of Student Research	Expand funding model for Summer Research Experience to include mentors at clinical hubs. Expansion of faculty research support fund to include resources for faculty at clinical sites.	Begin: July 1, 2024 End: June 30, 2025 Critical Points: Mid-point and end of academic year
Collaborate with Department Chairs to ensure allocation of research FTE is being met.	FTE allocation for research: 1. Publications 2. Grants Applications 3. Funded Grants 4. Students Supervised	Assistant Dean for Research Department Chairs Faculty	Revision of faculty agreement to include defined protective time which reduces other faculty duties.	Begin: July 1, 2024 End: June 30, 2025 Critical Points: Mid-point and end of academic year
Sponsor and facilitate the formation of a Student Research Interest Group or Club	Student involvement Faculty involvement Student Research Activity Interest in Distinction in Research Program. Students engaging in non-clinical research rotations.	Assistant Dean for Research, Director of Student Research, and ORSP Staff	Resources to support student groups	Begin: July 1, 2024 End: June 30, 2025 Critical Points: Mid-point and end of academic year

GOAL: Burrell College supports faculty and students in their efforts to advance knowledge by creating an atmosphere of inquiry and discovery that inspires excellence in scholarship and medical practice

TACTICAL INITIATIVE: The Office of Research and Sponsored Programs Will Provide Comprehensive Support of College's Research Enterprise.

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**Strengths** • Good college basic science research facilities; • Developing ORSP team with paid director of laboratories, two staff member; • Good oversight through Human Subjects Research and Biosafety Committee; • Developed Summer Research Program; • Established Compliance Training (CITI) and Laboratory Standards/Hazard Guidance; • Distinction in Research Tract for Medical Student; and, • The Distinguished Researcher Seminar Series connects college faculty with researchers from other institutions. **Weaknesses** • Faculty workload limits time for scholarship; • Research infrastructure needs improvement for notification for funding, assistance with proposals., ORSP limited in terms of notification of funding opportunities, and assistance with proposal development; • Medical school "for profit" status restricts funding opportunities; • Although basic science laboratory space is provided, it is relatively remote from the campus; • Sponsored Programs portion of ORSP underdeveloped without efficient administration throughout award process; • Cumbersome systems as an example use of Qualtrics for research administration. • Both Basic and Clinical Science faculty with limited research training or experience; and, • Modest alignment between ORSP and Departments priorities. **Opportunities** • Location of Burrell on campus of NMSU/Florida Tech which should leverage relationships to engage in research and scholarship; • Expertise of the faculty. • BURRELL students are increasingly interested in presentations and publications as a way to improve this performance record to increase competitiveness on their residency applications; • Affiliated residency programs are interested in research and scholarship. **Threats** • Organizational structure in ORSP needs to be evaluated. Assistant Dean turnover has created a lack of research community. • Competing priorities for faculty such as committee work, teaching, interviewing of applicants, and expansion of the medical school in Florida has left the faculty little time for research; • Relative lack of grant applications and extramural funding by faculty; and, Scant development of faculty that facilitates development of academic careers, and research program.

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What current and additional resources are required?	**MILESTONES** Begin, end and critical points
Develop a robust pre-award through post-award process that is capable of meeting requirements of extramural research sponsors.	Develop current staff on funding opportunities, proposal development and submission, award negotiation and acceptance, account set up and award management.	Assistant Dean ORSP and current staff	Funding for workshops, Incentives for participants, Incentives for successful completion of activities.	Begin: July 1, 2024 End: June 30, 2025 Critical Points: Mid-point and end of academic year
Secure an indirect negotiated rate for federal and foundation grants and contracts.	Successful negotiation indirect rate(s).	Assistant Dean ORSP CFO or representative of Office of Finance	May need consultant and slight additional staffing need between ORSP and Finance	Begin: July 1, 2024 End: June 30, 2025 Critical Points: Mid-point and end of academic year
Provide opportunities for staff development that supports the Research Office Mission	Staff Participation in Research Training Certifications in appropriate job-related areas	Assistant Dean ORSP and ORSP Staff	Staff professional development support	Begin: July 1, 2024 End: June 30, 2025 Critical Points: Mid-point and end of academic year
Formalize affiliation agreements for research with Regional Academic Centers and affiliated institutions	Agreements and activity related to the agreements.	Assistant Dean ORSP	Resources to support Travel to hub sites engaged in research	Begin: July 1, 2024 End: June 30, 2025 Critical Points: Mid-point and end of academic year
Expand services to faculty researchers offered by the Research Laboratories.	Types of services Number of services accessed by researchers	Assistant Dean ORSP Research Laboratories Director	Continued funding of research laboratory	Begin: July 1, 2024 End: June 30, 2025 Critical Points: Mid-point and end of academic year
Begin development of research enterprise in Florida	Obtaining laboratory space and agreements	Assistant Dean ORSP	Funding for travel and research laboratory space	Begin: July 1, 2024 End: June 30, 2025 Critical Points: Mid-point and end of academic year

GOAL: Burrell College supports faculty and students in their efforts to advance knowledge by creating an atmosphere of inquiry and discovery that inspires excellence in scholarship and medical practice

TACTICAL INITIATIVE: Establishing Research Focus Areas for Burrell College of Health Sciences.

TABLE 1
Examples of Research Focus Areas

Basic Science	Translational	Clinical	Population Health
Microbiology associated with Southwest – Hantavirus *Bioengineering* with Florida Institute of Technology	*Computational sciences* in support of translational research	*Osteopathic manipulative treatment* *Clinical Trials* conducted for treatment, prevention, early detection/screening, and diagnosis.	*Outcomes* research *Comparative* effectiveness *Research* related to delivery of care

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**Strengths** • Good college basic science research facilities; • Research partnership with New Mexico State University/Florida Tech when possible. • Burrell is an agile organization. **Weaknesses** • Faculty workload limits time for scholarship; • Research infrastructure needs improvement for notification of funding and assistance with proposals. • Medical school "for profit" status restricts funding opportunities; • Although basic science laboratory space is provided, it is relatively remote from the campus; • Sponsored Programs portion of ORSP underdeveloped without efficient administration throughout award process; • Cumbersome systems as an example use of Qualtrics for research administration. • Both Basic and Clinical Science faculty with limited research training or experience; and, • Modest alignment between ORSP and Departments priorities. **Opportunities** • Location of Burrell on campus of NMSU/Florida Tech which should leverage relationships to engage in research and scholarship; • Expertise of the faculty. • BURRELL students are increasingly interested in presentations and publications as a way to improve this performance record to increase competitiveness on their residency applications; • Affiliated residency programs are interested in research and scholarship. **Threats**

	• Organizational structure in ORSP needs to be evaluated. Assistant Dean turnover has created a lack of research community. • Competing priorities for faculty such as committee work, teaching, interviewing of applicants, and expansion of the medical school in Florida has left the faculty little time for research; • Relative lack of grant applications and extramural funding by faculty; and, Scant development of faculty that facilitates development of academic careers, and research program.

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What current and additional resources are required?	**MILESTONES** Begin, end and critical points
Work with College Leadership (President, Dean, and Department Chairpersons) on the priority developmental areas for research.	Establishment of Priority Areas	Assistant Dean ORSP and current staff	None	Begin: July 1, 2024 End: June 30, 2025 Critical Points: Mid-point and end of academic year
Secure an indirect negotiated rate.	Successful negotiation indirect rate(s).	Assistant Dean ORSP CFO or Office of Finance	May need consultant and slight additional staffing need between ORSP and Finance	Begin: July 1, 2024 End: June 30, 2025 Critical Points: Mid-point and end of academic year
Provide opportunities for faculty and staff development consistent with priority areas.	Faculty and Staff Participation in Research Training	Assistant Dean ORSP and ORSP Staff	Faculty and staff professional development support. Secure necessary resources such as research design, biostatistics, and grant writing support.	Begin: July 1, 2024 End: June 30, 2025 Critical Points: Mid-point and end of academic year
Formalize affiliation agreements for research with Regional Academic Centers and affiliated institutions	Agreements and activity related to the agreements.	Assistant Dean ORSP	Resources to support Travel to hub sites engaged in research	Begin: July 1, 2024 End: June 30, 2025 Critical Points: Mid-point and end of academic year
Expand services to faculty researchers offered by the Research Laboratories.	Types of services Number of services accessed by researchers	Assistant Dean ORSP Research Laboratories Director	Continued funding of research laboratory	Begin: July 1, 2024 End: June 30, 2025 Critical Points: Mid-point and end of academic year
Begin development of research enterprise in Florida	Obtaining laboratory space and agreements	Assistant Dean ORSP	Funding for travel and research laboratory space	Begin: July 1, 2024 End: June 30, 2025 Critical Points: Mid-point and end of academic year

BURRELL COLLEGE OF HEALTH SCIENCES
LIBRARY STRATEGY MAP ACTION PLAN – Instruction

GOAL: The Library supports the students, faculty, and staff through activities that promote Evidence Based Practice (EBP) knowledge, information literacy, and related skills resulting in the ability to retrieve and apply medical information/research in practice and as lifelong learners.

TACTICAL INITIATIVE: Work collaboratively to teach and train on relevant topics outside the curriculum.

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**S**- around 60 combined years of diverse professional library experience; strong collaborators; extensive EBP training; support active learning **W**- librarians balancing both operational and teaching responsibilities; limited inclusion in curriculum decision-making **O**- evolving curriculum that could allow for further librarian engagement; partnership development with faculty in other departments; creation of educational programs of interest outside of the formal curriculum; development of online resources for individual instruction **T**- reduction of librarian involvement in instruction overall; redundancy of EBP topics taught within the curriculum; challenges assessing EBP knowledge and skills; other medical schools have larger library staff/faculty that allow for greater focus and specialization

ACTIVITIES *What actions will you undertake to achieve tactical initiatives and meet identified metrics?*	**METRICS** *How will you measure the performance of the activity?*	**RESPONSIBILITY** *Who is accountable for the success of the activity?*	**RESOURCES** *What current and additional resources are required?*	**MILESTONES** *Begin, end and critical points*
Create educational programs/sessions outside of the formal curriculum that support EBP, information literacy, new developments in library/information science, library e-resources, and/or lifelong learning	Develop and deliver at least (2) live sessions	Librarians	-IT Support -Student Affairs -Faculty Affairs	Begin: July 2024 End: Ongoing Critical Points: January 2026
Develop on-demand, online resources; examples include slide presentations, “how to” demonstration videos, or subject guides	Develop and post at least (4) resources on library’s website	Librarians	-Library Technician -IT Support	Begin: July 2024 End: May 2025 Critical Points: January 2025

BURRELL COLLEGE OF HEALTH SCIENCES
LIBRARY STRATEGY MAP ACTION PLAN – Outreach & Programming

GOAL: Create learning opportunities and strengthen community connections through outreach and programming to enrich Burrell's academic and community environments.

TACTICAL INITIATIVE: Provide programming in medical humanities, health information literacy and cultural diversity, as appropriate, to internal and external communities.

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**S**- around 60 combined years of diverse professional library experience; strong collaborators; strong record of institutional support for library programming **W**- librarians balancing both operational and teaching responsibilities; limited time for programming and outreach due to multiple responsibilities **O**- ability to create partnerships (particularly with local non-profits, FIT, and NMSU), engaged and motivated Burrell faculty, staff, and students **T**- reduction or insufficient increase in library budget; other medical schools have larger library staff/faculty that allow for greater focus and specialization; competing with UNM Health Sciences Library for funding and outreach opportunities (alternatively, there are opportunities for collaboration)

ACTIVITIES *What actions will you undertake to achieve tactical initiatives and meet identified metrics?*	**METRICS** *How will you measure the performance of the activity?*	**RESPONSIBILITY** *Who is accountable for the success of the activity?*	**RESOURCES** *What current and additional resources are required?*	**MILESTONES** *Begin, end and critical points*
Provide programming in medical humanities and cultural awareness/sensitivity (internal)	Provide at least (2) programs per year to students, faculty and/or staff	Librarians	-Internal or other funding support -Student Affairs	Begin: July 2024 End: Ongoing Critical Points: May 2025
Create outreach activities to benefit the health of our community and create local goodwill and meaningful partnerships (internal/external)	Create or participate in at least (1) program that engages the community per year	Librarians	-Budget or other funding support -Facilities Support -Programming Spaces -IT Support	Begin: July 2024 End: Ongoing Critical Points: May 2026
Develop targeted marketing strategies to engage specific user groups	--Generate and distribute at least (10) newsletters/emails or other promotional items for targeted audiences per year --Increase social media presence, e.g., Instagram, twitter	Librarians	-Director of Communications & Marketing	Begin: July 2024 End: Ongoing Critical Points: May 2026

BURRELL COLLEGE OF HEALTH SCIENCES
LIBRARY STRATEGY MAP ACTION PLAN – Resources & Services

GOAL: The Library provides Burrell students, faculty and staff access to high quality resources and services to support teaching, learning and research.

TACTICAL INITIATIVE: Create and continuously improve library collections and targeted services using a variety of assessment and decision-making strategies for the Burrell community both on and off campus.

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**S**- around 60 combined years of diverse professional library experience; funding for resources **W**- librarians balancing both operational and teaching responsibilities **O**- Burrell Florida expansion creates opportunities for collaboration with the Evans Library of the Florida Institute of Technology **T**- Reduction or insufficient increase in library budget; other medical schools have larger library staff/faculty that allow for greater focus and specialization

ACTIVITIES *What actions will you undertake to achieve tactical initiatives and meet identified metrics?*	**METRICS** *How will you measure the performance of the activity?*	**RESPONSIBILITY** *Who is accountable for the success of the activity?*	**RESOURCES** *What current and additional resources are required?*	**MILESTONES** *Begin, end and critical points*
Develop a programmatic plan for library assessment	--Organize and document assessment activities --Create a formal tracking process --Create an SOP	Librarians	Office of Compliance & Institutional Assessment Assistant Dean of Student Assessment	Begin: July 2024 End: On-going Critical Points: May 2026

BURRELL COLLEGE OF HEALTH SCIENCES
LIBRARY STRATEGY MAP ACTION PLAN – Support Institutional Growth

GOAL: The Library supports the research and scholarship of faculty and students by providing optimal library resources to meet the needs of an expanding Burrell community.

TACTICAL INITIATIVE: Continuously improve library services through analysis and decision-making strategies to support institutional growth.

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**S**- around 60 combined years of diverse professional library experience; strong collaborators; strong record of institutional support **W**- librarians balancing both operational and teaching responsibilities; limited physical space, staffing insufficient to support growing numbers of students and faculty **O**- possible expanded staffing and library space to support Burrell's institutional growth; partnership development with FIT and NMSU **T**- Reduction or insufficient increase in library budget; other medical schools have larger library staff/faculty ratio per capita that allow for greater focus and specialization

ACTIVITIES *What actions will you undertake to achieve tactical initiatives and meet identified metrics?*	**METRICS** *How will you measure the performance of the activity?*	**RESPONSIBILITY** *Who is accountable for the success of the activity?*	***RESOURCES*** *What current and additional resources are required?*	**MILESTONES** *Begin, end and critical points*
Monitor need for additional library staffing with possible addition of new degree programs	--Make statistical analysis documenting potential growth in demand for library resources, services, instruction sessions, reference requests	Librarians	Library Staff IT Support	Begin: July 2024 End: Ongoing Critical Points: September 2027
Reexamine and renegotiate licensing agreements with vendors to reflect increased student enrollment/number of users.	--Collect statistics on increased number of students, number of vendor contacts, and renegotiated license agreements	Librarians	Vendor Representatives Library Staff	Begin: July 2024 End: Ongoing Critical Points: July 2026
Examine need for increased library budget to meet curricular, research, and accreditation needs of expanded Burrell community.	--Prepare statistical analysis to determine cost of providing expanded services related to Burrell institutional growth	Librarians	Administrative Services Library Staff	Begin: July 2024 End: Ongoing Critical Points: July 2026

Provide optimal physical learning environment.	--Perform space use analysis --Prepare statistics documenting number of students using library spaces --Prepare survey documenting student preference for quiet and collaborative study spaces	Librarians	Executive Administration/Office of the Dean Administrative Services Library Staff	Begin: July 2024 End: Ongoing Critical Points: January 2027

GOAL: Faculty will be supported and prepared to provide excellent instruction both pedagogically and technically

TACTICAL INITIATIVE: Provide longitudinal programming to faculty to develop skills in pedagogy and technology in teaching, osteopathic principles, item writing and other areas of faculty development.

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**S**-Faculty committed to continuous improvement and excellence **W**-Limited protected time for development activities. **O**-Established Faculty Academy can be honed to improve effectiveness. **T**-Lack of cohesive faculty development could compromise student success and curricular cohesiveness.

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What current and additional resources are required?	**MILESTONES** Begin, end and critical points
Continue to develop a faculty academy with protected time for needs-based training in the learning sciences, osteopathic principles, research, and other areas of faculty development	Consistent faculty attendance and participation in academy meetings, evaluation surveys	Faculty Affairs Faculty Development Advisory Council	Faculty Affairs budget	Begin: End: Critical Points:
Further develop teaching evaluation programs, expand on peer feedback of teaching for both synchronous and asynchronous sessions	Faculty participation, feedback on outcomes (survey)	Faculty Affairs Department Chairs Office of Curriculum Effectiveness and Evaluation	Faculty time for training and implementation	Begin: End: Critical Points:
Provide training with current and future classroom technologies including the use of AI	Consistent faculty attendance	Faculty Affairs Faculty Council	IT, Library	Begin: End: Critical Points:

GOAL: Recruit and retain a talented, skilled and committed faculty**.**

TACTICAL INITIATIVE: Provide longitudinal programming to faculty to develop skills in pedagogy and technology of teaching, osteopathic principles, item writing and other areas of faculty development.

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**S**-Staff has been playing a supportive role, process has been optimized, competitive compensation, **W**-Suboptimal onboarding platform, extensive committee time **O**-Use established network to recruit faculty, develop non-monetary incentives **T**-New schools trying to recruit Burrell faculty.

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What current and additional resources are required?	**MILESTONES** Begin, end and critical points
Work with HR, Office of Diversity and Inclusion, and academic departments to improve faculty recruitment processes.	Feedback from faculty, staff, and faculty candidates	Faculty Affairs, HR, Office of Diversity and Inclusion, and academic departments	Personnel time	Begin: End: Critical Points:
Work with HR and academic departments to provide a better platform for faculty onboarding.	Feedback from faculty, staff, and new faculty	Faculty Affairs, HR, and academic departments;	Personnel time, Software capabilities	Begin: End: Critical Points:
Work with Faculty Council, and the Appointments & Promotions Committee to refine the promotion process	Development and evaluation of workshops	Faculty Affairs, Faculty Council, the Appointments & Promotions Committee	Personnel time,	Begin: End: Critical Points:
Develop venues for FL and NM faculty to boost belongingness, and organize events where families are invited	Development and evaluation of events	Faculty Affairs, Department Chairs Sunshine Committee	Faculty Affairs and Departmental Budgets	Begin: End: Critical Points:

GOAL: Preceptors will be supported to improve teaching skills

TACTICAL INITIATIVE: Provide more robust faculty development resources for preceptors.

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**S**-Ever growing pool of preceptors, they feel they contribute to residency placements **W**-Some preceptors are new to teaching **O**-Use Florida location to attract more preceptors **T**-Limited time for faculty development, other COMs recruit our preceptors

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What current and additional resources are required?	**MILESTONES** Begin, end and critical points
Provide regular needs assessment	Needs assessment survey and data from Qualtrics	Faculty Affairs	Qualtrics, Faculty Affairs time	Begin: End: Critical Points:
Add to online offerings of faculty development resources and modules.	List of resources and their usage	Faculty Affairs, Clinical Education	Faculty Affairs time, IT help, potential subscriptions	Begin: End: Critical Points:
Provide on-site faculty development at hubs at least annually	Sessions delivered	Faculty Affairs, Clinical Education	Faculty Affairs time & budget, Clinical Education time	Begin: End: Critical Points:
Build upon CME accreditation to provide more opportunities for continuing medical education	Programs delivered; credits documented	Faculty Affairs, Clinical Education, Clinical Medicine Dept.	Faculty Affairs budget; clinical faculty time	Begin: End: Critical Points:
Build a pre-clerkship faculty / preceptor relationship in order to have preceptors a better idea of the 4 year curriculum	Number of interactions	Faculty Affairs, Clinical Education	Faculty Affairs budget; clinical faculty time	Begin: End: Critical Points:

GOAL: Demonstrate regulatory compliance as it relates to secure student records, inclusive of the Title IV program responsibility requirements.

TACTICAL INITIATIVE: Ensure departmental compliance with regular review of procedures, functional analysis of the student information system, and training of enrollment services staff.

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**S**- Title IV authorized at Las Cruces (NM) campus; Title IV procedures in place. **W**- Current SIS may be outdated for the growth of the College. **O**- Possibility to implement an enterprise system without the need for numerous customizations. **T**- CAMS may have an end life due to its platform.

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What current and additional resources are required?	**MILESTONES** Begin, end and critical points
Examination of CAMS and implementation of a new SIS. This may include migrating to an enterprise system.	Implementation of the new SIS. Documentation of processes and reporting.	Office of the Registrar Office of Financial Aid Office of Finance Office of IT	Funding for new SIS; Project Manager designated to ensure tasks are completed.	Begin: Fall 2024 End: Go Live Fall 2026 Critical Points: Testing by Jan2026
Ensuring all reports can be generated and shared with appropriate stakeholders in a new SIS.	Existing reports generated by the Registrar and Financial Aid in CAMS are created in a new SIS	Office of the Registrar Office of Financial Aid Office of IT	SIS reports and established processes	Begin: Spring 2025 End: Go Live Fall 2026 Critical Points:
Prepare Title IV application and appropriate documentation for adding the Melbourne (FL) campus for Title IV authorization.	Create new, edit existing processes and procedures for the Melbourne (FL) campus. Title IV Approval at the additional location.	Office of Financial Aid Office of the Registrar Office of Institutional Effectiveness Office of Finance Office of the President	Ongoing documentation and established processes	Begin: Fall 2024 End: 12-14 month process Critical Points: Submission of application in 2025.
Prepare VA application and appropriate documentation for adding the Melbourne (FL) campus for VA authorization	Create new, edit existing processes and procedures for the Melbourne (FL) campus. VA Approval at the additional location.	Office of Financial Aid Office of the Registrar Office of Institutional Effectiveness Office of the President	Ongoing documentation and established processes	Begin: SP2024 to be implemented by FA2024. End: Critical Points:
Ensure all Title IV processes for Enrollment Reporting and Return to Title IV are running efficiently with the Melbourne (FL) campus.	Clean records with National Clearinghouse; clean audits	Office of Financial Aid Office of the Registrar Office of Finance	Ongoing documentation and established processes	Begin: Fall 2024 End: Ongoing Critical Points:
Ensuring staff development and compliance training opportunities; purposeful cross-training to ensure continuity of operations.	Developed training materials and templates.	Office of the Registrar Office of Financial Aid Office of Admissions	Existing staff professional development funds.	Begin: Fall 2024 End: Ongoing Critical Points:

BURRELL COLLEGE OF HEALTH SCIENCES
STRATEGY MAP ACTION PLAN

GOAL: Burrell College embraces diversity that fosters inclusiveness and cultural awareness among all learners and educators with the goal of increasing diversity in the regional physician workforce.
TACTICAL INITIATIVE: Strengthen recruitment and retention initiatives.

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**S**- Fully staffed admissions team; student engagement and marketing personnel; existing affiliation agreements **W**- Limited scholarship pool; private loans only in FL **O**- Increase marketing for OMPP programs within NM and FL; Retention of applicants; **T**- Increased competition due to the number of DO programs.

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What current and additional resources are required?	**MILESTONES** Begin, end and critical points
Maintain and improve current recruitment and retention of applicant strategies; develop and implement creative engagement opportunities.	Number of designations, supplemental applications, interviewees, acceptances, and matriculants.	Office of Admissions Office of Marketing and Communications Office of Student Affairs	Healthy admissions recruitment budget and marketing budget.	Begin: Ongoing End: Ongoing Critical Points: Ongoing
Increased recruitment, engagement, and marketing with stakeholders for OMPP in NM and FL.	Number of engagement activities among high school counselors, teachers, staff and students. Working with NMSU and Florida Tech Admissions and OMPP reps to promote the program.	Office of Admissions	Recruitment budget	Begin: Ongoing End: Ongoing Critical Points: Ongoing
Develop and expand pathway and pipeline programs targeting students from underserved and underrepresented areas.	Number of pipeline/pathway programs created.	Office of Admissions	Recruitment budget	Begin: Ongoing End: Ongoing Critical Points: Ongoing
Explore and implement 3+4 articulation agreements with other accredited institutions.	Number of articulation agreements executed. Number of students enrolled in the 3+4 pathway.	Office of Admissions	Staffing efforts	Begin: 24-25 Application Cycle End: Ongoing Critical Points:
Develop and implement an interview schedule that includes an opportunity for applicants to come to campus for the interview.	Number of applicants who sign-up for the in-person visit to campus for interviews.	Office of Admissions	Budget Faculty/Staff scheduling	Begin: 24-25 Application Cycle End: Ongoing Critical Points:
Development and operationalizing of the Shadowing for Training, Awareness, and Resourcefulness (S.T.A.R. Program) for	Number of opportunities for ES staff to shadow in other areas of the College.	Office of Admissions Office of Financial Aid	Existing positions of Admission Advisor/Recruiters	Begin: AY24-25 End: Ongoing Critical Points:

staff development. The goal is to create and awareness of the various aspects of the degree program to be able to better promote the College for recruitment and retention purposes.		Office of the Registrar		
Targeted training and effective utilization of student ambassadors.	Number of student ambassadors assisting with admissions efforts.	Office of Admissions Office of Student Affairs	Student Ambassador program in place	Begin: AY24-25 End: Ongoing Critical Points:

GOAL: To increase enrollment of a diverse student population by adding new programs in alignment with market demand.

TACTICAL INITIATIVE: Streamline admission processes and develop financial aid strategies for additional programs and adjust strategies as needed to meet enrollment targets for all degree programs.

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**S**- Established policies and procedures for the current DO program; reputation, experienced faculty; access to resources. **W**-Market competition **O**- Market demand, partnerships/collaboration, leveraging distance education. **T**- Regulatory hurdles, economic factors (costs; changing demographics)

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What current and additional resources are required?	**MILESTONES** Begin, end and critical points
Evaluate all Admissions functions, processes, and procedures as they relate to additional locations and programs. This includes the potential implementation of a new CRM.	Creation of standard operating procedures and amending existing processes for support of additional locations/programming.	Office of Admissions Office of IT	Funding for new CRM, if needed.	Begin: Spring 2025 End: Critical Points:
Evaluate all Registrar functions, processes, and procedures as they relate to additional locations and programs. Ensure new SIS is implemented to support additional locations/programs.	Creation of standard operating procedures and amending existing processes for support of additional locations/programming.	Office of the Registrar Office of IT	SIS system with reporting	Begin: Spring 2025 End: Critical Points:
Evaluate all Financial Aid functions, processes, and procedures as they relate to additional locations and programs.	Creation of standard operating procedures and amending existing processes for support of additional locations/programming.	Office of Financial Aid Office of Finance Office of IT		Begin: Spring 2025 End: Critical Points:
Ensure regulatory compliance for additional programs in the areas of Title IV and VA authorization.	Creation of standard operating procedures and amending existing processes for support of additional locations/programming.	Office of Financial Aid Office of Institutional Effectiveness		Begin: Spring 2025 End: Critical Points:

BURRELL COLLEGE OF HEALTH SCIENCES
STRATEGY MAP ACTION PLAN

GOAL: Support the establishment of a healthcare culture that promotes osteopathic principles of wellness and prevention.

TACTICAL INITIATIVE: Maintain and expand a culture of wellness within the student body.

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**S**-Established health, wellness, and behavioral resources with high usage data. **W**-Limited available space to host wellness activities/programs. **O**-Continue to seek out community partnerships for programming. **T**-Initial adjustment to increased enrollment due to college expansion.

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What current and additional resources are required?	**MILESTONES** Begin, end and critical points
Continued promotion of TimelyCare Telehealth Resources; NMSU Health and Wellness Center, and Holzer Health Center	Publication of resources on the Burrell Website Presentation of resource during new student orientation Promotional events throughout the academic year highlighting resources Utilization Metrics from each entity	Office of Student Affairs	Salary: M&O: Travel:	Begin: Fall 2024 End: Ongoing Critical Points: Orientation, Holiday and Summer Breaks
Continued promotion of the Burrell Care Team resource	Student and employee training on care team referrals/process	Office of Student Affairs	Salary M&O: Travel: Attendance at annual NABITA Conference	Begin: Fall 2024 End: Ongoing Critical Points Training date/time.
Promotion of Auxiliary Wellness Resources • Food Pantry, clinical closet, emergency use gift cards available in Student Affairs	Multiple campaigns throughout the year highlighting all auxiliary wellness services	Office of Student Affairs;	Salary: M&O: Travel:	Begin: Fall 2024 End: Ongoing

• NMSU Health and Wellness Center; Holzer Health Center • NMSU and FIT Activity Center(s) and Aquatic Center(s) • Community wellness events and resources	Partnering with community businesses and resources to promote physical and mental health activities in surrounding areas including all RACs.	Student Engagement and Outreach Specialist		Critical Points: Orientation
Offer Drug Alcohol and Substance Abuse Programming	Offer multiple lunch and learn opportunities throughout the academic year	Office of Student Affairs	Salary: M&O: TBD Travel: TBD	Begin: Fall 2024 End: Ongoing Critical Points: beginning of each academic term
Offer Question Persuade Refer Certifications for students, staff and faculty	Offer multiple QPR workshops throughout the academic year	Office of Student Affairs	Salary: M&O: TBD Travel:	Begin: Fall 2024 End: Ongoing Critical Points: Identifying course dates/time; implementing workshop
Offer In-person wellness events in collaboration with student organizations and clubs	Once a month Student Affairs socials (promoting wellness resources) Hold at least 2 Hikes, walks, yoga sessions per month Partner with community wellness resources for discounted rates on yoga, Pilates, bike rentals (etc.) in all RACs.	Office of Student Affairs Student Engagement and Outreach Specialist	Salary: M&O: TBD Travel:	Begin: Fall 2024 End: Ongoing Critical Points: Scheduling after Friday exams yields the highest attendance
Support student led wellness initiatives and events		Office of Student Affairs	Salary: M&O: TBD Travel:	Begin: Fall 2024 End: Ongoing

BURRELL COLLEGE OF HEALTH SCIENCES
STRATEGY MAP ACTION PLAN

GOAL: Provide a data-driven academic support program that identifies at-risk students during their formative and clinical assessments and provides needed academic interventions by using evidence-based and research-based intervention methods**.**

TACTICAL INITIATIVE: Support students through structured programming that will provide opportunities to improve their study and test-taking strategies, time management and organization skills, and board preparedness, while providing recommendations on wellness resources.

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities.	**S**- Able to maintain a high volume of one-on-student meetings (22% increase from AY 2022-23 to AY 2023-24 for one-on-meetings); continuously building a collaborative relationship with Academic Affairs and Clinical Education. **W**- There is still very little curricular data that shows correlation of success related to didactics/COMSAE/COMATs and students' performance on Level 1 and Level 2 CE. **O**- Develop a process to support at-risk OMS-3 students post-COMATs by working with Office of Assessment & Evaluation and Clinical Education. **T**- There is a large number of at-risk students at any given time – we SPARKed on average 20% of the class each formative didactic exam in years one and two, which is roughly 37 students per class, per exam. Sometimes the timing of double exam days/weeks does not allow us to meet the needs of all at-risk students.

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What current and additional resources are required?	**MILESTONES** Begin, end and critical points
Facilitate Students Performing at Academic Risk (SPARK) meetings after each formative didactic exam in years 1 and 2, as well as summative exams in year 3 (support at-risk Level 2 CE students) in collaboration with the Officers of Clinical Education and Assessment and Evaluation	Track attendance of SPARKed students after each SPARK Assess the long-term academic performance and progression of SPARK students both in their success from year one to year two, as well as performance on board exams	Educational Specialists, Clinical Education, and Assessment and Evaluation	Salary: M&O: Travel:	Begin: Fall 2024 End: Ongoing Critical Points:

Develop - in collaboration with The Office of Assessment - a Level 1 & Level 2 CE intervention and success program	Measure the percentage of Level 1 and Level 2 CE students who a) *actively* participate in programming and compare that with first-time pass rate on board exams. Administer student satisfaction surveys to gather feedback on the intervention programming.	Educational Specialists, Clinical Education, and Assessment and Evaluation	Salary: M&O: Travel:	Begin: July 2024 End: Ongoing Critical Points: NBOME critical dates
Facilitate presentations, panels, and workshops that target; study and test-taking strategies, time management, board preparation/study, and wellness.	**Academic** Track the number of students who attend events. Administer pre- and post-event assessments when relevant to measure improvements in students' knowledge. Evaluate the extent to which students adhere to schedule and study plans developed in workshops and or in one-on-one meetings. **Wellness** Work with student groups to survey students' mental and physical well-being before and after participation in wellness events. Track the number of students who attend events.	Educational Specialists	Salary: M&O: Travel: Possible travel to Florida campus	Begin: June 2024 End: Critical Points:
Manage peer-tutoring for didactic courses in years one and two.	Track the number of students who participate in tutoring sessions. Administer satisfaction surveys to attendees of tutoring sessions.	Educational Specialists	Salary: M&O: Travel:	Begin: July 2024 End: Ongoing Critical Points: End of each term to asses eligibility of tutors

BURRELL COLLEGE OF HEALTH SCIENCES
STRATEGY MAP ACTION PLAN

GOAL: Create and identify programs and services designed to meet student's academic support and career planning needs.

TACTICAL INITIATIVE: Identify and expand upon existing quality career planning programming that will provide guidance, support, and best practice methods to students.

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**S**-Subscription to Careers in Medicine, 1.5 FTE career counselor(s), Career Counseling LEO Course, GME placement rates. **W**-Lack of Clinical Faculty versed in the current trends of the residency placement process. **O**-Faculty development in career planning advising, streamlining of processes for each academic year. **T**- Uncertainty of specialty specific criteria, expectations, and platform usage (e.g. OB/GYN, Anesthesiology, Neurology, Plastic Surgery, and Urology)

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What current and additional resources are required?	**MILESTONES** Begin, end and critical points
Continued Application of Advisory College Structure - 4 colleges NM Campus - 2 colleges FL Campus	Student Surveys, Retention Rates, GME Placement Rates	Office of Student Affairs, Faculty	Salary: M&O: CiM membership for each cohort Travel:	Begin: Fall 2024 End: Ongoing
Ensure the continuous implementation, monitoring, and maintenance of a career counseling course platform	Development and maintenance of a course for each academic year in LEO	Career Counselors and Office of Student Affairs	Salary: M&O: CiM membership for each cohort Travel:	Begin: Fall 2024 End: Ongoing

Year 1: • Introduction of the Career Counseling timeline during orientation. • Introduce and encourage students to use the Careers in Medicine Platform.	Year 1: • Completion of Orientation Week • Subscription to CiM • Results from the CiM assessment (MSPI) will be utilized during the optional student meetings to discuss future specialty exploration. • Meetings are optional for information on specialties of interest.	Year 1: Career Counselors and Office of Student Affairs	Salary: M&O: CiM membership for each cohort; lunches for lunch and learn sessions Travel:	Begin: Fall 2024 End: Ongoing/yearly
Year 2: • Continue to promote and support the utilization of Careers in Medicine. • Monitor and assess student interest in specialty selection by utilizing the second phase “Specialty exploration” in CiM.	Year 2: • Presentations to students are provided during the year. • Meetings are optional for information on specialties of interest.	Year 2: Career Counselors and Office of Student Affairs	Salary: Additional full time Career Counselor academic year 25-26 M&O: Financial support for luncheons and workshops. Travel:	Begin: Fall 2024 End: Ongoing/yearly
Year 3: • Continue to provide presentations that support the preparation for the application cycle. • Initiate individual planning for each student on their residency strategy/specialty selection.	Year 3: • Two mandatory 1:1 individual meetings. • 1st meeting is to discuss specialty selection and strategies for residency pathway planning. • 2nd meeting is for residency application preparation.	Year 3: Career Counselors and Office of Student Affairs	Salary: M&O: Financial support for travel expenses. Travel: Career Counselor(s) travel to each RAC	Begin: Fall 2024 End: Ongoing/yearly
Year 4: • The comprehensive action plan for each student is finalized. • Individual meetings continue. • Students identified at risk for not matching are contacted and mandatory meetings are set.	Year 4: • Documentation of individual meetings with students. • Strategy plans are finalized. • Communicate and meet with “At-Risk” students individually.	Year 4: Career Counselors and Office of Student Affairs	Salary: M&O: Financial support for travel expenses. Travel: Career Counselor(s) travel to each RAC	Begin: Fall 2024 End: ongoing/yearly

BURRELL COLLEGE OF HEALTH SCIENCES
STRATEGY MAP ACTION PLAN

GOAL: Support Institutional Growth with Additional Programming

TACTICAL INITIATIVE: Identify, create, and expand upon best practices and existing academic support for students.

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**S**- Various effective support measures currently in place. **W**- Limited available space to fully support additional programs. **O**- Development of collaborative partnerships with external entities to support additional degree programs. **T**- Lack of staff to support an increase in student ratios.

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What current and additional resources are required?	**MILESTONES** Begin, end and critical points
Re-evaluation of Student Affairs related policies and procedures to assess support for additional programming.	Student Surveys, Retention Rates, GME Placement Rates	Office of Student Affairs, Faculty	Salary: M&O: Travel:	Begin: Fall 2024 End: Ongoing
Re-evaluation of Student Affairs staff to support additional programming.	Acuity Scheduler – Educational Specialists and Career Counselors	Office of Student Affairs	Salary: Additional staff M&O: Travel:	Begin: Fall 2024 End: Ongoing
Re-evaluation of current staff and areas of expertise/knowledge for best placement within department to support additional programming.	Annual Evaluations	Student Affairs staff along with Student Affairs Department Head	Salary: Compensation Review M&O: Travel:	Begin: Fall 2024 End: Ongoing

BURRELL COLLEGE OF HEALTH SCIENCES
STRATEGY MAP ACTION PLAN

GOAL: Support BCOM through providing an effective and secure physical environment

TACTICAL INITIATIVE: Ensure facilities are functional, secure, well-maintained and sized to meet operational needs

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**S**- Relatively new environment, without maintenance backlog; staff expertise; location on NMSU campus **W**- Very small staff; extensive reliance on outsourced service providers; limited funds for significant changes or upgrades **O**- Review needs after two full years of operation, and identify options for improved use of space **T**- Outsourced services may not meet expectations

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What additional resources are required?	**MILESTONES** Begin, end and critical points
Update facilities master plan for the five year period beginning FY25.	Meet with College Leadership and other stakeholders to identify plans and opportunities to support growth plans.	AVP Administration	Salary: M&O: Travel:	Begin: July 2024 End: ongoing
Regularly evaluate effectiveness of services	Develop metrics and schedule for regular evaluation of both internally-provided and outsourced services on both campuses; implement and meet service targets for internal and external service providers; perform market analysis of cost of services	AVP Administration, Facility Manager, Florida Campus Operations Manager	Salary M&O: Travel:	Begin: July 2024 End: ongoing
Maintain and control facility adequately	Expand facility access and fixed asset controls to Florida campus; develop SOP and amend host campus agreements as needed.	AVP Administration, Florida Campus Operations Manager	Salary: M&O: Travel:	Begin: July 2024 End: ongoing
Manage and fund repair and renewal needs adequately	Expand R&R budget and plan to include Florida campus FFE; formally monitor building and equipment life cycle maintenance schedule.	AVP Administration, Facility Manager, Florida Campus Operations Manager	Salary M&O: Travel:	Begin: July 2024 End: ongoing

BURRELL COLLEGE OF HEALTH SCIENCES
STRATEGY MAP ACTION PLAN

GOAL: Support BCOM Strategic Goals through IT Services and Support

TACTICAL INITIATIVE: IT Team will meet or exceed expectations of students, faculty and staff, providing reliable, responsive and effective service

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**S**- Versatile, adaptive, solution oriented **W**- Organized project definition and management is lacking; uneven communication with internal customers; some systems are inadequately sized for current performance needs **O**- Improve service through expanded staff, reconfigured space, and third-party solution provides **T**- Small staff and extensive outsourcing compromises accountability

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What additional resources are required?	**MILESTONES** Begin, end and critical points
Review administrative and academic system capacity to support College strategic plan, including multicampus environment.	Meet with College leadership and other stakeholders; inventory current system capacity; perform market analysis of potential replacement systems and services; develop a project plan to upgrade systems and services.	AVP Administration, CIO	Salary: M&O: Travel:	Begin: July 2024 End: June 2025
Evaluate and optimize system performance and effectiveness of end user support, including training and documentation.	Define automation/improvement goals across all systems; meet regularly with internal clients to identify unmet needs and communicate progress.	AVP Administration, CIO, IT Staff	Salary M&O: Travel:	Begin: July 2024 End: Ongoing
Define roles and outsourcing needs within IT structure, to ensure that all required functions are effectively staffed	Identify requirements and employed and contracted resources; modify job descriptions and identify structural changes as needed; implement formal professional development plan for staff; build formal interface between contractors and employees.	VP Administration, AVP Administration, CIO	Salary: M&O: Travel:	Begin: July 2024 End: June 2025

BURRELL COLLEGE OF HEALTH SCIENCES
STRATEGY MAP ACTION PLAN

GOAL: Support BCOM through providing an effective and secure virtual environment

TACTICAL INITIATIVE: Academic and administrative software system security will be optimized

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**S**- Relatively new systems; staff expertise **W**- Small staff; extensive reliance on outsourced service providers; limited funds for significant changes or upgrades **O**- Perform a thorough security audit to identify opportunities for improvement **T**- Security breaches may not be adequately controlled; outsourced services may not meet expectations

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What additional resources are required?	**MILESTONES** Begin, end and critical points
Expand external security consulting and monitoring; develop full security plan cycle with formal evaluation of effectiveness of goals and objectives.	Monitor expanded security scorecard reports and other external evaluations; report status and actions needed regularly to leadership.	AVP Administration, CIO, IT Staff, IT Security Consultants	Salary: M&O: Travel:	Begin: May 2024 End: Ongoing
Implement an expanded data loss prevention program.	Work with Data Integrity Committee and other system users to implement best practices; perform regular system and procedural compliance audits.	VP Administration, AVP Administration, CIO, IT Security Consultants	Salary M&O: Travel:	Begin: July 2024 End: Ongoing
Expand security awareness training for end users	Develop and implement additional outreach training for both students and employees; monitor at risk end users and offer supplemental training or enhanced control procedures	AVP Administration, CIO, IT Staff, AVP of HR	Salary: M&O: Travel:	Begin: July 2024 End: Ongoing

BURRELL COLLEGE OF HEALTH SCIENCES
STRATEGY MAP ACTION PLAN (FY25)

GOAL: Support BCOM Strategic Initiatives through Financial Management, Systems and Controls

TACTICAL INITIATIVE: Provide reliable, effective and responsive financial and HR administration that both meets and anticipates internal needs, and ensures compliance with external requirements

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**S**- Significant staff combined experience; customer service orientation **W**- Manual processes, under-sized administrative software systems **O**- Fully automate processes, increase service for academic and student support **T**- Failure to meet regulatory compliance in expanded service areas, control weaknesses in manual systems

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What additional resources are required?	**MILESTONES** Begin, end and critical points
Continually review and improve processes and systems; expand as needed to address multicampus operations and expanded sponsored project activity.	Ensure timely, accurate and secure processing and reporting of transactions; improve processes and departmental access; support systems review; update SOP; meet regularly with stakeholders to identify and address support needs.	Controller, Associate Controller, Assistant Controller	Salary: M&O: Travel:	Begin: July 2024 End: ongoing
Improve internal control through expanded staffing; address multicampus operations.	Update procedural documentation and end user training, establish multi-level review protocols, expand segregation of duties	Controller, Associate Controller, Assistant Controller	Salary M&O: Travel:	Begin: July 2024 End: June 2025
Meet or exceed financial performance goals and external requirements	Monitor Key Performance Indicators and required external financial metrics; support financial analysis of growth models	President, VP Administration, Controller	Salary: M&O: Travel:	Begin: July 2024 End: ongoing

BURRELL COLLEGE OF HEALTH SCIENCES
STRATEGY MAP ACTION PLAN

GOAL: Support BCOM Strategic Initiatives through Human Resources Services

TACTICAL INITIATIVE: Provide reliable, responsive and effective HR services that both meet and anticipate internal needs and ensure compliance with external requirements

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**S**- Significant staff combined experience; customer service orientation **W**- Manual processes, under-sized administrative software systems **O**- Fully automate processes, increase service for academic and student support **T**- Failure to meet regulatory compliance in expanded service areas, control weaknesses in manual systems

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What additional resources are required?	**MILESTONES** Begin, end and critical points
Expand and enhance employee relations and outreach	Meet regularly with employees to enhance communication and address needs; design and implement new outreach programming; support both faculty and staff initiatives.	AVP HR, HR Specialist	Salary: M&O: Travel:	Begin: July 2024 End: June 2025
Review and improve employee training options, including extended optional staff development training opportunities	Evaluate effectiveness and scope of mandatory employee training; meet regularly with employees to define training needs; explore multiple methods of training delivery; develop a training series for supervisors.	AVP HR, Director of Employment, HR Specialist	Salary M&O: Travel:	Begin: July 2024 End: June 2025
Review systems capabilities and process automation opportunities.	Participate in systems review project; implement approved new systems functionality; expand documentation and training	AVP HR, HR Staff	Salary: M&O: Travel:	Begin: July 2024 End: June 2025

BURRELL COLLEGE OF HEALTH SCIENCES
STRATEGY MAP ACTION PLAN

GOAL: Strategic Focus Recruitment, Retention, and Growth.

TACTICAL INITIATIVE: Increase Brand Awareness and Outreach.

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**S**-Distinct campus locations, and Community Engagement. **W**-Limited National Recognition, Competitive Landscape, and Budget. **O**-Florida Market Expansion, Digital and Social Storytelling, Partnerships, Arizona & Texas Market, Mission Medicine (Border, Native American) **T**-Limited Budget, Market Saturation, Osteopathic Perception.

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What current and additional resources are required?	**MILESTONES** Begin, end and critical points
1. Continue and expand targeted Social Media initiatives. 2. Develop Alumni Spotlight & Success content. 3. Continue and expand SEO, SEM, OTT, display, and traditional marketing.	1. 10% annual growth rate 2. 15 % Alumni network growth rate (benchmarks: # of profiles, email open rate, event attendance). 3. Maintain 90 score	-Marketing and Department Stakeholders	-Competitive marketing budget.	Begin: 2025 End: 2030 Critical Points: Quarterly and yearly benchmarks. -2027 review KPIs
1. Continue and expand Media & PR outreach. 2. Create thought leadership content. 3. Continue and expand content & podcast development.	1. 12 media pitches per year. 2. 4 leadership content pieces per year. 3. 12 Podcasts per year and 2K views per podcasts.	-Marketing and Department Stakeholders	-Increased marketing staffing or vendors.	Begin: 2025 End: 2030 Critical Points: Quarterly and yearly benchmarks. -2027 review KPIs

1. Continue to develop and highlight Healthcare /Community partnerships.	1. One partner/community announcements per quarter if applicable.	-Marketing and Department Stakeholders	-Strategy and continued communications.	Begin: 2025 End: 2030 Critical Points: Quarterly and yearly benchmarks. -2027 review KPIs

BURRELL COLLEGE OF HEALTH SCIENCES
STRATEGY MAP ACTION PLAN

GOAL: Strategic Focus Promote Student & Faculty, Mission Medicine, and Learning Environment & Research Success

TACTICAL INITIATIVE: Develop a branded support platform that showcases Burrell's mission-driven learning environment, highlights medical training excellence, and actively promotes resources and success stories for students and faculty.

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**S**- A branded platform differentiates Burrell and builds engagement by highlighting student and faculty success stories aligned with its mission. **W**- It requires continuous resources, including content creation and budget, which could be challenging to sustain across both campuses. **O**- Engaging content on the platform can attract mission-aligned applicants, expand national recognition, and strengthen partnerships with alumni and healthcare organizations. **T**- Competing with established schools, managing potential platform fatigue, and economic constraints may limit the platform's reach and effectiveness.

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What current and additional resources are required?	**MILESTONES** Begin, end and critical points
Research & Learning: Create content featuring student and faculty research thru blog articles, social media, and press releases. Create subject matter playlist on social media.	-Increase website traffic and Research and Learning webpage by 10%. -Increase playlist views by 10%.	Marketing, Research Dept, Academic Affairs	Staffing, modest budget for promotion.	Begin: 2025 End: 2030 Critical Points: Quarterly and yearly benchmarks. -2027 review KPIs
Mission Medicine: Create content capturing on-the-ground perspectives from students, faculty, and local partners, focusing on the impact of Burrell's work in Border & Mission Medicine. Create subject matter playlist on social media.	-Increase website traffic and Research and Learning webpage by 10%. -Increase playlist views by 10%.	Marketing, Mission Medicine, Academic Affairs, Community Based Learning	Staffing, modest budget for promotion.	Begin: 2025 End: 2030 Critical Points: Quarterly and yearly benchmarks. -2027 review KPIs

Student & Faculty Success: Create alumni, standout students, and impactful faculty members content emphasizing their achievements and Burrell's role in their success. Create subject matter social media playlist.	-Increase website traffic and Research and Learning webpage by 10%. -Increase playlist views by 10%.	-Marketing, Alumni COE, Student Affairs	Staffing, modest budget for promotion.	Begin: 2025 End: 2030 Critical Points: Quarterly and yearly benchmarks. -2027 review KPIs

GOAL: To support College goals for enrollment, scholarly activity, and mission-driven community impact through receipt of gifts, grants, and contracts to supplement tuition revenue.

TACTICAL INITIATIVE: Expand gift, grant, and contract (GGC) revenue sources.

MARKET ANALYSIS A process that results in factual information that helps you identify opportunities	**S**-The College's direct and indirect impact on improving healthcare. **W**-The College's status as a proprietary institution. **O**-Expand outreach to all constituents which may support increased GGC funding; partner through COE and directly with sponsors. **T**-Other targeted outreach from nonprofits may weaken impact of College outreach.

ACTIVITIES What actions will you undertake to achieve tactical initiatives and meet identified metrics?	**METRICS** How will you measure the performance of the activity?	**RESPONSIBILITY** Who is accountable for the success of the activity?	**RESOURCES** What current and additional resources are required?	**MILESTONES** Begin, end and critical points
Develop and implement detailed integrated outreach plan between College and COE to raise awareness of both funding impact and need. Includes outreach through video content, speaker series, community outreach, donor/student events, and integrated constituent outreach through CRM systems. Link to enrollment services high school and undergraduate college pipeline outreach. Develop an integrated grant-writing and private foundation outreach plan.	Increase in College GGC funding and in number of COE donors in 2025. Development of campus and RAC-themed targeted community outreach. Increase in grant applications and private foundation funding appeals through COE and directly from College. Integrate web and email outreach between College marketing, enrollment services, and philanthropy offices.	President, VP Administration, Philanthropy Director, AVP Marketing and Communications, AVP Enrollment Services, Director of ORSP Administration, RAC Coordinators, and COE Board members working as an integrated team	Dedicated support from new and existing positions within the College to focus specifically on GGC development.	Begin: July 2025 End: Ongoing Critical Points: Evaluate impact and adjust methodologies every 6 months, in January and July.
Manage the state contract to ensure state expectations are exceeded and develop	Implement AY25-26 budget to support both current and expanded activity.	Dean, VP Administration, Director of ORSP	Existing resources supporting SPA	Begin: Sept 2025 End: June 2026

framework to justify continued funding. Develop internal service center mechanism to support billing for services provided by other departments through Clin Ed, CBL, GME departments	Develop internal service center system to support cross-departmental billing for contract-supporting activities.	Administration, Finance Office	enhanced through VP Admin assistance	Critical Points: Ensure oversight of development of related opportunities

BURRELL COLLEGE OF HEALTH SCIENCES — SCHOOL OF HEALTH PROFESSIONS

STRATEGY MAP ACTION PLAN — Growth and Institutional Diversification

INSTITUTIONAL GOAL: Broaden educational offerings in the health sciences while meeting high standards of quality and compliance.

SCHOOL GOAL: Grow the School of Health Professions through a staged, feasibility-driven program development process — advancing confirmed programs on their approved timelines while conducting disciplined feasibility work before committing to additional professions or locations.

MARKET ANALYSIS	S - Two confirmed, Board-approved programs (MHSA, MBS) already have set launch dates and campuses. PA has advanced furthest among the five professions under feasibility review, with IRI underway with ARC-PA. W - No further regional commitments exist beyond Las Cruces and Melbourne; feasibility work for the other four professions and any additional locations is still in progress. O - Early-stage partner interest from a Georgia hospital system (NGHS) in RA, CAA, and PathA specifically. T - Committing publicly to specific regions or professions ahead of completed feasibility work risks overstating readiness to the Board, accreditors, or partners.

ACTIVITIES (What actions will you undertake)	METRICS (How will you measure performance?)	RESPONSIBILITY (Who is accountable?)	RESOURCES (What is required?)	MILESTONES (Begin, end, critical points)
Launch MHSA on the Melbourne campus per approved timeline.	CAAHEP initial accreditation secured; first cohort matriculates.	Program Director; Dean's Office	Accreditation fees; faculty hiring; clinical affiliation agreements	Begin: ongoing Launch: January 2028
Launch MBS on the Las Cruces campus per approved timeline.	Program approvals secured; first cohort matriculates.	Dean's Office; Academic Affairs	Curriculum development; faculty hiring	Launch: June 2028
Conduct feasibility analysis across five professions: Radiologist Assistant, Physician Assistant, Pathologist Assistant, Perfusionist, Surgical Assistant.	Completed feasibility reports per profession; Board decision points reached.	Dean's Office; Office of Institutional Effectiveness	Feasibility consultant support; market data	Begin: ongoing (Board-approved) End: TBD per profession
Advance PA program readiness through the Institutional Readiness Initiative (IRI) with ARC-PA.	IRI milestones met.	Dean's Office; Program Director (once named)	ARC-PA guidance; accreditation support	Begin: initiated End: ongoing
Continue exploratory discussions with Georgia partner (NGHS) on RA, CAA, and PathA programming.	Progress toward a defined partnership scope.	Dean's Office; President	Travel; partnership development time	Next meeting: October 16, 2026

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STRATEGY MAP ACTION PLAN — Learning Environment & Curriculum Development

INSTITUTIONAL GOAL: Critically review and reform the existing curriculum in alignment with educational best practices and healthcare demands.

SCHOOL GOAL: Build a shared core curriculum (working title: Health Science Core Curriculum, HSCC) across SHP programs as they come online, distinct from — but informed by — the DO program's retrospective curriculum-mapping work.

MARKET ANALYSIS	S - The DO program has completed MapEDU implementation, giving SHP a proven blueprint-alignment methodology to draw from. W - HSCC is a new build, not a retrofit; it must be designed prospectively for programs (PA, MBS, others) that don't exist yet. O - Building shared core content now, before multiple SHP programs run independently, avoids retrofitting shared modules later. T - Program-specific accreditation standards (ARC-PA, CAAHEP) may constrain how much content can genuinely be shared across professions.

ACTIVITIES (What actions will you undertake)	METRICS (How will you measure performance?)	RESPONSIBILITY (Who is accountable?)	RESOURCES (What is required?)	MILESTONES (Begin, end, critical points)
Define HSCC scope and distinguish it from MapEDU in program-facing documentation.	Written scope document approved.	Dean's Office; Academic Affairs	Faculty time	Begin: Fall 2026
Identify candidate shared modules as new SHP programs are designed (starting with MBS and PA).	List of shared-module candidates per program.	Program Directors; SHP Curriculum Committee	Faculty time	Begin: as each program enters design phase
Reference MapEDU's blueprint-alignment methodology in HSCC design rather than building an independent process from scratch.	HSCC design documents cite MapEDU alignment approach.	Academic Affairs	Coordination with DO program Curriculum Effectiveness office	Ongoing

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STRATEGY MAP ACTION PLAN — Recruitment, Retention, and Mission Alignment

INSTITUTIONAL GOAL: Enhance recruitment and retention strategies while emphasizing the College's identity and diversity.

SCHOOL GOAL: Extend the "Para la gente" mission into SHP recruitment, building on the College's existing pipeline agreements and mission-aligned distinction tracks.

MARKET ANALYSIS	S - Established 3+4 articulation relationships with NMSU and Florida Tech; existing Border Health and Mission Medicine distinction tracks within the DO program to model from. W - SHP has no scholarship pool or pipeline infrastructure of its own yet; it will rely on Enrollment Services and existing partnerships in the near term. O - High applicant interest in the professions under review; potential to extend distinction-track models into SHP as programs launch. T - National competitors for these professions often have deeper donor bases and lower tuition.

ACTIVITIES (What actions will you undertake)	METRICS (How will you measure performance?)	RESPONSIBILITY (Who is accountable?)	RESOURCES (What is required?)	MILESTONES (Begin, end, critical points)
Extend existing 3+4 articulation relationships (NMSU, Florida Tech) to cover SHP programs as they launch.	Number of articulation agreements amended/executed for SHP.	Office of Admissions; Dean's Office	Staffing time	Begin: as each program approaches launch
Evaluate extending Border Health / Mission Medicine distinction tracks to SHP students.	Decision on track extension; enrollment in extended tracks if approved.	Dean's Office; Office of Community-Based Learning	Curriculum Committee time	Begin: Fall 2026

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STRATEGY MAP ACTION PLAN — Professional Development and Leadership

INSTITUTIONAL GOAL: Provide longitudinal programming to faculty to develop skills in pedagogy, technology, and clinical engagement.

SCHOOL GOAL: Build leadership development for SHP program directors and regional leads as programs come online, modeled on the College's existing Faculty Academy approach.

MARKET ANALYSIS	S - Institutional Faculty Academy infrastructure and FAME/IAMSE programming already exist to build from. W - SHP program directors will be new to Burrell's structure and processes; several will be hired concurrently with program launch, leaving limited onboarding runway. O - Existing peer-feedback-on-teaching program and preceptor development resources can extend to SHP faculty and preceptors. T - Competing offers from other health systems could pull newly hired SHP faculty before programs stabilize.

ACTIVITIES (What actions will you undertake)	METRICS (How will you measure performance?)	RESPONSIBILITY (Who is accountable?)	RESOURCES (What is required?)	MILESTONES (Begin, end, critical points)
Onboard SHP program directors and core faculty through existing Faculty Academy and onboarding infrastructure, with SHP-specific additions as needed.	New SHP faculty complete onboarding and Faculty Academy participation.	Dean's Office; Faculty Affairs	Faculty Affairs budget	Begin: as hiring occurs for each program
Track accreditation-readiness milestones for each program under development.	Milestone status tracked and reported to Dean/Board.	Dean's Office; Office of Institutional Effectiveness	Existing reporting infrastructure	Ongoing

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STRATEGY MAP ACTION PLAN — Student Success and Career Outcomes

INSTITUTIONAL GOAL: Improve student success through timely interventions and tailored support using performance data, predictive analyses, and resources; expand a holistic, inclusive, and sustainable culture of wellness.

SCHOOL GOAL: Establish an Office of Student Success that bridges Academic and Student Affairs for SHP students across the full lifecycle — recruitment through alumni engagement — rather than building a standalone wellness function. Wellness itself integrates with existing institutional infrastructure (TimelyCare, Care Team referrals) rather than a parallel SHP-specific build.

MARKET ANALYSIS	S - Institutional wellness infrastructure (TimelyCare, Care Team, Advisory College model) is established and can extend to SHP without rebuilding. W - No dedicated student success leadership exists yet for SHP; a formal proposal for an AVP of Student Success is currently under consideration. O - Building this function proactively, before program launch, lets SHP enter its first accreditation cycles with support infrastructure already in place. T - Delay in establishing this role means board-readiness and retention infrastructure gets built reactively, after programs are already running.

ACTIVITIES (What actions will you undertake)	METRICS (How will you measure performance?)	RESPONSIBILITY (Who is accountable?)	RESOURCES (What is required?)	MILESTONES (Begin, end, critical points)
Establish the Office of Student Success (AVP-level), coordinating recruitment-through-alumni support across SHP programs.	Position approved and filled.	Dean's Office	New AVP position; supporting staff as programs scale	Proposal under consideration as of July 2026
Build a milestone-based board/certification readiness framework beginning in each program's first year, rather than the final term.	Framework documented; first-year milestone completion tracked once programs launch.	Office of Student Success (once established); Program Directors	Assessment tools; progress-tracking infrastructure	Begin: with each program's first cohort
Integrate SHP students into existing institutional wellness infrastructure (TimelyCare, Care Team, Advisory College model) rather than building parallel resources.	SHP student utilization of existing wellness resources tracked.	Office of Student Success; Office of Student Services	Existing wellness infrastructure	Begin: at each program's launch
Establish standardized retention/progression/graduation definitions for SHP in partnership with Enrollment Services and Institutional Effectiveness.	Standardized definitions adopted.	Office of Student Success; Institutional Effectiveness	Coordination time	Begin: alongside Office of Student Success establishment