

SACSCOC

Fifth-Year Interim Report

February 2025



TEXAS TECH UNIVERSITY
HEALTH SCIENCES CENTER™

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Dear Colleagues:

The Texas Tech University Health Sciences Center (TTUHSC) is pleased to submit this Fifth-Year Interim Report for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC). TTUHSC is one of five universities within the Texas Tech University System. The other system institutions include Angelo State University, Midwestern State University, Texas Tech University and Texas Tech University Health Sciences Center El Paso. TTUHSC is headquartered in Lubbock, Texas, with in Abilene, Amarillo, Dallas and Odessa. The university also has instructional sites at Covenant Health System in Lubbock, Methodist Mansfield Medical center in Mansfield and Midland.

In the preparation of our Fifth-Year Interim Report, we evaluated our compliance with each standard based on the following critical factors:

1. **Mission.** As a comprehensive health sciences center, our mission is to enrich the lives of others by educating students to become collaborative health care professionals, providing excellent patient care and advancing knowledge through innovative research.
2. **Vision.** The TTUHSC service region spans 121 counties, beginning at the Texas-New Mexico border and extending to the I-35 corridor. A large portion of this region comprises rural communities facing significant challenges in access to health care. These challenges result in adverse health outcomes compared to individuals living in urban areas, including higher mortality rates from cancer, stroke, heart disease, respiratory disease and labor injuries. Our vision to transform health care through innovation and collaboration focuses on strategically enhancing access to care for people who live in this historically underserved region.
3. **Values.** TTUHSC is committed to cultivating an exceptional university community with a positive values-based culture that focuses on people first. Our five values drive everything we do and describe how we live out our mission and vision at TTUHSC: one team, kindhearted, integrity, visionary and beyond service.
4. **Teaching, Learning and Research.** TTUHSC facilitates outstanding educational experiences to shape the future of health by training comprehensive health professionals. TTUHSC scientists collaborate with students to conduct innovative research that leads to new treatments and therapies.
5. **Operations and Infrastructure.** TTUHSC dedicates appropriate resources, operations, and infrastructure to fulfill our mission. We continuously pursue quality improvement as we focus on meeting future challenges and exploring opportunities. To that end, TTUHSC recently completed the first-ever comprehensive Institutional Master Plan for

the **FUTURE** of **HEALTH**

our university, which provides a roadmap for our growth over the next two decades. During this process, we examined our existing infrastructure and educational experiences at each location. We identified opportunities to adapt to changes in how students learn and collaborate within our locations and with our communities.

We are grateful for the opportunity the Fifth-Year Interim Report review process presents to evaluate TTUHSC's alignment with our mission, vision and values. We appreciate the commitment of our respected colleagues from peer institutions who voluntarily partner with the Commission on Colleges to provide valuable insight on the critical impact of TTUHSC on enhancing access to care and improving the future of health for the communities we serve.

Sincerely,



Lori Rice-Spearman, PhD
President

Part I: Signatures Attesting to Integrity

Signatures Attesting to Integrity

(Applicable to all institutions)

By signing below, we attest that **Texas Tech University Health Sciences Center (TTUHSC)** has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the identified Standards of the *Principles of Accreditation*.

Date of Submission: **March 1, 2025**

Accreditation Liaison

Name of Accreditation Liaison: Katie Randolph, PhD

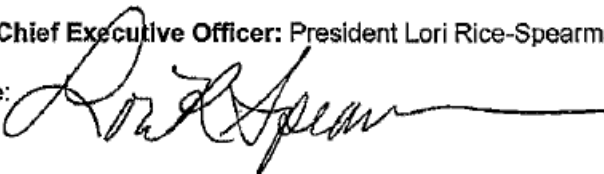
Signature:



Chief Executive Officer

Name of Chief Executive Officer: President Lori Rice-Spearman, PhD

Signature:



Part II: Institutional Summary Form Prepared for Commission Reviews



Southern Association of Colleges and Schools

Commission on Colleges

INSTITUTIONAL SUMMARY FORM PREPARED FOR SACSCOC REVIEWS

Please contact your assigned SACSCOC staff member if you have any questions completing this form.

GENERAL INFORMATION

Name of Institution: Texas Tech University Health Sciences Center

Name, Title, Phone number, and email address of Accreditation Liaison:

Katie Randolph

Assistant Provost, Accreditation, Assessment, & Academic Compliance

katie.randolph@ttuhsc.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliance Certification, Prospectus, or Application for Level Change

Katie Randolph

Assistant Provost, Accreditation, Assessment, & Academic Compliance

katie.randolph@ttuhsc.edu

IMPORTANT:

Accreditation Activity (*check one*):

Please update the contents of the form before each submission.

- ☐ Submitted at the time of Reaffirmation Orientation
- ☐ Submitted with Compliance Certification for Off-Site Reaffirmation Review
- ☐ Submitted with Materials for an On-Site Reaffirmation Review
- ☒ Submitted with Fifth-Year Interim Report
- ☐ Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
- ☐ Submitted with Merger/Consolidations/Acquisitions
- ☐ Submitted with Application for Level Change

Submission date of this completed document: March 1, 2025

EDUCATIONAL PROGRAMS

1. Levels of offerings (Check all levels offered by the institution)

- ☐ Diploma or certificate program(s) requiring less than one year beyond Grade 12
- ☐ Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
- ☐ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
- ☐ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
- ☒ Baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
- ☒ Professional degree program(s)
- ☒ Master's degree program(s)
- ☒ Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
- ☒ Doctoral degree program(s)
- ☐ Other (Specify):

GOVERNANCE CONTROL

Check the appropriate governance control for the institution. Please carefully review your institution's governance documents to determine the appropriate answer.

☐ **Private (*check one*)**

- ☐ Independent, not-for-profit

Name of corporation OR

Name of religious affiliation and control (if applicable): _____

- ☐ Independent, for-profit *

If publicly traded, name of parent company: _____

☒ **Public * (check one)** This section does not refer to advisory boards and does not necessarily refer to state coordinating boards. This section refers to the legal body with specific authority over the institution.

☐ Not part of a state/public system, and the institution has its own independent governing board

☒ Part of a state/public system, and the system board serves as the sole governing board of the institution

☐ Part of a state/public system, the system board is super governing board with authority over the institution and a local governing board has delegated authority over the institution

☐ Part of a state system, institution has own independent governing board (there is no system board that has specific authority over the institution)

*** If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliance Certification for the decennial review. See Commission policy "Reaffirmation of Accreditation and Subsequent Reports" for additional direction.**

TITLE IV PARTICIPATION

Check the appropriate box below for the institution*:

☒ Institution participates in title IV, Higher Education Act programs

If so, indicate any limitations, suspensions, or termination by the U.S. Department of Education (USDE) in regard to student financial aid or other financial aid programs during the previous three years. State whether the institution is on reimbursement or any other exceptional status in regard to federal or state financial aid

☐ Institution does NOT participate in title IV, Higher Education Act programs

*** If an institution has changed or plans to change its title IV participation, it is required to notify SACSCOC. See SACSCOC policy, "Title IV Program Responsibilities," for additional information and direction for responding to standards under the "Principles of Accreditation."**

INSTITUTIONAL INFORMATION FOR REVIEWERS

1. History and Characteristics

With a growing shortage of physicians in West Texas, the 61st state legislature authorized the Texas Tech University School of Medicine in 1969. The school charter was expanded a decade later to the Texas Tech University Health Sciences Center (TTUHSC) and the institution began preparing future health care professionals in multiple disciplines. As of March 1, 2025, TTUHSC offers undergraduate, graduate, and professional academic programs in six schools: (1) Graduate School of Biomedical Sciences, (2) School of Health Professions, (3) School of Medicine, (4) School of Nursing, (5) Jerry H. Hodge School of Pharmacy, and (6) Julia Jones Matthews School of Population and Public Health.

Lubbock, Texas serves as the administrative base for TTUHSC. The institution has branch campuses in Amarillo, Abilene, Dallas, and Odessa. Off-campus instructional sites are located in Mansfield, Midland, and at Covenant Health System in Lubbock.

As a comprehensive health sciences center, TTUHSC's mission is to enrich the lives of others by educating students to become collaborative health care professionals, providing excellent patient care, and advancing knowledge through innovative research. In Fall 2024, TTUHSC enrolled a total of 5,114 students. Because a large percentage of TTUHSC programs are at the graduate and professional levels, the institution has selective admissions standards for many programs. On average, approximately 75% of all students are females and about 53% are classified as non-White. Finally, of the degrees awarded by TTUHSC in academic year 2023-2024, more than half, 55%, were awarded to students enrolled in distance education programs.

With regard to peer institutions, health sciences centers vary greatly in program offerings. Therefore, TTUHSC faculty often identify peers at the academic program level. For the institution as a whole, the most salient peer group includes other health-related institutions in Texas, such as the University of North Texas HSC, University of Texas HSC—Houston, University of Texas HSC—San Antonio, and University of Texas Medical Branch—Galveston. Out-of-state peers may include Louisiana State University Health Sciences Center—New Orleans, University of Tennessee Health Science Center, and University of Oklahoma Health Sciences Center.

2. Off-Campus Instructional Sites including Branch Campuses

TTUHSC offers coursework toward its certificate and degree programs through traditional instruction and/or via distance education.

Off-Campus Instructional Sites for Traditional Programs

TTUHSC at Midland is an off-campus instructional site at which 50% or more of credit hours can be obtained through traditional instruction. See *Table IS-1*.

Table IS-1. TTUHSC Off-Campus Instructional Sites (50% or more)

Name	Physical Address	Date Approved by SACSCOC	Date Implemented by TTUHSC	Program(s)	Status
Off-Campus Instructional Site					
50% or more of credit hours offered at the site					
Midland	3600 N. Garfield Midland, TX 79705	1/2004 ^a	Summer 1999	Nadine and Tom Craddick Master of Physician Assistant Studies ^b	Active

^a The site was included in the initial application for separate accreditation from TTU in August 2003, which was subsequently granted by SACSCOC on January 1, 2004.

^b Referred to as simply Master of Physician Assistant Studies throughout the report.

Branch Campuses for Traditional Programs

TTUHSC provides traditional instruction for some degree programs at multiple branch campuses. These are instructional sites located geographically apart and independent from the main campus. TTUHSC has classified these sites as branch campuses because they meet the following criteria to varying degrees: (1) permanent in nature; (2) offer courses in educational programs that lead to a degree; (3) have their own faculty and administrative/supervisory organization; and (4) have their own budgetary and hiring authority. The programs listed in *Table IS-2* are those for which 50% or more credits toward the degree are offered at the branch campus.

Table IS-2. TTUHSC Branch Campuses for Traditional Programs

Name	Physical Address	Date Approved by SACSCOC	Date Implemented by TTUHSC	Program(s)	Status
Branch Campuses					
≥ 50% of credit hours offered at the campus					
Abilene	1718 Pine St. Abilene, TX 79601	9/2007	Fall 2007	BS, Nursing Grad. Cert. in Public Health ^b Master of Public Health ^b MS, Biotechnology Doctor of Pharmacy PhD, Pharm. Sciences	Active
Amarillo	1400 S. Coulter St. Amarillo, TX 79106	1/2004 ^a	Fall 1972	BS, Nursing MS, Pharm. Sciences PhD, Pharm. Sciences Doctor of Medicine Doctor of Pharmacy Doctor of Physical Therapy	Active
Dallas	5920 Forest Park Rd. Suite 500 Dallas, TX 75235	1/2004 ^a	Fall 1999	Doctor of Pharmacy	Active
Odessa	800 W. 4th St. Odessa, TX 79763	1/2004 ^a	Fall 1994	BS, Nursing Doctor of Medicine Doctor of Physical Therapy	Active

^a The site was included in the initial application for separate accreditation from TTU in August 2003, which was subsequently granted by SACSCOC on January 1, 2004.

^b Teach-out in progress for face-to-face traditional program

3. List of Degrees

The following table lists all degrees and certificates currently offered at TTUHSC, including concentrations within those programs. Tracks leading to the same degree are indicated in parentheses. For each credential offered, the number of graduates is provided for Fall, Spring, and Summer terms of the 2023-2024 academic

year: September 1, 2023 through August 31, 2024. Please note that TTUHSC does not offer credit, non-credit, or pathways for English as a Second Language (ESL) programs.

Table IS-3. Graduates by Degree/Certificate Program

(Academic Year 2024 - September 1, 2023 – August 31, 2024)

Certificate/Degree Program by School	50% or more distance education?	No. of Graduates
Graduate School of Biomedical Sciences		
Master of Science in Biomedical Sciences <ul style="list-style-type: none"> Concentration: Biochemistry, Cellular, and Molecular Biology Concentration: Immunology and Infectious Diseases Concentration: Molecular Biophysics Concentration: Translational Neuroscience and Pharmacology 		--
Master of Science in Biotechnology (Abbreviated, Research ^a)		8
Master of Science in Graduate Medical Education Sciences		12
Master of Science in Pharmaceutical Sciences		--
Doctor of Philosophy in Biomedical Sciences <ul style="list-style-type: none"> Concentration: Biochemistry, Cellular, and Molecular Biology Concentration: Immunology and Infectious Diseases Concentration: Molecular Biophysics Concentration: Translational Neuroscience and Pharmacology 		12
Doctor of Philosophy in Pharmaceutical Sciences		11
School of Health Professions		
Post-Baccalaureate Certificate in Medical Laboratory Science ^g	✓ ^e	18
Bachelor of Science in Medical Laboratory Science (Traditional, Second Degree)	✓ (Second Degree only)	47
Bachelor of Science in Healthcare Management	✓	37
Bachelor of Science in Speech, Language and Hearing Sciences (Traditional, Second Degree)		61
Graduate Certificates in Healthcare Administration <ul style="list-style-type: none"> Healthcare Finance and Economics Health Informatics and Data Analytics Health Systems Engineering and Management Health Systems Policy and Management Long Term Care Administration 	✓	29
Master of Athletic Training		29
Master of Physician Assistant Studies		58
Master of Science in Addiction Counseling	✓	15
Master of Science in Clinical Mental Health Counseling	✓	38
Master of Science in Clinical Rehabilitation Counseling	✓	15
Master of Science in Healthcare Administration	✓	267
Master of Science in Molecular Pathology		21
Master of Science in Speech-Language Pathology		39
Doctor of Audiology		11

Table IS-3. Graduates by Degree/Certificate Program

(Academic Year 2024 - September 1, 2023 – August 31, 2024)

Certificate/Degree Program by School	50% or more distance education?	No. of Graduates
Doctor of Occupational Therapy		47
Doctor of Philosophy in Rehabilitation Science		3
Doctor of Science in Rehabilitation Sciences	✓	8
Doctor of Science in Physical Therapy ^b	✓	2
Doctor of Physical Therapy		65
Post-Professional Doctor of Occupational Therapy	✓	17
School of Medicine		
Doctor of Medicine (Traditional, Family Medicine Accelerated Track)		165
School of Nursing		
Bachelor of Science in Nursing (Traditional, Non-Traditional Accelerated: Veteran and Second Degree, RN to BSN)	✓	927
Master of Science in Nursing ^c <ul style="list-style-type: none"> Concentration: Advanced Practice Registered Nurse (<i>Adult-Gerontology Acute Care, Family NP, Pediatric Acute Care NP, Pediatric Primary Care NP, Nurse Midwifery, Psychiatric Mental Health NP</i>) Concentration: Leadership (<i>Administration, Education, Informatics</i>) 	✓	190
Post-Graduate Certificates ^f <ul style="list-style-type: none"> Adult Gerontology Acute Care Nurse Practitioner Family Nurse Practitioner Nurse Midwifery Psychiatric Mental Health Nurse Practitioner Nursing Education Nursing Informatics 	✓	16
Doctor of Nursing Practice <ul style="list-style-type: none"> Post-Master's DNP (<i>Advanced Practice Nursing, Executive Leadership</i>) BSN to DNP (<i>Family Nurse Practitioner, Psychiatric Mental Health Nurse Practitioner</i>) 	✓	33
Jerry H. Hodge School of Pharmacy		
Doctor of Pharmacy		93
Julia Jones Matthews School of Population and Public Health		
Graduate Certificate in Public Health	✓	3
Master of Public Health (Traditional ^d Accelerated, Online)	✓	65
	(Accelerated, Online Only)	
TTUHSC		2362

^a Includes MS/MBA dual degree program per SACSCOC definition

^b Teach-out in progress

^c Includes MSN/MBA dual degree program per SACSCOC definition

^d Teach-out in progress for face-to-face traditional program

^e ✓ = Yes

^f Formerly referred to as Post-Master's Certificates

^g Formerly referred to as Clinical Laboratory Science

4. Accreditation

Table IS-4 identifies all agencies that accredit TTUHSC or its academic programs. For each accreditor, the table provides the date of the last review and the anticipated expiration date for the current accreditation period. The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is the primary accreditor for U.S. Department of Education Title IV funding access. No agencies have terminated accreditation. In addition, no sanctions or negative actions were taken by any of the accrediting bodies during the two years prior to the submission of this report. However, in January 2023, the Accreditation Council for Occupational Therapy Education acknowledged the voluntary withdrawal of accreditation for the Master's in Occupational Therapy program as the final step in transitioning to the newly accredited Doctor of Occupational Therapy program. Please see the corresponding letters for the withdrawal below.

Table IS-4. Current TTUHSC Accreditors

Program(s) by School	Accrediting Body	Last Review	Expiration
INSTITUTION			
Texas Tech University Health Sciences Center	Southern Association of Colleges and Schools Commission on Colleges ^a	2019	2029
SCHOOL OF HEALTH PROFESSIONS			
Certificate, Medical Laboratory Science B.S., Medical Laboratory Science (Traditional and Second Degree)	National Accrediting Agency for Clinical Laboratory Science	2020	2030
Master of Athletic Training	Commission on Accreditation of Athletic Training Education	2019	2028/2029
Doctor of Occupational Therapy	Accreditation Council for Occupational Therapy Education ^a	2022	2029/2030
Master of Physician Assistant Studies	Accreditation Review Commission on Education for the Physician Assistant	2023	2033
M.S., Addiction Counseling M.S., Clinical Mental Health Counseling M.S., Clinical Rehabilitation Counseling	Council for Accreditation of Counseling and Related Educational Programs	2021	2029
M.S., Molecular Pathology	National Accrediting Agency for Clinical Laboratory Science	2016	2026
M.S., Speech-Language Pathology Doctor of Audiology	Council on Academic Accreditation in Audiology and Speech-Language Pathology ^a	2024	2031
Doctor of Physical Therapy	Commission on Accreditation in Physical Therapy Education ^a	2020	2030

Table IS-4. Current TTUHSC Accreditors

Program(s) by School	Accrediting Body	Last Review	Expiration
SCHOOL OF MEDICINE			
Doctor of Medicine	Liaison Committee on Medical Education ^a	2017	2025
SCHOOL OF NURSING			
B.S., Nursing M.S., Nursing Doctor of Nursing Practice Post-Graduate APRN Certificate	Commission on Collegiate Nursing Education ^a	2015	2025
M.S., Nursing (Concentration: APRN-Nurse Midwifery)	Accreditation Commission for Midwifery Education (ACME) ^a	2018	2028
SCHOOL OF PHARMACY			
Doctor of Pharmacy	Accreditation Council for Pharmacy Education ^a	2020	2028
SCHOOL OF POPULATION AND PUBLIC HEALTH			
Master of Public Health	Council on Education for	2024	2031

^a US Department of Education-recognized accrediting body

Part III: Fifth-Year Compliance Certification

5.4 Qualified Administrative/Academic Officers

The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.

Judgment

☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Texas Tech University Health Sciences Center (TTUHSC) has qualified administrative and academic officers with the experience and competence to lead the institution. In addition, each officer is evaluated in writing on an annual basis.

BACKGROUND

Per *Section 02.04.1, Regents' Rules*, the Board of Regents of the Texas Tech University System (TTU System) has designated the chancellor as the chief executive officer (CEO) of the System and the president of each component institution as the CEO of that institution. The president, therefore, has the general authority for the executive management and administration of the institution (*Section 02.04.2, Regents' Rules*).

More specifically, the TTUHSC president accepts responsibility for the appointment, termination, or reassignment of provosts, vice provosts, vice presidents, and school deans, per the guidelines stated in *Section 02.03.3, Regents' Rules*. Additional information about specific appointments is outlined in *HSC OP 10.14, Appointments to Academic Administrative Positions*. *HSC OP 10.11, Delegation of Authority by the President* establishes delegation of authority to senior administrative officers by the president. The provost has the delegate authority to supervise and organize searches for school deans.

TTUHSC QUALIFICATIONS OF ADMINISTRATIVE AND ACADEMIC OFFICERS

TTUHSC considers the members of the President's Cabinet to be its administrative and academic officers. The administrator list below includes all members of the **President's Cabinet**. Specific information about each administrator is provided, including links to their position descriptions and curriculum vitae. Please also refer to the **president's executive reporting organizational chart** demonstrating leadership roles. Because this standard does not apply to CEOs, no information is provided about the president's qualifications. However, it is available upon request.

Executive Vice President of Academics and Provost/Chief Academic Officer. The Executive Vice President of Academics and Provost/Chief Academic Officer oversees the university's academic mission, including chairing the Academics Council, and reports directly to the TTUHSC president. In this role, he has a collaborative presence on all TTUHSC campuses to promote TTUHSC values, lead and mentor team members, anticipate and guide appropriate strategic responses to issues and challenges, grow and transform academic priorities, and embrace innovative, effective technologies with an overarching goal of creating synergistic efforts throughout our academic, clinical, and research teams.

- **Darrin D'Agostino, DO, MPH, MBA** has served as Provost and Chief Academic Officer for TTUHSC since 2021. In 2025, he also began serving as Executive Vice President of Academics at the institution. He is a NY College of Osteopathic Medicine graduate and completed his Internal Medicine Residency, Master of Public Health, and fellowship in Neuromusculoskeletal Medicine through the University of Connecticut Health Science Center. Dr. D'Agostino began his career at Hartford Hospital in Connecticut and was the Associate Director of Ambulatory Medicine as well as the program director for the Osteopathic Internal Medicine residency for the University of Connecticut School of Medicine. He eventually became the Director of Medical Education for the university and helped develop the Graduate Medical Education expansion in the state of Connecticut for the American Osteopathic Association. Dr. D'Agostino's clinical practice focused on underserved populations and public health challenges in pain and addiction, diabetes, and mental health. His research priorities focused on clinically based interventions and community-focused care. During his time in Connecticut, Dr. D'Agostino was appointed to the Governor's task force to develop the Connecticut prescription monitoring program still in use today. Dr. D'Agostino has focused on population and public health and the safe delivery of health care through innovation and education. He believes that a paradigm shift in current medical education is occurring and that pre-doctoral education must embrace innovation and the exploration of new clinical applications in order to enhance the patient experience as well as create safe and healthy communities. Provost D'Agostino also served as Chairman of the Department of Medicine, Associate Professor, Associate Dean of Community Health at University of North Texas Health Science Center and the Executive Dean and Vice Provost for Health Affairs at Kansas City University of Medicine and Biosciences. Dr. D'Agostino earned his Bachelor of Science in Psychology from Union College, Master of Public Health from the University of Connecticut, Doctor of Osteopathic Medicine from New York College of Osteopathic Medicine, and a Master of Business Administration from the University of Texas at Dallas.

Executive Chief of Staff and Vice President for External Relations. The Executive Chief of Staff (ECS) plans and directs administrative, financial, and operational activities for the president of Texas Tech University Health Sciences Center. The ECS organizes and prioritizes critical issues and required information for the president to facilitate efficient decision-making. In addition, the position serves as an advisor to the president and may relieve the president of routine and time-consuming duties. She is a point of contact between top leadership and other stakeholders. The Executive Vice President for External Relations is responsible for the management of development, alumni, marketing, communications, community relations, and the Laura W. Bush Institute for Women's Health to ensure support and alignment with the vision, mission, and values of TTUHSC.

- **Ashley Hamm, MS** is the Executive Chief of Staff and Executive Vice President of External Relations at TTUHSC. In her role as Executive Vice President of External Relations, Ms. Hamm leads the university's communications and marketing, institutional advancement, external and internal engagement, and alumni relations teams to support the overall mission and vision of the institution and its five statewide campuses. A dynamic leader, Ms. Hamm infuses a distinct spirit of collaboration and strategic vision that positions the TTUHSC Office of External Relations as the primary liaison between the university and its internal and external constituencies, including its local communities across Texas, global alumni base, donors, media, and more than 5,000 faculty and staff. Since joining TTUHSC in 2014, Ms. Hamm has successfully stewarded the university through an energized season of growth, including the launch and expansion of new programs across six locations, the opening of the Julia Jones Matthews School of Population and Public Health, and the formation of several integral alumni relations programs. She has led and developed several high-profile initiatives that have advanced the institution, including the university's 50th anniversary celebration. She was also instrumental in developing and executing the

vision of the TTUHSC Alumni Association, Our Legacy Now Student Foundation, and OurHSC. Additionally, Ms. Hamm played a pivotal role in implementing TTUHSC's Values-Based Culture, serving as communications chair for the initiative's implementation team. In 2020, she directed the university's communications and media relations efforts during the COVID-19 pandemic while also leading efforts to meet the critical needs of front-line health care providers, including ensuring access to PPE, childcare, and alternative housing options. Before joining TTUHSC, Ms. Hamm served as executive director for the Susan G. Komen – Lubbock Area Affiliate and as an account executive for Randy Christian & Partners, an advertising agency. She earned a bachelor's degree in accounting and a master's degree in marketing from Texas A&M University.

Executive Vice President of Finance and Operations, Chief Financial Officer/Chief Operations Officer. The Executive Vice President of Finance and Operations (EVPFO) is responsible for the executive management of the finance, human resources, facilities and safety, and information technology functions of the university to ensure support of and alignment with the vision, mission, and values of the TTUHSC enterprise. The EVPFO serves as the Chief Financial Officer of the institution and reports to the TTUHSC president.

- **Penny Harkey, CPA** currently serves as the Executive Vice President for Finance and Administration and Chief Financial Officer/Chief Operations Officer at TTUHSC. She is a senior administrator with over thirty years of Texas higher education finance experience. Ms. Harkey has significant knowledge of the State of Texas legislative and appropriation processes and is considered a leader and a mentor for peers both within the university and other institutions of higher education. She has served in her current role since February 2017 with previous appointments at TTUHSC as the Assistant Vice President for Budget from 1998 to 2017 and as a Budget Director from 1992 to 1998. In addition, she served in various positions in the TTUHSC Accounting department from 1987 to 1992. She is a Certified Public Accountant with a Bachelor of Business Administration degree.

Executive Vice President for Clinical Affairs and Dean, School of Medicine. The Dean and Executive Vice President for Clinical Affairs serves as the chief academic and administrative officer of the School of Medicine, reporting to the provost and chief academic officer and overseeing the clinical services for Texas Tech University Health Sciences Center reporting to the TTUHSC president. The position leads the faculty and staff of the school in planning, securing resources, implementing, and evaluating activities related to academic operations, research, service, and patient care programs. The Dean and Executive Vice President represent the school both internally to our university community and externally to various stakeholders.

- **John C. DeToledo, MD** was named the eighth dean of the TTUHSC School of Medicine and Executive Vice President of Clinical Affairs in March 2024. He joined TTUHSC School of Medicine in 2009 as the Founding Chair of the Department of Neurology. He received his M.D. degree from Sao Paulo Medical School in 1980 and completed an internship in medicine at Columbia University and Neurology training at Boston University and the Boston City Hospital. He completed his fellowship in Epilepsy and Neurophysiology at the Oregon Comprehensive Epilepsy Program. Dr. DeToledo's research has been focused on the pharmacology and treatments for epilepsy. He is the author of numerous publications and has been a visiting professor and lecturer nationally and internationally in the field of epilepsy and the pharmacology of new anti-epileptic drugs. He has been on the editorial boards of journals and has served on and chaired numerous conferences in the U.S. and abroad. In addition to his scientific efforts, Dr. DeToledo has been an active clinician, teacher, and mentor.

Executive Vice President of Rural Affairs and Director of F. Marie Hall Institute for Rural and Community Health. The Executive Vice President/Director reports to the TTUHSC president and is responsible for leading multiple efforts and activities directed to improving the health of communities throughout West Texas. This includes overseeing and directing the activities of the Institute in pursuit of the educational, research, outreach, and community support missions of the institution across all of the Texas Tech University Health Sciences Center service area. The Executive Vice President/Director provides the overall leadership required for the planning and management of the research, service, fiscal, administrative, and operational aspects for the mission of the office and institute. The Executive Vice President/Director leads long-range planning to identify goals and the best means to achieve those goals.

- **Cole Johnson, JD** serves as the interim Executive Vice President of Rural Affairs/Director of F. Marie Hall Institute for Rural and Community Health. Mr. Johnson also concurrently serves as the Associate Vice Chancellor for Governmental Relations at the Texas Tech University System (TTUHSC). He has served in previous roles at TTUHSC with appointments as the Special Assistant to the President from 2016-2019 and in the F. Marie Hall Institute for Rural and Community Health at as Managing Director in the Office of Contracts, Reporting, and Data Management. Mr. Johnson earned his B.S. in Communication and minor in Business from Arizona State University. After graduating from ASU, Mr. Johnson attended Texas Tech University School of Law, where he earned his J.D.

Executive Vice President for Research and Innovation, Chief Research Officer. Reporting directly to the TTUHSC president, this position is responsible for the strategic and operational leadership of research and innovation at TTUHSC by providing creative and efficient research administrative operations; promoting a bold, collaborative, and innovative research environment; increasing opportunities for engaging with funding agencies and industries; research compliance and integrity; and supporting intellectual property and technology transfer. This position will support a culture for creative growth of quantity and quality of research and scholarship that align with the TTUHSC values of One Team, Kindhearted, Integrity, Visionary, and Beyond Service.

- **Lance R. McMahon, PhD** is the Executive Vice President for Research and Innovation at TTUHSC, professor of Pharmaceutical Sciences in the Jerry H. Hodge School of Pharmacy, and professor of Medical Education in the School of Medicine. He serves on the Department of Defense Chronic Pain Management Programmatic Panel of the Congressionally Directed Medical Research Program and has served as regular and ad hoc study section member of the National Institutes of Health Center for Scientific Review. For over two decades, Dr. McMahon has been continuously funded by the National Institutes of Health for a total of \$23M to conduct research in behavioral pharmacology and CNS drug discovery and development. Dr. McMahon received his Ph.D. in behavioral and cellular neuroscience from the Department of Psychology at Texas A&M University.

Vice President for Institutional Compliance, Chief Compliance and Privacy Officer. The Vice President of Institutional Compliance (VPIC) reports to the president of TTUHSC. The VPIC is responsible for the executive management of the compliance functions of the university to ensure support of and alignment with the vision, mission, and values of the TTUHSC enterprise. This position is responsible for implementing and monitoring a continuous and proactive institution-wide compliance program across all TTUHSC locations. Primary functions include, but are not limited to, maintaining familiarity with laws and regulations which have the potential to impact TTUHSC; providing training and education to faculty and staff; performing auditing and monitoring functions; sustaining effective healthcare billing, HIPAA privacy, and Conflict of Interest and Commitment programs; and investigating specific compliance issues.

- **Sonya Castro-Quirino, D. Bioethics, MBA** serves as the Vice President of Institutional Compliance and Chief Compliance & Privacy Officer for TTUHSC. Dr. Castro-Quirino has primary responsibility for overseeing compliance efforts across the institution. Dr. Castro-Quirino has over 15 years of compliance experience in government, private, and public healthcare. Her experience ranges from working with various government agencies and healthcare providers on healthcare fraud and abuse and regulatory issues for the Department of Health and Human Services Office of Inspector General to developing and implementing an audit and compliance program for Wal-Mart Stores, Inc.'s 1,500+ pharmacies, and serving as a compliance officer for a non-profit healthcare provider and a public academic medical institution. Dr. Castro-Quirino received her Doctor of Bioethics from Loyola University Chicago, M.A. in Bioethics and Health Policy from Loyola University Chicago, M.B.A. from Texas Tech University, and B.S in Clinical Laboratory Science from Texas Tech University Health Sciences Center.

Executive Vice President of Health Policy and Strategic Initiatives. The Executive Vice President of Health Policy and Strategic Initiatives reports directly to the TTUHSC president, is a member of the President's Cabinet, and co-chairs the External Affairs Council. She is responsible for the executive management of TTUHSC's Managed Care division and represents TTUHSC's interests through legislative initiatives and advocacy regarding healthcare policy, higher education, and state/national funding.

- **Cynthia Jumper, MD, MPH** serves as the Executive Vice President of Health Policy and Strategic Initiatives. She has held previous leadership roles in the TTUHSC School of Medicine as a former Chair of Internal Medicine and former Associate Dean and at a large teaching hospital as Chief of Staff. Dr. Jumper has extensive experience in the fields of medical practice and medical education. For several decades, she has held elected leadership roles in state and national professional organizations. Her formal education includes a Doctor of Medicine from TTUHSC in 1988 and a Master of Public Health from the University of Texas Health Sciences Center in 1996.

Vice President of Institutional Excellence and Culture, Chief Experience Officer. The Vice President of Institutional Excellence and Culture and Chief Experience Officer reports directly to the TTUHSC president and is responsible for the oversight and management of TTUHSC's efforts to strengthen our culture of achievement for learners and team members while guiding the integration of university strategy across the TTUHSC enterprise. The position also collaborates with the TTUHSC community to implement strategic initiatives that reflect and acknowledge the needs and experiences of learners and team members.

- **Jody C. Randall, EdD** serves as the Vice President of Institutional Excellence and Culture and Chief Experience Officer at TTUHSC. She is responsible for oversight and management of TTUHSC's efforts to strengthen the culture of achievement for learners and team members while guiding the integration of presidential priorities, university strategy, and other long-term objectives across the TTUHSC enterprise. Most recently, Dr. Randall served as Vice President and Chief Diversity Officer. She has held leadership roles at Murray State University, Texas Tech University, and a variety of non-profit community organizations. Dr. Randall is a graduate of Vanderbilt University, where she received a doctorate in leadership and learning in organizations.

Vice President for Information Technology, Chief Information Officer. This position provides leadership and direction for the TTUHSC Division of Information Technology. Primary responsibilities include, but are not limited to, maintaining a robust and reliable network infrastructure; data warehousing, data mining, and maintenance; providing state-of-the-art integrated information systems and services to support the mission of

Texas Tech University Health Sciences Center; and fostering partnerships with multidisciplinary constituencies and governance councils. The position reports to the Executive Vice President for Operations and Finance.

- **Vince Fell, MEd** has served as the Vice President for Information Technology and Chief Information Officer at TTUHSC since March 2018. Previously, Mr. Fell was the TTUHSC Assistant Vice President of Information Services from 2011-2017. In his role as Assistant Vice President, Mr. Fell managed the IT Helpdesk and Service Center in addition to Programming, and Applications and Web Services for the institution. Mr. Fell earned a B.A. in Electrical Engineering Technology in 1989 and an M.Ed. in Instructional Technology in 2008.

Vice President of Facilities and Safety Services. The Vice President of Facilities and Safety Services is responsible for the administration of the physical plant, engineering services, environmental services, maintenance and operations, planning, design and construction, and safety services at all TTUHSC locations. This position maintains an operating budget in excess of \$23M and a staff of over 100 tradesmen, administrators, and support staff. The Vice President of Facilities and Safety Services reports to the Executive Vice President for Operations and Finance and serves on the President's Advisory Board, President's Cabinet, University Operations Council, and chairs the Environment of Care Committee of the Joint Commission Accreditation of clinical operations.

- **Harry Slife, PhD** currently serves as Vice President for Facilities and Safety Services at TTUHSC, responsible for the operations, maintenance, construction, and safety on all TTUHSC locations. Prior to coming to TTUHSC, Dr. Slife served as the dean of the School of Health Professions and Education at Utica College in New York. Dr. Slife served in the United States Army, retiring after a 30-year career in 2012 at the rank of Colonel. Dr. Slife holds a Ph.D. in biochemistry from the Uniformed Services University of Health Sciences, a master's degree from the University of Maryland, and a bachelor's degree from Youngstown State University. He has authored or co-authored a number of professional journal articles and papers and was honored with the U.S. Army's "A" Proficiency designator by the Army Surgeon General as a national expert in his field of biochemistry as well as being accredited by the American Association of Clinical Pathologists as a Medical Technologist. He remains an active member of the American Association for the Advancement of Science and Sigma XI.

Vice President of Human Resources, Chief Human Resources Officer. The Vice President of Human Resources (VPHR) and Chief Human Resources Officer (CHRO) is responsible for advancing human resources strategies that support the institution's mission, vision, and strategic objectives. Reporting to the Executive Vice President of Finance and Operations and Chief Operating Officer, the VPHR and CHRO serves as a principal advisor on all HR matters and plays a pivotal role in shaping policies and practices across the university.

- **Brenna Leising, MBA, MLS** serves as the Vice President of Human Resources and Chief Human Resources Officer at TTUHSC. With over 23 years of diverse human resources leadership in healthcare, community health, security, and academia, Ms. Leising develops strategic workforce initiatives at Texas Tech University Health Sciences Center. Her dual master's degrees in legal studies from Arizona State University's Sandra Day O'Connor College of Law and business administration from Morehead State University, coupled with her Senior Professional in Human Resources and Society for Human Resources Management Certified Professional certifications, underline her deep expertise and passion for her field. Her broad career experiences have touched many aspects of general business operations, which supports her ability to develop HR strategies that focus HR practices on TTUHSC's mission and vision,

ensuring the institution's success through effective talent attraction, retention, and forward-thinking decision-making processes.

Chief Health Officer. The Chief Health Officer (CHO) is a key senior advisor to the president and executive officers on matters of community health and wellness, disease management, and critical public health issues and preparedness for the university, including all campuses. The CHO reports directly to the president and works collaboratively with many different offices and constituencies across the university and system.

- **Ron Cook, DO, MBA, FAAFP** serves as the inaugural Chief Health Officer, professor of Family Medicine and Medical Education, and Family Medicine Accelerated Track (FMAT) Co-Director. Dr. Cook was appointed Braddock Chair of the Department of Family and Community Medicine in 2012 and previously served as Family Medicine vice chair and residency program director. He received B.S., M.S., and M.B.A. degrees from Texas Tech University. A graduate of the University of North Texas Health Sciences Center, Dr. Cook served as Chief Resident of the TTUHSC-Lubbock Family Medicine residency program. In addition to serving as FMAT program Co-Director, he is co-leader for the Cardiovascular Week in FMAT1 and serves as a faculty mentor for FMAT2.

Dean, Julia Jones Matthews School of Population and Public Health. This position has direct leadership responsibility and provides support for the School of Population and Public Health faculty and staff. The dean advocates for all school programs, provides leadership to school faculty and staff, and ensures consistent, quality standards in curriculum and programs that meets students' needs. The dean oversees the academic integrity of the school and provides leadership for emergent issues and long-range planning, budgeting, curriculum, program development, and leads efforts to expand interprofessional education experiences across all school programs and campuses/sites. The position reports directly to the TTUHSC provost.

- **Gerard E. Carrino, PhD, MPH** has more than 20 years of executive experience at world renowned public health organizations and vital experience in academia. Dr. Carrino earned his Bachelor of Science from the University of Akron in 1989. He received his Master of Public Health from Columbia University Mailman School of Public Health in 1991 and Doctor of Philosophy in 2005 from the Columbia University Graduate School of Arts and Sciences with a focus on economics and public health. During his six years at Texas A&M School of Public Health, Dr. Carrino led the school's interprofessional education efforts, oversaw the successful accreditation of its health administration program, and helped to build sustainable degree programs at TAMU's McAllen, Texas site. Among Dr. Carrino's past professional experiences are: senior vice president for the March of Dimes Foundation, where he developed and led a global forum of more than 9,000 scientists, government officials and health professionals; assistant vice president for administrative planning and project management for Columbia University Medical Center; Island Peer Review Organization director of data analysis, where he assured quality-of-care for HIV/AIDS patients in New York State; New York Academy of Medicine senior program officer for the Division of Health and Science Policy; and New York State Council on Graduate Medical Education project liaison. Dr. Carrino has served on numerous national committees concerned with healthy births, the healthcare workforce, and interprofessional education and collaboration. His research focuses on interprofessional education, maternal and child health, and the nonprofit form in health care.

Dean, Jerry H. Hodge School of Pharmacy. This position serves as the chief academic and administrative officer of the TTUHSC School of Pharmacy, leading faculty and staff of the school in planning, securing resources, implementing and evaluating activities related to academic operations, research, service, and

patient care programs. The dean represents the school both internally to the university and externally to the various stakeholders. The dean also serves as part of the university's administrative team through participation in the Provost's Academics Council and as a member of the President's Cabinet. To accomplish these duties, the dean appoints and oversees administrative and supervisory personnel within the school and for the regional campuses delivering our academic mission. The position reports directly to the TTUHSC provost.

- **Grace M. Kuo, PharmD, MPH, PhD, FCCP, FNAP** is dean and professor at the TTUHSC Jerry H. Hodge School of Pharmacy, located at four campuses in Amarillo, Lubbock, Abilene, and Dallas. Being a certified executive team coach, Dr. Kuo enjoys inspiring teams to achieve excellence through honesty, creativity, and kindness by working in a values-based culture. Dr. Kuo's clinical expertise is primary care pharmacy practice. She has spearheaded development of innovative pharmacist-physician collaborative practice with reimbursement models and worked with interprofessional teams to design and implement comprehensive medication management practices in both primary care and specialty clinics. Dr. Kuo had previously developed and administered a national pharmacogenomics education program (PharmGenEd), which has been used by more than 3,000 healthcare professionals and faculty from 100+ countries. Being a pharmacist health services researcher, Dr. Kuo is passionate about practice-based research that uses implementation science methods to design and evaluate medication management and interprofessional collaborative practices. She has received grant funding from federal agencies (AHRQ, CDC, and NIH) and authored more than 100 publications. She enjoys professional services and has served on grant review study sections, scientific journal editorial boards, journal and book peer review groups, and poster review committees. She is currently serving as a member of the U.S. Health Resources and Services Administration's (HRSA's) Advisory Committee on Interdisciplinary, Community-Based Linkages. When she has spare time, Dr. Kuo enjoys playing piano, singing, composing music, hiking in state and national parks, and traveling with her husband.

Dean, Graduate School of Biomedical Sciences. This position is responsible for overseeing and directing the activities of the TTUHSC Graduate School of Biomedical Sciences in pursuit of achieving the educational, research, and service missions of the institution across the appropriate campuses. Essential duties and responsibilities include, but are not limited to, providing leadership in strategic planning activities; directing resource utilization; hiring, retention, and evaluation of personnel; and providing leadership in school development and fundraising efforts.

- **Brandt L. Schneider, PhD** has served as the dean of the Graduate School of Biomedical Sciences since 2013. He oversaw the Department of Public Health since its inception in 2014 until the development of the Julia Jones Matthews School of Population and Public Health in 2022. He is also a tenured professor in the Departments of Medical Education and Cell Biology and Biochemistry. Dr. Schneider has been a faculty member at TTUHSC since 1999 where he has served on over 30 graduate thesis committees. During this time, his research on the role of cell cycle control and cell growth on aging has been supported by 25 grants including funding from the National Institutes of Health, the Department of Defense, the American Heart Association, and the Ted Nash Long Life foundation. His formal education includes a Doctor of Philosophy in Microbiology and Immunology from the University of Arizona in 1993 and a postdoctoral fellowship at Cold Spring Harbor Laboratory.

Dean, School of Health Professions. This position is responsible for overseeing and directing the activities of the School of Health Professions in pursuit of achieving the educational, research, clinical, and service missions of the institution across the appropriate campuses. Primary functions include, but are not limited to,

establishing a vision and goals for the school in collaboration with key stakeholders; providing leadership and executive oversight of the academic, clinical, and other operations within the school; providing oversight for the development, implementation, and evaluation of the operational budget for the school; and representing the school to all internal and external constituents.

- **Dawndra Sechrist, OTR, PhD** has been the School of Health Professions dean since 2020. She is a tenured University Distinguished Professor and teaches in the Post-Professional Occupational Therapy Doctorate program, with a teaching focus on leadership and team building. She has held multiple pivotal roles for over twenty years at TTUHSC, including Associate Dean for Outcomes and Assessment, demonstrating her dedication and expertise in academia and contributing to the TTUHSC mission and values-based culture. Her passion lies in fostering interprofessional education and practice through collaboration with colleagues across professions. In addition to her extensive institutional contributions, she actively participates in numerous state and national committees, including serving as an accreditation reviewer for the Commission on Accreditation in Physical Therapy Education, furthering the advancement of health professions education. She received her Ph.D. in Family and Consumer Sciences from Texas Tech University and her Master of Arts in Occupational Therapy from Texas Woman's University, both with an emphasis on education and administration, solidifying her foundation in academic leadership.

Dean, School of Nursing. This position is responsible for overseeing and directing the activities of the TTUHSC School of Nursing in pursuit of achieving the educational, research, clinical, and service missions of the institution across the appropriate campuses. Essential duties and responsibilities include, but are not limited to, providing leadership and oversight of the research agenda for the school; directing resource utilization in collaboration with regional deans, department chairs, and faculty; representing the school in regional, state, and national taskforces; and providing leadership in development and fundraising efforts.

- **Holly Wei, PhD, RN** is the Dean and Professor at the Texas Tech University Health Sciences Center School of Nursing. She earned her PhD from the University of North Carolina at Chapel Hill. Her research focuses on healthcare organizational culture, leadership development, clinician well-being, interprofessional collaboration, and health promotion across the lifespan. Dr. Wei has an extensive background in nursing leadership prior to joining TTUHSC. She served as Assistant Dean for the PhD Program and Associate Dean for Research and Scholarship, where she led successful PhD program reviews and helped secure and execute multi-million-dollar grants. Additionally, as Interim Chief Nursing Administrator, Dr. Wei spearheaded the preparation for two successful CCNE visits, resulting in 10-year accreditations for all program levels, including BSN, MSN, DNP, and Post-Graduate Certificate Programs.

REGULAR EVALUATIONS OF TTUHSC ADMINISTRATIVE AND ACADEMIC OFFICERS

All administrative and academic officers are evaluated annually. Following *HSC OP 70.12, Values, Performance, and Development*, all full- and part-time staff employees are to be annually evaluated in writing. In addition, per *HSC OP 10.14, Appointments to Academic Administrative Positions*, each academic and administrative officer must be evaluated through annual performance conferences with their supervisor. See, for example, completed and redacted evaluations: Provost (2022, 2023, 2024), Executive Vice President of Finance and Operations (2022, 2023, 2024), and Vice President of Institutional Compliance (2022, 2023, 2024). All evaluations are submitted to Human Resources for inclusion in the employee's personnel record.

SUMMARY

TTUHSC is compliant with the requirements of Standard 5.4, Qualified Administrative/Academic Officers. TTUHSC identifies its cabinet members as its academic and administrative officers. TTUHSC develops a job description for each position that includes minimum qualifications for candidates for the role. Each of the academic and administrative officers at TTUHSC meets the minimum qualifications listed for the position, or the president of the university has made an exception to a qualification in the job description due to the employee's outstanding qualifications relevant to the role, as demonstrated in this narrative. As indicated in the brief personal narratives and the accompanying curriculum vitae, upper-level administrators at TTUHSC have many years of relevant experience and appropriate levels of formal education for their positions. Furthermore, many have obtained substantial grants, authored significant publications, served their professions in various capacities, contributed positively to their communities, and received various accolades over the course of their careers. In addition, each administrative and academic officer is evaluated regularly through annual performance conferences either by the TTUHSC president or TTUHSC provost. Therefore, it is evident that TTUHSC has appropriately qualified administrative and academic officers with the experience and competence to lead the institution and who are regularly evaluated.

6.1 Full-Time Faculty

The institution employs a sufficient number of full-time faculty members to support the mission and goals of the institution.

Judgment

☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Texas Tech University Health Sciences Center (TTUHSC) employs a sufficient number of full-time faculty members to support the mission and goals of the institution. The TTUHSC mission is to "enrich the lives of others by educating students to become collaborative health care professionals, providing excellent patient care, and advancing knowledge through innovative research." Additionally, in 2020, TTUHSC established a new vision statement centered around innovation and collaboration. The **2022-2027 TTUHSC Strategic Plan** outlines objectives centered around core areas, including academics, research, and clinical service, which align with the institution's mission and vision. The following narrative will describe the responsibilities of TTUHSC faculty members and provide evidence of the sufficiency of its full-time faculty members to achieve the institution's mission and vision.

DEFINITIONS

For purposes of this narrative, and in accordance with the **SACSCOC Full-Time Faculty Guideline**, a full-time faculty member at TTUHSC is a paid employee who works a minimum of forty hours per week, twelve months per year. A part-time faculty member is a paid employee who works less than forty hours per week and/or fewer than twelve months per year. Each TTUHSC faculty member holds a primary appointment in the School of Health Professions (SHP), School of Medicine (SOM), School of Nursing (SON), Jerry H. Hodge School of Pharmacy (SOP), or Julia Jones Matthews School of Population and Public Health (SPPH). Faculty in the Graduate School of Biomedical Sciences (GSBS) have primary appointments in either SOM or SOP as well as faculty memberships in specific GSBS academic programs.

FACULTY RESPONSIBILITIES

Faculty responsibilities are outlined in the Texas Tech University System's **Section 04.04.3, Regents' Rules**. As teachers, faculty members are expected to facilitate the intellectual and emotional growth of students, encourage free inquiry in the classroom and clinic, and create and maintain a climate of mutual respect. As researchers, faculty members must strive to continually contribute to the growth and understanding of their discipline through creative research and disseminate the results to students, colleagues, and other professionals in the discipline. With regard to service, faculty members are expected to participate in activities, programs, and functions that seek to enhance the Texas Tech University System (TTU System), to provide guidance and participate actively in the advancement of one's profession to the extent time and resources allow, and to fulfill the same obligations incumbent upon other members of the local community.

TTUHSC aligns its expectations of faculty with the faculty responsibilities outlined and bases its criteria for promotion and tenure decisions on these elements. As stated in **HSC OP 60.01, Tenure and Promotion Policy**, TTUHSC bases tenure and/or promotion decisions on excellence of performance in the areas relevant to a faculty member's discipline: (1) teaching, (2) scholarship/research, (3) clinical service, and/or (4) academic or other public service. Individual schools develop standards of excellence in each of these areas, including the relative importance of each category and related criteria for the award of tenure or receipt of promotion. Adherence to this policy assists TTUHSC in retaining the highest quality faculty members in pursuit of achieving the education, service, and research components of the institution's mission.

FACULTY WORKLOADS

Faculty workloads vary by TTUHSC school and are established by deans, department chairs, and/or program directors based on the specific needs of the school. For instance, the School of Nursing has a faculty workload policy, *SON OP 20.060, Faculty Workload Assignments*. This policy sets a baseline for workload expectations and also addresses faculty overload procedures. The typical expectation of a full-time School of Nursing faculty member is for 60% or more of their respective workload to be dedicated to teaching. Furthermore, in the School of Health Professions, for example, the minimum academic workload for a full-time faculty member is 24 workload credits based on faculty contributions in teaching, research, service, and administration. When more than one instructor teaches a single course, the workload credit is apportioned according to the effort expended. See *SHP OP FC.07, Academic Workload Calculation Policy* for more specific information about workload equivalencies. In addition, the School of Health Professions authorizes faculty overloads. Refer to *SHP OP TM.02, Faculty Overload Payments*. In such situations, the program director and department chair must submit the appropriate justification for the request to the dean for approval (see example of an **overload approval**). Faculty overloads are authorized only if they are necessary to deliver the curriculum of the department/program in a manner that is consistent with faculty workload expectations of the school.

DISTRIBUTION OF FACULTY

In Fall 2023 and Spring 2024, TTUHSC employed 825 full-time faculty members across all schools and campuses. *Table 6.1-1* illustrates the headcount distribution of faculty by school. TTUHSC schools range from 46% to 100% of full-time faculty employed, with an overall TTUHSC percentage of 81% of its faculty employed as full-time faculty.

Table 6.1-1. Faculty Numbers - Headcount
(Fall 2023, Spring 2024)

School	Number of Faculty ^a						% of Full-Time Faculty	
	Part-Time		Full-Time		Total			
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Graduate School of Biomedical Sciences	4	3	68	70	72	73	94%	96%
School of Health Professions ^b	103	107	90	92	193	199	47%	46%
School of Medicine	31	31	459	459	490	490	97%	97%
School of Nursing	38	37	124	120	162	157	77%	76%
Jerry H. Hodge School of Pharmacy	19	19	76	76	95	95	80%	80%
Julia Jones Matthews School of Population and Public Health	1	0	8	8	9	8	89%	100%
TTUHSC	196	197	825	825	1021	1022	81%	81%

^a Because GSBS shares faculty with SOM and SOP, some faculty may be duplicated in overall headcount.

^b Some distance education programs in the School of Health Professions utilize adjuncts to deliver course content, though the curriculum is controlled by full-time faculty.

Teaching

Overall, full-time faculty members at TTUHSC devote at least 41% of their time to traditional instructional activities, including direct instruction; student advising; curriculum design, development, and evaluation; and identification and assessment of appropriate student learning outcomes. Collectively, these activities are referred to as instructional effort in the subsequent narrative. Please note this is a conservative estimate of

instructional effort because it does not necessarily reflect the totality of teaching and learning that occurs in the provision of patient care services. It is a common occurrence at academic health sciences centers for students to learn from faculty while treating patients in a clinic setting. In addition, the estimate does not include research or patient care responsibilities; sufficiency of full-time faculty in these areas is discussed in a separate section at the end of the narrative.

Table 6.1-2 provides a more detailed view of key instructional activities by TTUHSC school for Fall 2023 and Spring 2024. The table includes instructional effort only (to include traditional instructional activities as defined in the paragraph above) of part- and full-time TTUHSC employees as well as the percentage of overall instructional effort in each school that is contributed by full-time faculty compared to part-time faculty. Consider, for example, a full-time faculty member (i.e., 1.0) who devotes 75% of total effort (i.e., 0.75) to instruction and 25% of total effort to patient care (i.e., 0.25). The table represents the 0.75 instructional effort for that individual as opposed to 1.0.

Table 6.1-2. Instructional Effort by Employee Status
(Fall 2023, Spring 2024)

School	Instructional Effort by Employee Status						% Instructional Effort by Full-Time Faculty	
	Part-Time		Full-Time		Total		Fall	Spring
	Fall	Spring	Fall	Spring	Fall	Spring		
Graduate School of Biomedical Sciences	.35	.43	10.13	10.44	10.48	10.87	97%	96%
School of Health Professions	10.79	13.22	48.74	46.51	59.53	59.73	82%	78%
School of Medicine	3.66	3.66	97.74	97.74	101.40	101.40	96%	96%
School of Nursing	12.37	11.97	118.16	115.41	130.53	127.38	91%	89%
Jerry H. Hodge School of Pharmacy	6.5	6.5	29.14	29.14	35.64	35.64	82%	82%
Julia Jones Matthews School of Population and Public Health	.15	0	2.55	2.55	2.7	2.55	94%	100%
TTUHSC	33.82	35.78	306.46	301.79	340.28	337.57	90%	89%

As Table 6.1-2 indicates, TTUHSC relies heavily on full-time faculty to teach its courses and support instructional activities (i.e., 90% of overall instructional effort in Fall 2023). The instructional effort by full-time faculty in each school ranges from 78% in the School of Health Professions to 100% in the School of Population and Public Health. No comparative peer data using a similar methodology is readily available. However, TTUHSC has set a 50% instructional effort threshold for all its schools to measure sufficiency of full-time faculty, which all schools met in the data provided from Fall 2023 and Spring 2024. In addition, when looking at semester credit hours (SCH) produced by full-time faculty, 82% of 128,061 SCH generated in Fall 2023 and Spring 2024 combined were taught by full-time faculty. Both data points, the instructional effort and the percentage of SCHs taught, exceed the 50% threshold set by the institution for full-time faculty. Furthermore, according to Table 6.1-3, the ratio of students to full-time faculty instructional effort is 14:1 (Fall) and 16:1 (Spring) at TTUHSC. Ratios range from 7:1 in the School of Medicine to 40:1 in the School of Population and Public Health. There are no concerns about the adequacy of faculty based on these data points. Further justification is included in the section below. For more information on instructional effort and student-to-full-time faculty ratios by program and location, please see *Standard 6.2.b, Program Faculty*. Again, the student-to-faculty ratios presented in the tables only include the instructional effort of faculty to demonstrate traditional instructional activities; thus, a full-time faculty-to-student ratio based on the full scope of faculty

responsibilities would be significantly higher. For instance, TTUHSC had 825 full-time faculty members in Fall 2023 and a student headcount of 4,890 leading to a comprehensive ratio student to full-time faculty ratio of 6:1.

Table 6.1-3. Student to Full-Time Faculty Instructional Effort Ratios by School
(Fall 2023, Spring 2024)

School	Instructional Effort by Full-Time Faculty		Student to Full-Time Faculty Ratio			
	Fall	Spring	Fall	Spring	Fall	Spring
Graduate School of Biomedical Sciences	10.13	10.44	133.08	121.21	13:1	12:1
School of Health Professions	48.74	46.51	1,535.47	1,803.85 ^a	32:1	39:1
School of Medicine	97.74	97.74	716	713	7:1	7:1
School of Nursing	118.16	115.41	1,471.97	1,561.73	12:1	14:1
Jerry H. Hodge School of Pharmacy	29.14	29.14	388.20	381.88	13:1	13:1
Julia Jones Matthews School of Population and Public Health	2.55	2.55	102.84	90.58	40:1	35:1
TTUHSC	306.46	301.79	4,347.56	4,672.25	14:1	16:1

^aThe Master of Science in Healthcare Administration program offers 8-week courses. Many of these students are captured in the spring enrollment numbers, increasing the student-to-faculty ratio from fall to spring.

FACTORS DETERMINING SUFFICIENT NUMBER OF FACULTY

As stated previously, TTUHSC has determined that 50% of its instructional efforts are expected to be performed by full-time faculty. As demonstrated in *Table 6.1-2*, all schools exceed this threshold, with the lowest being 78% in the School of Health Professions. In addition to the institutional threshold, there are two other primary determinants for the appropriateness of faculty numbers at TTUHSC, including statutory and specialized program accreditation requirements. All new degree programs must be approved by the Texas Higher Education Coordinating Board (THECB). *Title 19 Texas Administrative Code, §2.117* describes the criteria for baccalaureate and master's degree programs. With regard to faculty resources, THECB states that "there should be sufficient numbers of qualified faculty dedicated to a new program. This number shall vary depending on the discipline, the nature of the program, and the anticipated number of students; however, there must be at least one full-time equivalent (FTE) faculty already in place for the program to begin enrolling students."

Title 19 Texas Administrative Code, §2.146 describes the criteria for doctoral programs, including the faculty resources needed to initiate a high-quality doctoral program. Similar to baccalaureate and master's programs, doctoral programs must have at least one core faculty member in place when the program is proposed to the THECB. The *Code §2.146* also emphasizes the qualifications of faculty members and prohibits programs from having a high ratio of doctoral students to faculty.

Degree programs are also subject to the program review requirements of *Title 19 Texas Administrative Code, §2.181*. Per these requirements, TTUHSC must conduct formal reviews of all doctoral and stand-alone master's programs at least once every ten years. As part of this required process, each program review must include at least two external reviewers with subject-matter expertise who are employed by institutions of higher education outside of Texas. Criteria for review includes many factors, such as faculty qualifications, number of core faculty, and faculty-to-student ratios. See, for example, the [recent graduate program review](#) for the Doctor of Occupational Therapy program. The review includes the self-study, report of external review, and

response to the external review.

As described above, TTUHSC must abide by the faculty requirements established by THECB for new programs as well as ongoing review of existing programs. In addition to statutory requirements, TTUHSC must also meet the faculty requirements of specialized accrediting bodies. Refer to the [list of current accreditors](#). These external bodies often have requirements for faculty numbers, full-time faculty, and/or student-to-faculty ratios. For instance, the Liaison Committee on Medical Education (LCME), which accredits the Doctor of Medicine, requires a medical school to have in place a sufficient cohort of faculty members with the qualifications and time to deliver the medical curriculum and fulfill the other missions of the institution. Refer to [LCME Standard 4.1](#). During its program accreditation review processes, the School of Medicine must provide adequate information to LCME to justify compliance with this standard. As noted on the list of program accreditors in the preceding paragraph, the TTUHSC Doctor of Medicine was last reviewed in 2017 and is accredited through 2025. Additionally, for the Master of Public Health program, the Council for Education for Public Health (CEPH) requires the program have adequate faculty, including primary instructional faculty and nonprimary instructional faculty, to [fulfill its stated mission and goals and to include support with all core function \(C2, Faculty Resources\)](#), including offering coursework and advising students. The Master of Public Health met this requirement during its accreditation review in 2024 and is accredited through 2031.

Finally, some TTUHSC schools have specific policies related to faculty numbers and/or ratios. In the School of Nursing, for instance, [SON OP 30.760, Faculty/Student Ratio in Clinical Areas](#) describes the expectations for student-to-faculty ratios in undergraduate clinical settings. In an acute care setting, the ratio is limited to one faculty member for every ten students. This policy helps to ensure that appropriate supervision is provided for safe practice and sufficient teacher/learner interaction in clinical environments. TTUHSC also addresses the sufficiency of faculty in [HSC OP 60.11, Development, Revision, or Termination of Academic Programs and Units](#), which outlines the general procedures for initiating, developing, and implementing new degree and certificate programs and units; implementing significant curricular changes; and terminating or merging existing degree or certificate programs. Compliance with this policy reflects the initial step in implementing program changes at TTUHSC before submission of formal proposals to the THECB.

PATIENT CARE and RESEARCH

For the 825 full-time faculty members at TTUHSC, approximately 59% of their time is dedicated to responsibilities beyond teaching related responsibilities. Other responsibilities may include research, patient care, and clinical service. Like teaching, TTUHSC has sufficient full-time faculty members to fulfill the research and patient care dimensions of the institution's mission and goals. This is evident by several indicators of success in these areas.

Four of the six schools offer patient care through multiple clinics. Three examples of patient care services are described below.

- As a component of the School of Medicine, [Texas Tech Physicians](#) provides patient care in multiple clinics in Amarillo, Lubbock, Odessa, and Midland. Services encompass a spectrum of specialties, such as anesthesiology, dermatology, pediatrics, family medicine, internal medicine, surgery, and urology.
- The School of Nursing's [Larry Combest Community Health and Wellness Center](#) specializes in primary care and management of chronic diseases such as diabetes, asthma, hypertension, and obesity. Care is provided by nurse practitioners.

- The **Your Life Behavioral Health and Wellness Clinic**, which is affiliated with the School of Health Professions and Department of Clinical Counseling and Mental Health, began offering a range of counseling services and treatments for children and adults in March 2023. Counseling and assessment services are offered through in-person sessions or telehealth.

In FY 2024, TTUHSC served more than 250,000 patients across West Texas, evidenced in the **Practice Income Plan** which supports the assertion that TTUHSC has sufficient faculty to achieve the patient care component of the institution's mission. The number of patients served has increased over the past five years from approximately 200,000 to 250,000. This increase in patient care aligns with the TTUHSC clinical service-specific Strategic Plan goal of increasing our clinical initiatives.

Furthermore, faculty members may also engage in biomedical, clinical, public health, and educational research to varying degrees based on their positions. In 2022, TTUHSC received a **Carnegie Classification for a special focus four-year research institution**, which indicates very high research activity. TTUHSC is one of 22 elite four-year special focus research universities. In the 2024 calendar year, TTUHSC researchers published over 1,100 research articles and received 79 million dollars in external research awards. These demonstrate an increase from previous years, which align with the TTUHSC Strategic Plan goals to increase external awards and publication in journals. In order to support the research and development needs of the TTUHSC community, a primary aim of TTUHSC research is to promote the prevention of disease and treatment of illness. Through its specialized departments, the **Office of Research and Innovation** provides leadership, direction, and management of research administration, infrastructure, and related services for faculty, staff, and students. In particular, the Office of Sponsored Programs assists TTUHSC faculty and staff in identifying funding opportunities and promotes the successful management of awarded projects. Moreover, the **Clinical Research Institute (CRI)** aims to promote patient-oriented research by providing an array of training opportunities and research-related services to support TTUHSC faculty from all schools and campuses. Such services include, but are not limited to, assistance with study design, supporting IRB submissions for clinical research, and connecting researchers to needed support services. The Research Integrity Office not only houses the Human Research Protection Program but also provides research oversight and outreach to ensure research compliance and integrity. In addition to institutional research support, faculty have access to collaborative opportunities across individual schools. Combined, these resources assist faculty in conducting ground-breaking research. Several examples are highlighted below.

- TTUHSC Associate Professor in School of Medicine's Department of Cell Biology and Biochemistry, Andrey L. Karamyshev, PhD, received a two-year \$153,000 grant to investigate approaches that inhibit STAT3. The abnormal synthesis of STAT3 is a protein unique in the majority of tumors, so inhibiting STAT3 is seen as a starting point for development of new anti-cancer treatments. (See ***TTUHSC Researcher Research to Study New Pathway to Inhibit Protein Found in Many Cancers.***)
- TTUHSC School of Pharmacy's Associate Professor, Ninh (Irene) La-Beck, Pharm.D, received a five-year \$2.49 million grant from the National Cancer Institute at the National Institutes of Health. The grant will allow her to investigate how nanoparticles interact with the immune system and cancer in order to develop drug delivery systems. (See ***TTUHSC's La-Beck to Use NIH Grant to Study Cancer Drug Delivery Via Nanoparticles.***)
- TTUHSC Researchers, Christine Garner, PhD, RD, an Assistant Vice President for Research and an Assistant Professor for the Department of Pediatrics, Department of Obstetrics and Gynecology and the InfantRisk Center in School of Medicine in Amarillo; Julie St. John, Dr.P.H., an Associate Professor for the Julia Jones Matthews School of Population and Public Health in Abilene; and Stephanie Stroeve, PhD, MPH, Director of the Division of Biostatistics at the Clinical Research Institute, received

a \$1.47 million grant aimed to help reduce preeclampsia rates in Texas Panhandle counties. (See *TTUHSC Researchers Receive NIH Grant to Address Preeclampsia Rates* .)

- In the School of Health Professions, Dr. Sue Ann Lee and Co-Investigator TTUHSC School of Medicine Department of Otolaryngology Associate Professor Dr. Joshua Demke are investigating speech intervention via telepractice for children with repaired cleft palate. The five-year randomized control trial is funded through a \$2.9 million grant from the NIH National Institute of Dental and Craniofacial Research. (See *TTUHSC Researchers to Study Efficacy of Telepractice in Treating Children Born with Cleft Palate*.)

TTUHSC also provides multiple research oversight committees to ensure ethical, responsible, and compliant research. The TTUHSC Human Research Protection Program currently oversees approximately 1,200 active research projects that involve human subjects across all HSC locations, the Institutional Animal Care and Use Committee ensures humane care and use of lab animals, and there are approximately 83 research laboratories registered with the TTUHSC Institutional Biosafety Committee.

SUMMARY

TTUHSC has a sufficient number of full-time faculty members to support the mission and goals of the institution as they relate specifically to education, patient care, and research through collaboration and innovation. This conclusion is based on the high percentages of full-time faculty in each school, reasonable student-to-faculty ratios, number of patients served across the region, and widespread involvement in research activities. In addition, TTUHSC's full-time faculty numbers align with the Texas Higher Education Coordinating Board policies and the requirements of numerous specialized accrediting bodies. The institution relies on highly qualified full-time faculty members to engage actively in these areas of emphasis. Part-time faculty members simply cannot, nor are they expected to, fulfill all of these institutional needs. For these reasons, TTUHSC is compliant with the requirements of Standard 6.1, Full-Time Faculty.

6.2.b Program Faculty

For each of its educational programs, the institution:

- b. employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.

Judgment

☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

In pursuit of the institution's mission, Texas Tech University Health Sciences Center (TTUHSC) seeks to educate students to become collaborative health care professionals. Achieving this component of the mission is possible only with a group of highly qualified faculty members. Therefore, for each of its educational programs, the institution employs a sufficient number of full-time faculty members. In addition to teaching, full-time faculty members engage in other instructional activities, such as student advising; curriculum design, development, and evaluation; and identification and assessment of appropriate student learning outcomes. Through these roles, full-time faculty members are essential to ensuring program quality and integrity at TTUHSC.

Standard 6.1, Full-time Faculty addresses the sufficiency of full-time faculty members at the institutional and school levels, whereas the current response addresses the sufficiency of full-time faculty members at the program level. To reiterate, a full-time faculty member at TTUHSC is a paid employee who works a minimum of forty hours per week, twelve months per year. A part-time faculty member is a paid employee who works less than forty hours per week and/or fewer than twelve months per year. Each TTUHSC faculty member holds a primary appointment in the School of Health Professions (SHP), School of Medicine (SOM), School of Nursing (SON), School of Pharmacy (SOP), or School of Population of Public Health (SPPH). Faculty in the Graduate School of Biomedical Sciences (GSBS) have primary appointments in either SOM or SOP as well as faculty memberships in specific academic programs in GSBS. TTUHSC determined a sufficiency threshold of 50% of its instructional activities to be performed by full-time faculty members. The response for Standard 6.1 also explains faculty responsibilities and workloads in more detail. In addition to typical faculty responsibilities, some full-time faculty members are assigned responsibility for program coordination. Program coordinators work collaboratively with other faculty members to ensure the quality, integrity, and review of educational programs at TTUHSC. Refer to *Standard 6.2.c, Program Coordination* for additional information.

FACULTY RESPONSIBILITIES

As presented in Standard 6.1, for the 825 full-time faculty members at TTUHSC in Fall 2023, approximately 59% of their time is dedicated to responsibilities beyond teaching or related instructional activities. (This percentage was calculated by dividing the overall instructional effort number by the overall faculty headcount number.) In alignment with the three-part mission of TTUHSC, each school's individual mission statement reflects an emphasis on education, patient care, and research. Thus, responsibilities for full-time faculty members across all TTUHSC schools may also include research, patient care, and clinical service. In Fall 2023 and Spring 2024, approximately 41% of overall full-time faculty time is dedicated to duties related to curriculum and program quality. TTUHSC generated 128,061 semester credit hours (SCH). Out of these cumulated SCH, the majority (105,446 or 82%) were taught by full-time faculty. This percentage demonstrates that full-time faculty are completing the majority of instruction at TTUHSC. As stated in Standard 6.1, full-time faculty members devote time to instructional activities, which, for TTUHSC, includes not only direct instruction

as indicated in the SCH percentage but also student advising; curriculum design, development, and evaluation; and identification and assessment of appropriate student learning outcomes.

Full-time faculty members at TTUHSC accept full responsibility for all of these faculty functions, with the exception of advising. Staff members in each school fulfill various roles in student advising. For example, in the Graduate School of Biomedical Sciences, staff members coordinate the scheduling of advising sessions between students and faculty and often participate in advising sessions to document the content of those discussions. They perform an administrative support function on behalf of the faculty member. In the School of Nursing, staff members also perform a limited advising role by responding to basic questions about students' degree plans or offering general career guidance related to the nursing profession. Students with more complex questions are directed to a faculty member and all degree plan changes are approved by full-time faculty members with the appropriate authority. In the School of Medicine, staff members assist with both academic and career advising.

In general, part-time faculty do not engage in the same faculty functions as their full-time counterparts, such as formal student advising; curriculum design, development, and evaluation; or the identification of student learning outcomes. Part-time faculty roles are limited to participation in direct instruction and the assessment of student learning outcomes for designated courses. Additionally, part-time faculty members are not expected to contribute to the research mission of the institution. For instance, in the Department of Clinical Counseling and Mental Health, adjuncts do not build their own courses, nor do they create any recorded lectures for the courses. All course materials and lectures are developed by the department's core faculty, although adjunct faculty may add supplemental materials. Adjuncts are responsible for grading the students' work in their assigned courses, responding to questions, and hosting weekly web conference class meetings. The accreditation standard from the **Council for Accreditation of Counseling and Related Educational Programs (CACREP)** specifies, "to ensure that students are taught primarily by core counselor education program faculty, for any calendar year, the combined number of course credit hours taught by non-core faculty must not exceed the number of credit hours taught by core faculty." For example, our Master of Science in Clinical Mental Health Counseling program generated 1,979 SCH in Fall 2023 and Spring 2024. 1,118, or 56%, of the SCH generated were taught by core full-time faculty.

As described in the response for **Standard 6.1, Full-time Faculty**, determining the appropriate number of faculty, percentage of full-time faculty, or student-to-faculty ratios in TTUHSC programs is based on the institution's 50% full-time faculty instructional effort threshold and on statutory and program accreditation requirements. When proposing new programs, TTUHSC must seek approval from the Texas Higher Education Coordinating Board (THECB). THECB evaluates many factors, including faculty resources. Once approval is obtained from the state, graduate programs must engage in a program review process every ten years. Faculty resources, such as number of core faculty and student-to-faculty ratios, are part of the review criteria. As a health sciences center, TTUHSC also has many specialized accrediting bodies. All of these bodies review the sufficiency of program faculty during their periodic review processes. TTUHSC's accredited programs remain in good standing with all of these bodies.

DISTRIBUTION OF FACULTY BY SCHOOL, PROGRAM, AND LOCATION

In Fall 2023 and Spring 2024, TTUHSC employed approximately 825 full-time faculty members across all schools, programs, campuses, and sites. As previously stated, these individuals devoted approximately 41% of their time to instructional activities, including direct instruction; student advising; curriculum design, development, and evaluation; and identification and assessment of appropriate student learning outcomes. (This percentage was calculated by dividing the overall instructional effort by the overall full-time faculty

number.) Collectively, these activities are referred to as instructional effort in the subsequent narrative. Please note this is a conservative estimate of instructional effort because it does not necessarily reflect the totality of teaching and learning that occurs in the provision of patient care services. It is a common occurrence at academic health sciences centers for students to learn from faculty while they are treating patients in a clinical setting.

Table 6.2.b-1 provides a detailed view of instructional effort for faculty by TTUHSC school, campus/site, and degree program for Fall 2023 and Spring 2024. The table includes the instructional effort only of part- and full-time TTUHSC employees as well as the percentage of overall instructional effort in each program that is contributed by full-time faculty. It does not reflect research or clinical/service activities. Traditional and distance education programs are marked for reference.

Consider, for example, a full-time faculty member (i.e., 1.0) who devotes 75% of total effort (i.e., 0.75) to teaching, including related instructional activities, and 25% of total effort to patient care (i.e., 0.25). The table represents the 0.75 teaching effort only for that individual as opposed to 1.0. Moreover, if the same faculty member teaches in two academic programs, the table reflects the appropriate effort by program. The faculty member may teach an estimated 0.65 in a master's program and an estimated 0.10 in a doctoral program in a related discipline for a total teaching effort of 0.75. Presenting the data in this manner is an attempt to more accurately portray the teaching efforts of TTUHSC faculty. The table displays the teaching effort percentage of full-time faculty compared to part-time faculty.

Table 6.2.b-1. Instructional Effort by School, Campus/Site, and Degree Program
(Fall 2023 and Spring 2024)

Degree Program	Instructional Effort by Employee Status						% Instruction by Full-Time Faculty	
	Part-Time		Full-Time		Total			
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Graduate School of Biomedical Sciences								
Abilene								
Master of Science in Biotechnology (Abbreviated, Research)	.00	.00	.53	.69	.53	.69	100%	100%
Doctor of Philosophy in Pharmaceutical Sciences	.00	.00	1.43	1.43	1.43	1.43	100%	100%
Amarillo								
Master of Science in Pharmaceutical Sciences	.00	.00	.02	.04	.02	.04	100%	100%
Doctor of Philosophy in Pharmaceutical Sciences	.16	.08	2.41	2.03	2.57	2.11	94%	96%
Lubbock								
Master of Science in Biomedical Sciences (includes all concentrations) ^a	---	---	---	---	---	---	---	---
Master of Science in Biotechnology (Abbreviated, Research)	0	0	.56	.74	.56	.74	100%	100%
Master of Science in Graduate Medical Education Sciences	0	0	1.69	1.89	1.69	1.89	100%	100%
Doctor of Philosophy in Biomedical Sciences (includes all concentrations)	.19	.35	3.49	3.69	3.68	4.04	95%	91%
GSBS Totals	.35	.43	10.13	10.44	10.48	10.87	97%	96%

^a No students were enrolled in the M.S. in Biomedical Sciences program in Fall 2023 or Spring 2024. Faculty who teach in the Ph.D. in Biomedical Sciences program are responsible for instruction in that program, as applicable.

Degree Program	Instructional Effort by Employee Status % Instruction by Full-Time Faculty							
	Part-Time		Full -Time		Total			
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
School of Health Professions								
Amarillo								
Doctor of Physical Therapy	0	0	.99	1.2	.99	1.2	100%	100%
Lubbock								
Bachelor of Science in Medical Laboratory Science	.10	.20	2.70	2.44	2.80	2.64	96%	92%
Bachelor of Science in Speech, Lang. and Hearing Science	.07	.13	1.80	1.73	1.87	1.86	96%	93%
Bachelor of Science in Speech, Lang. and Hearing Science (Second Degree)	0	0	.93	.96	.93	.96	100%	100%
Master of Athletic Training	0	0	.93	.96	.93	.96	100%	100%
Master of Science in Molecular Pathology	0	0	1.37	.95	1.37	.95	100%	100%
Master of Science in Speech-Language Pathology	.40	.40	2.06	1.76	2.46	2.16	84%	81%
Doctor of Audiology	0	.07	2.17	2.19	2.17	2.24	100%	97%
Doctor of Occupational Therapy	.18	.36	3.08	3.13	3.26	3.49	94%	90%
Doctor of Philosophy in Rehabilitation Science	0	0	1.43	.96	1.43	.96	100%	100%
Doctor of Physical Therapy	.30	.41	4.79	4.47	5.09	4.88	94%	92%
Midland								
Master of Physician Assistant Studies	.41	.26	4.1	2.94	4.51	3.2	91%	92%
Odessa								
Doctor of Physical Therapy	0	0	2.38	2.24	2.38	2.24	100%	100%
Distance Education								
Bachelor of Science in Healthcare Management	.10	.20	2.7	2.48	2.80	2.64	96%	92%
Bachelor of Science in Medical Laboratory Science (Second Degree)	.70	1.0	1.26	1.06	1.96	2.06	64%	51%
Master of Science in Addiction Counseling	1.93	2.28	2.33	2.35	4.26	4.63	55%	51%
Master of Science in Clinical Mental Health Counseling	1.70	2.30	2.65	2.50	4.35	4.80	61%	52%
Master of Science in Clinical Rehabilitation Counseling	2.22	2.95	3.28	3.38	5.50	6.33	60%	53%
Master of Science in Healthcare Administration (includes certificate programs)	1.9	1.9	3.0	4.2	4.9	6.1	71%	69%
Doctor of Science in Rehabilitation Sciences	.60	.40	2.0	2.01	2.6	2.41	77%	83%
Post-Professional Doctor of Occupational Therapy	.18	.36	2.79	2.6	2.97	2.96	94%	88%
SHP Totals	10.79	13.22	48.74	46.51	59.53	59.67	82%	78%

Degree Program	Instructional Effort by Full-Time Faculty						% Instruction by Full-Time Faculty	
	Part-Time		Full-Time		Total			
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
School of Medicine								
Amarillo								
Doctor of Medicine (Traditional, Family Medicine Accelerated)	1.36	1.36	23.62	23.62	24.98	24.98	95%	95%
Covenant Health System								
Doctor of Medicine (Traditional, Family Medicine Accelerated)	1.40	1.40	0	0	1.40	1.40	0%	0%
Lubbock								
Doctor of Medicine (Traditional, Family Medicine Accelerated)	.72	.72	60.47	60.47	61.19	61.19	99%	99%
Odessa								
Doctor of Medicine (Traditional, Family Medicine Accelerated)	.18	.18	13.65	13.65	13.83	13.83	99%	99%
SOM Totals	3.66	3.66	97.74	97.74	101.40	101.40	96%	96%

Degree Program	Instructional Effort by Employee Status						% of Instruction by Full-Time Faculty	
	Part-Time		Full-Time		Total			
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
School of Nursing								
Abilene								
Bachelor of Science in Nursing (Traditional)	.25	.00	14.02	12.71	14.27	12.71	98%	100%
Amarillo								
Bachelor of Science in Nursing (Traditional)	.00	.00	4.16	5.07	4.16	5.07	100%	100%
Lubbock								
Bachelor of Science in Nursing (Traditional)	1.05	.25	23.63	20.68	24.68	20.93	96%	98%
Mansfield								
Bachelor of Science in Nursing (Traditional) ^a	.00	.00	5.36	3.74	5.36	3.74	100%	100%
Odessa								
Bachelor of Science in Nursing (Traditional)	.00	.00	5.96	4.68	5.96	4.68	100%	100%
Distance Education								
Bachelor of Science in Nursing (Accelerated- Second Degree and Veteran to BSN)	.75	1.26	19.21	21.57	19.96	22.83	96%	94%
Bachelor of Science in Nursing (RN to BSN)	1.81	2.72	14.34	13.03	16.15	15.75	88%	88%
Master of Science in Nursing (includes all tracks)	6.51	5.46	24.90	27.46	31.41	32.92	79%	83%
Post-Graduate Certificates (includes all tracks)	.40	.38	1.56	2.13	1.96	2.51	80%	85%
Doctor of Nursing Practice (includes all tracks)	1.60	1.90	5.02	4.34	6.62	6.24	76%	70%
SON Totals	12.37	11.97	118.16	115.41	130.53	127.38	91%	91%

a SON BSN Traditional track in Mansfield offered as distance education.

Degree Program	Instructional Effort by Employee Status						% of Instruction by Full-Time Faculty	
	Part-Time		Full-Time		Total			
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Jerry H. Hodge School of Pharmacy								
Abilene								
Doctor of Pharmacy	1.3	1.3	6.77	6.77	8.07	8.07	84%	84%
Amarillo								
Doctor of Pharmacy	3.51	3.51	10.09	10.09	13.60	13.60	74%	74%
Dallas								
Doctor of Pharmacy	1.17	1.17	10.26	10.26	11.43	11.43	90%	90%
Lubbock								
Doctor of Pharmacy	.52	.52	2.02	2.02	2.54	2.54	80%	80%
SOP Totals	6.5	6.5	29.14	29.14	35.64	35.64	82%	82%

Degree Program	Instructional Effort By Employee Status						% of Instruction by Full-Time Faculty	
	Part-Time		Full-Time		Total			
	Fall	Spring	Fall	Spring	Fall	Spring	Fall	Spring
Julia Jones Matthews School of Population and Public Health								
Abilene								
Master of Public Health (includes certificate)	.00	.00	.00	.00	.00	.00	---	---
Lubbock								
Master of Public Health (includes certificate)	.15	0	.6	.75	.75	.75	80%	100%
Distance Education								
Master of Public Health (includes certificate)	.00	.00	1.95	1.8	1.95	1.80	100%	100%
SPPH Totals	.15	.00	2.55	2.55	2.7	2.55	94%	100%
TTUHSC Totals	33.82	35.78	306.46	301.79	340.28	338.57	89%	89%

As Table 6.2.b-1 indicates, the majority (>50%) of instructional activities for TTUHSC programs are led by full-time faculty members. In addition to reviewing the percentage of instructional effort by full-time faculty for each degree program, it is also essential to consider the data by campus/site and method of instruction. For programs offered at the main Lubbock campus, the percent of instructional effort by full-time faculty ranges from 80% in the Master of Public Health and Doctor of Pharmacy programs to 100% in multiple programs. For programs offered at branch campuses and off-campus instructional sites, full-time faculty's teaching effort ranges from 74% in the Doctor of Pharmacy program in Amarillo to 100% in multiple other programs across many branch campuses and off-campus instructional sites. Furthermore, the percentage of teaching effort by full-time faculty in distance education programs ranges from 51% in the Master of Science in Addiction Counseling and Bachelor of Medical Laboratory Science (Second Degree) programs to over 80% for the majority of programs. Some distance education programs have a lower percentage due to a larger presence of part-time adjunct instructors who teach courses but are not involved in program curriculum and quality review matters. All distance education programs have the majority of the coursework taught by full-time faculty and the majority of traditional instructional activities led by faculty, which meets the institution's

sufficiency threshold of 50%. As mentioned in the above narrative, the Council for Accreditation of Counseling and Related Educational Programs (CACREP) requires that core faculty teach the majority of courses. At 51%, the Master of Science in Addiction Counseling program meets the institution's expected threshold and its program accreditation requirement.

To note, the Doctor of Medicine (MD) program has 0% listed for instructional effort by full-time faculty at the Covenant Health System in Lubbock, which is an off-campus instructional site located across the street from the institution's main campus where students receive less than 50% of credits toward the degree. Students may complete Years 3 and 4 of their medical studies at the Covenant off-campus site. Students obtain clinical training provided by community physician preceptors under the coordination of clerkship directors. Hence, as noted in the tables for the current response, the instructional effort at this site is not conducted by full-time TTUHSC faculty members.

STUDENT-TO-FACULTY RATIOS

Table 6.2.b-2 provides an alternate view regarding the sufficiency of TTUHSC faculty by program. It includes student-to-faculty ratios based on the instructional effort of full-time faculty by school, campus/site, and degree program for Fall 2023 and Spring 2024, as well as the student full-time equivalency generated during the same timeframe. As indicated in the preceding section, this teaching effort includes other instructional activities by faculty that assist TTUHSC in ensuring program quality and integrity. Traditional and distance education programs are marked for reference. The table does not include overall faculty effort in the ratio, only full-time faculty's instructional effort. As previously noted, the instructional effort includes the responsibilities of direct instruction, student advising, curriculum design, development, and evaluation, as well as identification and assessment of appropriate student learning outcomes.

Table 6.2.b-2. Student-to-Faculty Instructional Ratios by School, Campus/Site, and Degree Program
(Fall 2023 and Spring 2024)

Degree Program	Instructional Effort by Full-Time Faculty		Student FTE		Student to Full- Time Faculty Ratio	
	Fall	Spring	Fall	Spring	Fall	Spring
Graduate School of Biomedical Sciences						
Abilene						
Master of Science in Biotechnology (Abbreviated, Research)	.53	.69	7.00	7.00	13:1	10:1
Doctor of Philosophy in Pharmaceutical Sciences	1.43	1.43	16.00	13.00	11:1	9:1
Amarillo						
Master of Science in Pharmaceutical Sciences <i>(includes all concentrations)</i>	.02	.04	.66	1	33:1	25:1
Doctor of Philosophy in Pharmaceutical Sciences	2.41	2.03	21.10	19.22	9:1	10:1
Lubbock						
Master of Science in Biomedical Sciences	---	---	.00	.00	---	---
Master of Science in Biotechnology (Abbreviated, Research)	.56	.74	10.77	9.88	19:1	13:1
Master of Science in Graduate Medical Sciences	1.69	1.89	29.00	26.00	17:1	14:1
Doctor of Philosophy in Biomedical Sciences <i>(includes all concentrations)</i>	3.49	3.69	48.11	45.11	14:1	12:1
GSBS Totals	10.13	10.44	132.64	121.21	13:1	12:1

Degree Program	Instructional Effort by Full-Time Faculty		Student FTE		Student to Full- Time Faculty Ratio	
	Fall	Spring	Fall	Spring	Fall	Spring
School of Health Professions						
Amarillo						
Doctor of Physical Therapy	.99	1.2	46.00	46.00	46:1	38:1
Lubbock						
Bachelor of Science in Medical Laboratory Science	2.70	2.44	42.00	39.00	16:1	16:1
Bachelor of Science in Speech, Lang. and Hearing Science	1.80	1.73	111.00	108.00	62:1	62:1
Bachelor of Science in Speech, Lang. and Hearing Science (Second Degree)	.93	.96	7.00	6.00	8:1	6:1
Master of Athletic Training	.93	.96	46.00	44.00	49:1	46:1
Master of Science in Molecular Pathology	1.37	.95	21.00	21.00	15:1	22:1
Master of Science in Speech-Language Pathology	2.06	1.76	80.00	70.26	39:1	40:1
Doctor of Audiology	2.17	2.19	42.85	42.85	20:1	20:1
Doctor of Occupational Therapy	3.08	3.13	149.00	149.00	48:1	48:1
Doctor of Philosophy in Rehabilitation Science	1.43	.96	9.30	9.74	7:1	10:1
Doctor of Physical Therapy	4.79	4.47	104.11	102.11	22:1	22:1
Midland						
Master of Physician Assistant Studies	4.1	2.94	127.66	127.00	31:1	43:1
Odessa						
Doctor of Physical Therapy	2.38	2.24	50.00	49.00	21:1	22:1
Distance Education						
Bachelor of Science in Healthcare Management	2.7	2.48	64.22	73.39	24:1	30:1
Bachelor of Science in Medical Laboratory Science (Second Degree)	1.26	1.06	62.33	50.33	49:1	48:1
Master of Science in Addiction Counseling	2.33	2.35	39.18	40.14	17:1	17:1
Master of Science in Clinical Mental Health Counseling	2.65	2.50	97.63	113.13	37:1	45:1
Master of Science in Clinical Rehabilitation Counseling	3.28	3.38	40.47	46.15	12:1	14:1
Master of Science in Healthcare Administration ^a (includes certificate programs)	3.0	4.2	348.5	620	112:1	148:1
Doctor of Science in Rehabilitation Sciences ^b	2.0	2.01	25.65	27.94	13:1	14:1
Post-Professional Doctor of Occupational Therapy	2.79	2.6	21.57	18.81	8:1	7:1
SHP Totals	48.74	46.51	1,535.47	1,803.85	32:1	39:1

^a The MS, Healthcare Administration program offers 8-week courses. Student enrollment for these a majority of these courses is captured in the Spring, explaining the larger student-to-faculty ratio from Fall to Spring.

^b The ScD, Rehabilitation Sciences program captures the ScD, Physical Therapy program, which has a teach-out in progress.

Degree Program	Instructional Effort by Full-Time Faculty		Student FTE		Student to Full-Time Faculty Ratio	
	Fall	Spring	Fall	Spring	Fall	Spring
School of Medicine						
Amarillo						
Doctor of Medicine (Traditional, Family Medicine Accelerated)	23.62	23.62	97.00	102.00	4:1	4:1
Covenant Health System						
Doctor of Medicine (Traditional, Family Medicine Accelerated)	0	0	59.00	56.00	---	---
Lubbock						
Doctor of Medicine (Traditional, Family Medicine Accelerated)	60.47	60.47	512.00	507.00	8:1	8:1
Odessa						
Doctor of Medicine (Traditional, Family Medicine Accelerated)	13.65	13.65	48.00	48.00	4:1	4:1
SOM Totals	97.74	97.74	716	713	7:1	7:1

Degree Program	Instructional Effort by Full-Time Faculty		Student FTE		Student to Full-Time Faculty Ratio	
	Fall	Spring	Fall	Spring	Fall	Spring
School of Nursing						
Abilene						
Bachelor of Science in Nursing (Traditional)	14.02	12.71	161.96	180.75	12:1	14:1
Amarillo						
Bachelor of Science in Nursing (Traditional)	4.16	5.07	54.00	52.41	13:1	10:1
Lubbock						
Bachelor of Science in Nursing (Traditional)	23.63	20.68	292.55	289.67	12:1	14:1
Mansfield						
Bachelor of Science in Nursing (Traditional) ^a	5.36	3.74	68.81	66.72	13:1	18:1
Odessa						
Bachelor of Science in Nursing (Traditional)	5.96	4.68	41.65	54.82	7:1	15:1
Distance Education						
Bachelor of Science in Nursing (Non-Traditional Accelerated- Second Degree and Veteran to BSN)	19.21	21.57	156.00	169.50	8:1	8:1
Bachelor of Science in Nursing (RN to BSN)	14.34	13.03	257.04	262.73	18:1	20:1
Master of Science in Nursing (includes all tracks)	24.90	27.46	338.69	388.85	14:1	14:1
Post-Graduate Certificates (includes all tracks)	1.56	2.13	19.27	25.75	12:1	12:1
Doctor of Nursing Practice (includes all tracks)	5.02	4.34	82.00	70.53	16:1	16:1
SON Totals	118.16	115.41	1,471.97	1,561.73	12:1	14:1

a SON BSN Traditional track in Mansfield offered as distance education.

Degree Program	Instructional Effort by Full-Time Faculty		Student FTE		Student to Full- Time Faculty Ratio	
	Fall	Spring	Fall	Spring	Fall	Spring
Jerry H. Hodge School of Pharmacy						
Abilene						
Doctor of Pharmacy	6.77	6.77	77.22	77.00	11:1	11:1
Amarillo						
Doctor of Pharmacy	10.09	10.09	84.88	79.00	8:1	7:1
Dallas						
Doctor of Pharmacy	10.26	10.26	207.44	209.88	20:1	20:1
Lubbock						
Doctor of Pharmacy	2.02	2.02	18.66	16.00	9:1	8:1
SOP Totals	29.14	29.14	388.20	381.88	13:1	13:1

Degree Program	Instructional Effort by Full-Time Faculty		Student FTE		Student to Full-Time Faculty Ratio	
	Fall	Spring	Fall	Spring	Fall	Spring
Julia Jones Matthews School of Population and Public Health						
Abilene ^c						
Master of Public Health <i>(includes certificate)</i>	.00	.00	2	1	---	----
Lubbock ^c						
Master of Public Health <i>(includes certificate)</i>	.6	.75	10.32	8.65	17:1	12:1
Distance Education						
Master of Public Health <i>(includes certificate)</i>	1.95	1.8	90.52	80.93	46:1	44:1
SPPH Totals	2.55	2.55	102.84	90.58	40:1	35:1
TTUHSC Totals	306.46	301.79	4,347.56	4,672.25	14:1	16:1

^c Program teach-out in progress. Last student enrolled in face-to-face courses in Fall 2023 and Spring 2024

According to the table, student-to-faculty ratios range from as low as 4:1 in the Doctor of Medicine program on the Amarillo and Odessa campuses to a maximum of 148:1 in the Master of Science in Healthcare Administration (MSHA) distance education program. Student-to-faculty ratios also range from 7:1 in the PharmD program on the Amarillo campus to 20:1 in the program on the Dallas campus. To provide more information regarding the MSHA program's higher ratio, the core full-time faculty in the MSHA program teach approximately 70% of the program content, which exceeds the institution's expected threshold of 50%. To ensure consistent quality and integrity of the curriculum, full-time faculty members serve in the role of "course leads". A course lead is assigned according to individual subject matter expertise. The course lead builds the course shell based on the approved course description, learning objectives, and student outcomes and also teaches at least one section of the course. Adjunct faculty members are strategically assigned to teach additional sections of courses that match their areas of expertise, with the course lead serving as a mentor throughout each term. Each course section maintains a 30:1 faculty-to-student ratio. Lastly, the program uses an 8-week semester structure for its curriculum, thereby increasing student FTE in the spring term and explaining the rise in ratio from 112:1 to 148:1. The MSHA program employs several adjunct faculty members who provide approximately 30% of the instruction, leading to the higher student-to-faculty ratio. Other program quality responsibilities reside with full-time faculty in the program.

Furthermore, the Speech, Language, and Hearing Science program and the Speech-Language Pathology program have faculty that teach in both programs. The programs have a combined total of 12.90 faculty FTE, with an overall student ratio of 12:1 with 93% of the instructional effort completed by full-time faculty. Due to

the sharing of faculty between the two programs, the teaching effort ratio methodology by program becomes complex, in which sharing the overall FTE ratio adds to the story.

SUMMARY

The institution employs a sufficient number of full-time faculty members for each of its educational programs to ensure curriculum and program quality, integrity, and review. This conclusion is based primarily on meeting the institution's expected threshold of full-time faculty providing 50% or more of the instructional effort, demonstrating a majority of instruction is performed by full-time faculty in each of TTUHSC's programs. In addition, the institution has an overall percentage of instructional effort by full-time faculty of 89% and 16:1 in student-to-faculty ratio for Spring 2024. Full-time faculty participate in curriculum design, development, and evaluation; identify and assess student learning outcomes; and advise/mentor students. Part-time faculty typically play a less prominent role, if any, in these processes. The quality of TTUHSC's programs is evident by a history of strong performance on student achievement indicators, such as licensure exams and graduation rates, and continued program accreditation by multiple federally recognized accrediting bodies (as presented in *Standard 8.1, Student Achievement*.) For these reasons, TTUHSC is compliant with the requirements of Standard 6.2.b, Program Faculty.

6.2.c Program Coordination

For each of its educational programs, the institution: assigns appropriate responsibility for program coordination.

Judgment

☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

In pursuit of the institution's mission, Texas Tech University Health Sciences Center (TTUHSC) seeks to educate students to become collaborative health care professionals, provide excellent patient care, and advance knowledge through innovative research. Achieving this three-part mission is possible only with a group of highly qualified faculty members. Therefore, for each of its educational programs, the institution assigns appropriate responsibility for program coordination.

Each TTUHSC school is responsible for identifying qualified faculty to coordinate its educational programs. The structure of each school and qualifications of appropriate personnel are described below. (See *Standard 6.2.b, Program Faculty* for information on the sufficient number of faculty in each program.)

GRADUATE SCHOOL OF BIOMEDICAL SCIENCES

Structure

In the Graduate School of Biomedical Sciences (GSBS), academic program leaders and various graduate committees share responsibility for effective curricular planning, implementation, and evaluation. The organizational structure for all GSBS programs, including specific areas of concentration, is presented below. Each program/concentration affiliated with a specific department is led by a chair, graduate advisor, and/or program director. Specific job titles vary by academic program. Academic programs not affiliated with a specific department (i.e., "Other") are led by a program director and graduate advisor. Please note GSBS is unique in that its faculty members have primary appointments in either the School of Medicine or Jerry H. Hodge School of Pharmacy as well as faculty memberships in specific GSBS academic programs. Thus, those in leadership positions in GSBS may also have roles and responsibilities related to their primary appointments. *Table 6.2.c-1* below lists the programs offered in GSBS.

Table 6.2.c-1. Graduate School of Biomedical Sciences: Academic Programs

Degree Program
Graduate School of Biomedical Sciences
Department of Cell Biology and Biochemistry
MS, Biomedical Sciences (Concentration: Biochemistry, Cellular, and Molecular Biology)
PhD, Biomedical Sciences (Concentration: Biochemistry, Cellular, and Molecular Biology)
Department of Cell Physiology and Molecular Biophysics
MS, Biomedical Sciences (Concentration: Molecular Biophysics)
PhD, Biomedical Sciences (Concentration: Molecular Biophysics)
Department of Immunology and Molecular Microbiology
MS, Biomedical Sciences (Concentration: Immunology and Infectious Diseases)
PhD, Biomedical Sciences (Concentration: Immunology and Infectious Diseases)
Department of Pharmacology and Neuroscience
MS, Biomedical Sciences (Concentration: Translational Neuroscience and Pharmacology)
PhD, Biomedical Sciences (Concentration: Translational Neuroscience and Pharmacology)

Department of Pharmaceutical Sciences
MS, Pharmaceutical Sciences
PhD, Pharmaceutical Sciences
Other
Master of Science in Biotechnology (Abbreviated, Research)
Master of Science in Graduate Medical Education Sciences

The **GSBS Roster of Program Coordination** documents the curricular roles, names, terminal degrees, and related qualifications of department chairs, program directors, and graduate advisors. Please also see a copy of an **appointment letter** indicating coordination responsibilities.

Department Chairs/Program Directors/Graduate Advisors

Department chairs and/or program directors/graduate advisors oversee the curricula for their respective degree programs and/or concentrations and ensure appropriate curriculum review and assessment of those programs. These individuals also maintain and update the graduate program policies for their respective programs in collaboration with the respective graduate program committee, as applicable. Program directors/graduate advisors communicate regularly with faculty members or the respective graduate program committee to discuss and vote on program-specific issues, such as curriculum requirements, graduate course content, election of new graduate faculty members to the program, and changes in guidelines for the specific graduate program.

Committees

Additionally, GSBS has four committees within the school that support the program curriculum and review process. The **attached organizational chart** illustrates the curriculum management committee structure within the school. The composition and responsibilities of the school's key committees are summarized below:

Graduate Program Committees. Most GSBS graduate programs have a graduate committee chaired by the respective program director or graduate advisor. Each committee makes recommendations to the respective department chair and to the dean of the school on behalf of the graduate faculty in its program. These recommendations relate to a variety of academic issues, such as the content of core courses in the program. The Graduate Program Committee also reviews and makes recommendations to program faculty on matters that require approval of the full graduate faculty. Some concentrations in the Biomedical Sciences degree program do not have a formal graduate program committee and rely on faculty with voting privileges in that specific concentration to make important curricular decisions.

Core Curriculum Coordination Committee. Additional support of the Biomedical Sciences curriculum is provided by a Core Curriculum Coordination Committee, which is chaired by a faculty leader elected by the committee's voting members. Members include course directors from the core courses, two graduate student representatives, a faculty member not assigned to teach in a core course, and a senior associate dean as an ex-officio member. The curriculum committee assumes responsibility of the core curriculum in the Biomedical Sciences and Biotechnology programs. Members review syllabi, credit hours, and course evaluations for core courses and provide recommendations to program advisors and course directors. This committee also reviews student requests to waive core courses and forwards their recommendations to the dean and Graduate Council for final approval. Please see copy of **meeting minutes** in which course content was reviewed by the committee.

Course Evaluation Committee. The Course Evaluation Committee reviews voluntary and anonymous student comments provided in GSBS courses each semester and provides constructive feedback to course directors in order to facilitate appropriate changes to individual courses and the program curriculum as a whole. This includes both positive and negative comments. In very rare cases, the committee chair meets with course directors to ensure appropriate corrective measures are implemented, as needed, to strengthen a particular course.

Graduate Council. The **Graduate Council** serves as a governing body acting on behalf of the graduate faculty and as an advisory body to the dean. It is expected that the Graduate Council will be consulted on all potential actions related to graduate programs and/or concentrations.

SCHOOL OF HEALTH PROFESSIONS

Structure

In the School of Health Professions (SHP), the responsibility for program coordination resides primarily with the academic program directors. SHP is organized into departments according to professional and/or scientific areas of expertise. Each degree program is categorized under one of five departments listed below. Distance education programs are indicated appropriately. Each department has a chair and each academic program within a department is led by a program director. Refer to the attached **SHP organizational chart**. *Table 6.2.c-2* below lists the programs offered by SHP.

Table 6.2.c-2. School of Health Professions: Academic Programs

Degree Program
School of Health Professions
Department of Clinical Counseling and Mental Health
Master of Science in Addiction Counseling ^a
Master of Science in Clinical Mental Health Counseling ^a
Master of Science in Clinical Rehabilitation Counseling ^a
Department of Healthcare Management and Leadership
Bachelor of Science in Healthcare Management ^a
Healthcare Administration Graduate Certificates ^a
Master of Science in Healthcare Administration ^a
Department of Laboratory Sciences and Primary Care
Post-Baccalaureate Certificate in Medical Laboratory Science ^a
Bachelor of Science in Medical Laboratory Science
Bachelor of Science in Medical Laboratory Science (Second Degree) ^a
Master of Physician Assistant Studies
Master of Science in Molecular Pathology
Department of Rehabilitation Sciences
Master of Athletic Training
Doctor of Occupational Therapy
Post-Professional Doctor of Occupational Therapy ^a
Doctor of Philosophy in Rehabilitation Science
Doctor of Physical Therapy
Doctor of Science in Physical Therapy ^{a, b}
Doctor of Science in Rehabilitation Sciences ^a

Department of Speech, Language, and Hearing Sciences
Bachelor of Science in Speech, Language, and Hearing Sciences
Bachelor of Science in Speech, Language, and Hearing Sciences (Second Degree)
Master of Science in Speech-Language Pathology
Doctor of Audiology

^a Distance education program

^b Teach-out in progress

The **SHP Roster of Program Coordination** documents the names and qualifications of the program directors whom serve as program coordinators. More information regarding the curriculum processes in SHP is included in the following sections.

Department Chairs

The program directors are supported by their respective department chairs. The department chairs are appointed by the dean based on their academic and professional qualifications as well as their demonstrated abilities to provide academic and managerial leadership within the department. The chair is responsible for the overall management of the academic programs and operational functions within their department. All five chairs serve on the **SHP Executive Committee**, which is chaired by the dean and includes the upper-level administrators in the school. This committee meets monthly to discuss issues such as strategic planning, policy development and implementation, budget allocation, and other matters brought to the committee by individual faculty members, the Faculty Council, the Staff Council, or other school officers.

All curricular changes, operational functions, and student management issues, such as recommendations for admission and dismissal, are approved by the chair before they are forwarded to the Office of the Dean or the SHP Academic Affairs Committee for final approval. The chair ensures operational and instructional consistencies among the programs in the department and provides administrative support functions and resource management for the department.

Academic Program Directors

Academic program directors, or program coordinators, are appointed by their department chairs, with the approval of the dean, based on their academic degrees, professional experience, and professional credentials. All academic program directors have the appropriate degrees and professional experience that qualifies them to teach in the discipline and manage the faculty and curriculum for their respective programs. In each program, the academic program director and program faculty develop the curriculum in compliance with guidelines of the respective professional accreditation body and industry standards. The program director, in collaboration with program faculty, is responsible for implementing and reviewing the program curriculum, establishing program-wide learning outcomes, and assessing the effectiveness of the curriculum based on measures established by the faculty. Please see a copy of a **program coordinator position description** indicating coordination responsibilities.

Academic program directors also serve on the SHP Academic Affairs Committee. The two primary SHP committees that support program directors and the curriculum processes are summarized below:

Committees

Executive Committee. The Executive Committee (TEC) is composed of the following administrative officers: Dean; Associate Dean for Admissions and Student Affairs, Associate Dean for Academic Affairs, Associate Dean for Research; Associate Dean for Finance and Administration; Associate Dean for

Anatomy Research and Education; Assistant Dean for Outcomes and Assessment; Associate Dean for Educational Technology; Assistant Dean for Interprofessional Education; Assistant Dean for Faculty Academic Success; Regional Dean, School of Health Professions – Amarillo; Regional Dean, School of Health Professions – Odessa; Regional Dean, School of Health Professions – Midland; and department chairpersons. The Director of Major Gifts -Institutional Advancement and program directors also attend TEC but are not voting members. TEC members advise and assist the dean in the following areas: strategic planning, policy development and implementation, monitoring the school’s committee structure, organization and effectiveness, appointments to and charters of the school’s committees, budget planning and budget allocation, community affairs, performance measures, and other matters brought to TEC by the faculty, officers of the school, Staff Council, or the Faculty Council.

Academic Affairs Committee. Co-chaired by the Associate Dean for Admissions and Student Affairs and the Associate Dean for Academic Affairs, the Academic Affairs Committee consists of the school’s program directors, the Associate Dean for Educational Technology, and the Office of Admissions and Student Affairs Unit Manager. The committee monitors and recommends SHP policies and procedures relating to official publications, academic calendars, curricula, admissions, student affairs issues, and other items of an academic nature which impact the mission of the school. Minutes of committee meetings are forwarded to the dean for approval and distributed to department chairs, regional deans, Associate Dean for Finance and Administration, president of the Faculty Council, president of the Staff Council, and committee members. For example, please see copy of **committee meeting minutes** in which program curriculum was discussed.

SCHOOL OF MEDICINE

Structure

In the School of Medicine (SOM), the Senior Associate Dean of Academic Affairs and the Associate Dean for Clinical Medicine have primary responsibility for program coordination of the Doctor of Medicine (MD) program. In addition, the Curriculum and Educational Policy Committee (CEPC) is a faculty-led committee that supports the SOM Office of Academic Affairs with the design, development, coordination, and evaluation of the Doctor of Medicine educational program. Refer to the following documents for additional information about the key leaders and committee members who have oversight of the curriculum: (1) **SOM Organizational Chart**; (2) **SOM 2023-2024 Curriculum Committees**; and (3) **SOM Roster of Program Coordination**. *Table 6.2.c-3* lists the programs offered by SOM.

Table 6.2.c-3. School of Medicine: Academic Programs

Degree Program
School of Medicine
Medicine
Doctor of Medicine (Traditional Track)
Doctor of Medicine (Family Medicine Accelerated Track)

Office of Academic Affairs

Under the direction of the Senior Associate Dean for Academic Affairs, the SOM Office of Academic Affairs is charged with the oversight, implementation, and management of the MD curriculum. The office aims to ensure alignment of the curriculum with national standards and accreditation requirements, implement educational policies and curricular initiatives established by curriculum committees, and maintain a centralized curriculum management system and website to facilitate curriculum management. The Associate

Dean of Clinical Medicine supports the Senior Associate Dean of Academic Affairs with program coordination, primarily for the third and fourth years of medical school which are clinical-based instruction. For example, please see a copy of the Associate Dean of Clinical Medicine's [appointment letter](#) outlining coordination responsibilities. In addition, there are three primary committees in SOM, summarized below, that support the program coordinators with SOM curriculum matters.

Committees

Curriculum and Educational Policy Committee (CEPC). As detailed in the [CEPC Bylaws](#), the CEPC is a faculty-led educational committee with representation for medical students. Faculty members are selected from all campuses through appointment by the dean, regional deans, or election by the Faculty Council on the respective campuses. Administrators with responsibilities for academic and student affairs-related issues in the medical school curriculum serve as non-voting ex-officio members of the CEPC. The responsibilities of the CEPC include the following: (a) provide educational vision and oversight related to the design, implementation, and evaluation of the undergraduate medical curriculum; (b) ensure alignment of courses and clerkship learning objectives and outcomes with institutional educational objectives; (c) ensure that pedagogy and methods of student assessment are appropriate for meeting educational objectives; (d) ensure that the impact of the educational program maintains an appropriate balance with the research, clinical practice, and community service programs of the School of Medicine; and (e) ensure adherence to standards of the Liaison Committee on Medical Education (LCME) and the School of Medicine's educational vision, goals, and objectives. For example, please see a copy of [committee meeting minutes](#) discussing program curriculum.

Education Operations Committee (EOC). The EOC members include Block Directors for Phase 1 of the curriculum and is led by a chair and associate chair who are appointed by the Senior Associate Dean for Academic Affairs. Administrators with responsibilities for academic and student affairs-related issues in the pre-clerkship curriculum serve as non-voting ex-officio members of the EOC. The EOC is a subcommittee of the CEPC and is charged with implementation of the pre-clerkship curriculum under the direction of the CEPC.

Clinical Education Operations Committee (CEOC). The CEOC is a subcommittee of the CEPC and is charged with implementation of the curricular activities in Phases 2 (clerkships) and 3 (advanced clinical training) of the curriculum. Members include six lead clerkship directors representing the specialty areas for required clerkship experiences—Family Medicine, Internal Medicine, Psychiatry, Obstetrics/Gynecology, Pediatrics, and Surgery, directors of Phase 3 courses, and administrators with responsibilities for academic and student affairs-related issues in the clinical curriculum. These Lead Chairs serve for one to two years and rotate among campuses. The Senior Associate Dean for Academic Affairs serves on the CEOC as an ex-officio member. In addition to the main CEOC, campus curriculum committees are identified to ensure appropriate and comparable implementation of curriculum on each campus.

Along with SOM's Senior Associate Dean for Academic Affairs and the Associate Dean for Clinical Medicine, the EOC and CEOC implement policies and procedures set by the CEPC. Block Directors and Clerkship Directors are responsible for designing blocks and clerkships that deliver a curriculum that ensures that graduates meet the Educational Program Objectives (EPOs) established by the CEPC. A detailed curriculum database has been developed that links session and course objectives to the EPOs to ensure completeness of the curriculum. The EOC and CEOC coordinate uniform grading policies and ensure that learning outcomes are distributed appropriately among the various blocks and clerkships.

SCHOOL OF NURSING

Structure

In the School of Nursing (SON), the program directors are primarily responsible for academic program coordination and curricular design, development, and review. The program directors are supported by the department chairs and the program councils. The SON structure consists of two departments. Refer to the [SON Organizational Chart](#).

Each degree program, including related tracks and concentrations, is categorized under one of four departments, as outlined below. Distance education tracks are indicated appropriately. *Table 6.2.c-4* below lists the programs offered by SON.

Table 6.2.c-4. School of Nursing: Academic Programs

Degree Program
School of Nursing
Traditional Undergraduate Program
Bachelor of Science in Nursing ^a
Non-Traditional Undergraduate Program
Bachelor of Science in Nursing (Track: RN-BSN) ^a
Bachelor of Science in Nursing (Track: Accelerated: Second Degree and Veteran to BSN) ^a
Graduate Program-Leadership Studies^b
Master of Science in Nursing (Concentration: Administration) ^a
Master of Science in Nursing (Concentration: Education) ^a
Master of Science in Nursing (Concentration: Informatics) ^a
Post-Graduate Master's Certificates ^a (Concentrations: Nursing Education, Nursing Informatics)
Doctor of Nursing Practice (Concentration: Executive Leadership) ^a
Graduate Program-Advanced Registered Nurse (APRN) Studies
Master of Science in Nursing (Concentration: Adult Gerontology Acute Care NP) ^a
Master of Science in Nursing (Concentration: Family Nurse Practitioner) ^a
Master of Science in Nursing (Concentration: Pediatric Acute Care NP) ^a
Master of Science in Nursing (Concentration: Pediatric Primary Care NP) ^a
Master of Science in Nursing (Concentration: Nurse Midwifery) ^a
Master of Science in Nursing (Concentration: Psychiatric Mental Health NP) ^a
Post-Graduate Master's Certificates ^a (Concentrations: Adult Gerontology Acute Care Nurse Practitioner, Family Nurse Practitioner, Nurse Midwifery, Psychiatric Mental Health Nurse Practitioner)
Post-Master's Doctor of Nursing Practice (Leadership, Advanced Practice Nursing) ^a
BSN to Doctor of Nursing Practice (Concentration: Family Nurse Practitioner) ^a
BSN to Doctor of Nursing Practice (Concentration: Psychiatric Mental Health NP) ^a
^a Distance education program
^b MSN program includes an MSN/MBA dual degree program

Program Directors

Each department is coordinated by an associate dean/department chair. Associate deans/department chairs work collaboratively with the dean and program directors to coordinate the efforts of faculty and staff in

achieving departmental, school, and institutional goals. Program coordinator responsibilities include the following:

- Provide leadership and oversight for curriculum development and delivery for departmental area of responsibility;
- Collaborate with the Executive Associate Dean to ensure effective and efficient student services;
- Collaborate with faculty to review and evaluate performance and establish professional development goals; and
- Perform evaluations within departmental area of responsibility.

Please see a copy of a [program coordinator position description](#) indicating coordination responsibilities.

Program Councils

The SON utilizes a shared governance structure, which encourages multi-directional communication among faculty, staff, and administrators across multiple councils: (1) Coordinating Council, (2) Faculty Council, (3) Staff Council, (4) Professional Development Council, and (5) Program Councils. Additional information about this structure can be found in the [SON Bylaws](#) following completion of the 2023 revision process. The Program Councils, which align closely with the school’s academic departments, include the Traditional Undergraduate Program Council, RN-BSN Council, Accelerated Degree Program Council, and Graduate Council. Members of program councils support curricular design, implementation, and evaluation. For example, please see a copy of the [RN-BSN Council meeting minutes](#).

The attached [SON Roster of Program Coordination](#) lists the names and qualifications of program directors, or program coordinators, for each education program in SON.

**JERRY H. HODGE SCHOOL OF PHARMACY
Structure**

In the School of Pharmacy (SOP), the Senior Associate Dean for Curriculum, Assessment, and Accreditation serves as the program coordinator. The Senior Associate Dean, supported by SOP faculty members, determines the professional curriculum of the Doctor of Pharmacy, including student learning outcomes, course descriptions, credit hours, prerequisites, and appropriate sequence. SOP is organized into departments according to areas of expertise. Refer to the [SOP organizational chart](#). Departments include: (1) Immunotherapeutics and Biotechnology, (2) Pharmaceutical Sciences, and (3) Pharmacy Practice.

The [SOP Roster of Program Coordination](#) details qualifications of the Senior Associate Dean. The general roles and responsibilities of the Senior Associate Dean, in addition to others in the school who support the curriculum, are described below. Please also see a copy of the [program coordinator position description](#) indicating coordination responsibilities. *Table 6.2.c-5* below lists the programs offered by SOP.

Table 6.2.c-5. School of Pharmacy: Academic Programs

Degree Program
School of Pharmacy
Pharmacy Practice
Doctor of Pharmacy

Senior Associate Dean for Curriculum, Assessment, and Accreditation. Appointed by the dean, the Senior Associate Dean of Curriculum, Assessment, and Accreditation serves as ex-officio, non-voting member of both

the Curricular Affairs Committee (CAC) and Assessment of Student Learning Committee (ASLC) to function as a liaison between these committees and the Executive Committee. In collaboration with the department chairs, regional deans, and CAC and ASLC chairs, the Senior Associate Dean for Curriculum, Assessment, and Accreditation oversees the Academic Program Managers group (APM) in regular meetings to coordinate the planning and implementation of the delivery of the curriculum, as approved by the faculty. The Senior Associate Dean acts as the program coordinator for the PharmD degree program.

Department Chairs/Division Heads

The primary role of SOP department chairs in supporting program oversight includes assigning teaching responsibilities to faculty, overseeing the development and delivery of instructional activities within the department, promoting faculty development, and representing the department to internal and external stakeholders. The Chair of Pharmacy Practice has the additional responsibility of supervising and mentoring division heads within their practice areas of responsibility. Divisions include Primary Care, Adult Medicine, Special Populations, Pharmacy Practice Management, and Clinical Science/Research. The Vice Chair of Experiential Programs also reports to the Chair of the Pharmacy Practice Department.

Regional Deans

Because of the multi-campus configuration of the SOP, regional deans also serve as liaisons to the administrative team, focusing on local needs that can affect curriculum delivery, including space planning, section capacity, and troubleshooting building and other operational issues.

Vice Chair of Experiential Programs

In general, the Vice Chair of Experiential Programs provides leadership, strategic direction, and oversees daily operations of the Office of Experiential Programs. Appointed by the dean, this individual collaborates with division heads to develop and evaluate experiential courses and develop novel teaching methodologies for clerkship experiences, specifically in the third and fourth year of the curriculum. In addition, the vice chair seeks to provide appropriate preceptor development to help ensure comparability of individual clerkship experiences across all campuses. Like the Senior Associate Dean for Curriculum, Assessment, and Accreditation, this individual serves as ex-officio, non-voting member of the Curricular Affairs Committee.

Committees

Curricular Affairs Committee. General oversight support of the curriculum is delegated to the **SOP Curricular Affairs Committee (CAC)**. As stated in the **SOP Faculty Bylaws: Article III, Section B**, CAC is responsible for continuous evaluation of the professional pharmacy curriculum and for developing recommendations regarding curricular revisions or additions. CAC includes one faculty member from each academic department, who is appointed to the committee by the dean, three faculty members selected at-large and appointed by the dean, and one professional pharmacy student per class, as nominated by the Pharmacy Student Council. Please see, for example, **CAC committee meeting minutes**.

Assessment of Student Learning Committee. Assessment of curricular outcomes are overseen by the Assessment of Student Learning Committee (ASLC). Per the SOP bylaws, the membership structure of the ASLC is similar to that of CAC, but where the CAC oversees the structure, content sequence, and instructional design methods, the role of the ASLC is to evaluate student performance with curricular standards as a result of interacting with this curriculum. Please see, for example, **ASLC committee meeting minutes**.

JULIA JONES MATTHEWS SCHOOL OF POPULATION AND PUBLIC HEALTH

Structure

Established in 2021, the School of Population and Public Health (SPPH) houses the Department of Public Health. The Department currently offers a Master of Public Health (MPH) degree in addition to a Graduate Certificate program. Refer to the [SPPH organizational chart](#). The Master of Public Health and Certificate programs are coordinated by the Master of Public Health Program Director/Associate Dean for Academic Affairs and the Chair of the Faculty Council and Workforce Readiness Committee (WRC). The program coordinators are supported by the Department Chair, Learning Outcomes Committee, and Student Experience Committee, described below. For example, please see a copy of one of the [program coordinator's position description](#). Table 6.2.c-6 below lists the programs offered by SPPH.

Table 6.2.c-6. School of Population and Public Health: Academic Programs

Degree Program
School of Population and Public Health
Department of Public Health
Graduate Certificate in Public Health ^{a b}
Master of Public Health (Traditional ^b , Accelerated ^a , Online ^a)

^a Distance Education
^b The Traditional pathway option has a teach-out in progress.

Dean and Department Chair

The dean and department chair ensure faculty compliance with curriculum and student assessment policies through annual faculty evaluations.

Associate Dean for Academic Affairs/Program Director

The Associate Dean for Academic Affairs (ADAA) oversees development and revision of the SPPH curriculum by the Workforce Readiness Committee, ensuring alignment with accreditation requirements. The ADAA also serves as a non-voting ex-officio member of the Workforce Readiness Committee, Learning Outcomes Committee, and Student Experience Committee, and is a member of the TTUHSC Academic Affairs and Curriculum Committee. As program director, the individual oversees processes for implementation and management of the SPPH curriculum.

Committees

In 2023, the inaugural dean of the School of Population and Public Health organized a new departmental structure in conjunction with key faculty and staff. This work led to a number of standing committees in the school that support the curriculum process in key aspects:

Workforce Readiness Committee (WRC). The WRC ensures that the program graduates are prepared with skills necessary for success in the workforce and manages approval of curricular changes. For example, please see a copy of the [WRC meeting minutes](#) in which curriculum changes were discussed. (The Chair of this committee is also listed in the program coordination roster due to the essential role of the committee in the curriculum oversight process.)

Learning Outcomes Committee (LOC). The LOC provides oversight to the WRC, evaluating outcomes of graduates and gathering data to determine if curricular preparation is appropriate. Please see meeting minutes from a LOC meeting. Please see copy of [LOC meeting minutes](#).

Student Experience Committee (SEC). The SEC also plays a role in the curriculum by monitoring student satisfaction with academic and career advising and making recommendations to the WRC and LOC as appropriate. Also, the chair of the SEC serves as faculty advisor to the self-governing Student Assembly, which places student members on the WRC and LOC to ensure student voice in program oversight.

Although these committees are all housed at the school level, all three maintain membership from Master of Public Health (MPH) faculty and students to ensure support the ADAA in program oversight relating to Council on Education for Public Health (CEPH) accreditation.

The **SPPH Roster of Program Coordination** lists the names and qualifications of the two key individuals responsible for program coordination, the Associate Dean for Academic Affairs/Program Director and the Faculty Council/Workforce Readiness Committee Chair.

SUMMARY

For each of its educational programs, the institution assigns appropriate responsibility for program coordination to ensure the quality, integrity, and review of its programs. Although the organizational structure and curricular oversight processes differ for each TTUHSC school, this decentralized approach has proven to be successful in ensuring the quality of diverse educational programs across the institution. For these reasons, TTUHSC is compliant with the requirements of Standard 6.2.c, Program Coordination.

8.1 Student Achievement

The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution’s mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.

[Note: Each member institution has chosen a specific metric with SACSCOC for measuring graduation rate and analyzing that measure of student success. As part of its response to this standard, the institution should identify its chosen metric; provide appropriate data regarding its performance as measured by that metric (including its baseline data, goals, and outcomes); and discuss any changes it has made based on its analysis of this graduation-rate data. Institutions are also required to disaggregate their graduation data in appropriate ways; they should discuss that disaggregated data and any changes made as a result of analyzing that data.]

Judgment

☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

A major focus of the Texas Tech University Health Sciences Center (TTUHSC) mission is to educate students to become collaborative health care professionals. This emphasis on student learning is complemented by the institution’s commitment to providing excellent patient care and advancing knowledge through innovative research. In pursuit of this mission, one of TTUHSC’s strategic goals is related to academics, specifically to "promote innovation in our academic programs" and "promote collaborative learning opportunities leveraging best practices" (Refer to the 2022-2027 TTUHSC Strategic Plan.) To evaluate success with regard to student achievement, TTUHSC relies primarily on student enrollment data, graduation rates, pass rates on national and/or state licensing exams, and participation in research and community outreach activities. These criteria, achievement thresholds, goals, and results are posted on the TTUHSC website annually for public review.

STUDENT ENROLLMENT

Prior to developing competent health care professionals and biomedical researchers, TTUHSC must recruit, admit, and matriculate a pool of qualified students who meet or exceed the admissions standards set by each school. Since TTUHSC's first reaffirmation, student enrollment has increased from 3,710 students in Fall 2010 to 5,114 students in Fall 2024. This represents a 38% increase over the past 14 years. Table 8.1-1 below provides the most recent official student enrollment figures for each TTUHSC school. In Fall 2024, 75% of students enrolled were female with 48% of the student population identifying as White and 27% as Hispanic.

Table 8.1-1. Student Enrollment by School^a

School	Fall 2022	Fall 2023	Fall 2024	Minimum Annual Threshold	Goal
Graduate School of Biomedical Sciences	143	136	147	135	150
School of Health Professions	1,918	1,815	1,871	1,800	1,900
School of Medicine	714	716	735	710	720
School of Nursing	1,780	1,716	1,838	1,700	1,850
Jerry H. Hodge School of Pharmacy	456	391	412	480	620
Julia Jones Matthews School of Population and Public Health	125	116	111	120	125
TTUHSC	5,136	4,890	5,114	4,945	5,365

^a Reflects physical student headcount only (i.e., no duplication of students enrolled in dual internal degree programs

Rationale for Thresholds

As *Table 8.1-1* shows, enrollment targets have been established by each school. Therefore, enrollment targets for the institution reflect the sum of individual school targets. In general, these targets are contingent upon projected resources, such as space, personnel, accreditation requirements, and clinical rotation availability. See below for each school's rationale for selecting these targets.

Graduate School of Biomedical Sciences (GSBS). Student enrollment is expected to remain relatively stable with no plans for program expansion in the near future. This projection is based largely on the number of funded researchers to mentor master's and doctoral students in the Biomedical Sciences, Biotechnology, and Pharmaceutical Sciences programs as well as the physical laboratory space to accommodate such research. However, strategic expansion of the research mission of the institution, such as pursuit of TTUHSC as an NCI-designated cancer center, has the potential to increase our student enrollment capacity in the more distant future.

School of Health Professions (SHP). The modest increase in enrollment projected for the School of Health Professions represents the school's anticipated capacity for clinical training, which is a major component of most SHP programs. With the proliferation of graduate programs in the health professions field within the state, the availability of clinical affiliation sites has decreased.

School of Medicine (SOM). The School of Medicine does not anticipate any change in enrollment in the next two years. This is based on internal reviews of capacity, particularly for clinical training, as part of our continuous quality improvement process. The number of applicants has remained consistent, ensuring our ability to recruit qualified applicants for the designated number of seats each year, which is 180.

School of Nursing (SON). The SON enrollment target is based upon the anticipated need to increase enrollment to support projected and ongoing nursing shortages.

School of Pharmacy (SOP). The enrollment target for 2026 is 120 per cohort, or 480 students total. This number is based on changes in enrollment trends that have affected pharmacy programs nationwide. However, the aspirational recruitment target is 155 per cohort, or 620 students, which reflects the collective capacities of each campus location.

The threshold for enrollment has not been met in the last few years, as indicated in *Table 8.1-1*. The School of Pharmacy has created the Early Assurance Program (EAP) to assist with increasing enrollment. This program targets students applying to the school the year prior to application. The program allows students who have completed the EAP application process, submitted required documentation, and completed an interview to be accepted into the School of Pharmacy program as long as they remain in good academic and disciplinary standing, maintain an overall GPA of 3.0 in pre-requisites, and meet with an advisor once a semester. Should a student not maintain the requirements of the EAP program, they are open to apply in the normal application cycle. The school is also working to renew and establish articulation agreements with various undergraduate schools and colleges and delineating tracks/pathways to apply through area community colleges. In addition, the school implemented a new pathway, referred to as the "Pioneer Pathway", for students to take some courses online during the first two years of the program. Though the enrollment number threshold was not met in 2024, the number of students enrolled did increase.

School of Population and Public Health (SPPH). The enrollment target reflects sensitivity to maintaining a consistent enrollment revenue component that goes toward our faculty resources required for the breadth of the curriculum.

The threshold for enrollment has not been met the last two years. *Table 8.1-1* shows a slight dip below the threshold in 2023. Nationally, public health programs were experiencing returns to lower pre-pandemic enrollment levels following the COVID-related enrollment bump of 20-30%. SPPH deliberately sought to stabilize enrollment against the national trend by enhancing recruitment through targeted personal communications with students showing initial interest in application (currently an ongoing SPPH initiative in the school's administrative assessment plan), and by instituting processes for early identification and intervention for retention of students showing risk of academic withdrawal/dismissal.

GRADUATION RATES

Number of Graduates

TTUHSC experienced growth in the number of degrees awarded to its students since its first reaffirmation in 2009. TTUHSC conferred 1,227 degrees in AY 2010 and 2,355 degrees in AY 2024. This represents an increase of 92% in 14 years. Combined, increases in student enrollment and conferred degrees move the institution closer toward achieving its mission, specifically as it relates to providing excellent patient care. The more graduates TTUHSC produces, the larger contribution the institution makes toward meeting the increased demand for highly qualified health care professionals in today's society.

Methodology

In addition to tracking the total number of graduates at TTUHSC, the institution utilizes graduation rates as a key indicator of student achievement. Doing so enables TTUHSC to evaluate the relationship between the number of students who matriculate and those who actually persist toward degree completion. Although many variables may contribute to a student's attrition, TTUHSC aims to maintain acceptable graduation rates. These rates serve as an indirect indicator of how well TTUHSC is accomplishing the institutional mission of educating students to become collaborative health care professionals.

To calculate graduation rates, TTUHSC students are assigned to expected graduation cohorts (EGCs) based on the first academic period for which the student enrolls in credit hours toward a degree program. For purposes of comparison at an institutional level, students are expected to graduate within a specified number of years based on the level of degree sought. In 2018, SACSCOC asked TTUHSC to choose one of four student completion metrics. TTUHSC chose the IPEDs "new" Outcome Measures Survey metric as its Key Student Completion Indicator (KSCI). Out of the four metric choices, the IPEDs Outcome Measures Survey was the only one that included non-first-time students. Since the institution does not offer the general education curriculum, TTUHSC does not have first-time entry students, only transfer-in undergraduate students or graduate students. The IPEDs Outcome Measures Survey includes 4-, 6-, and 8-year on-time completion metrics. The IPEDs Outcomes Measures Survey choice available in 2018 was the 8-year metric. In addition, TTUHSC has decided to track the 4- and 6-year metrics. There is minimal difference in completion percentages from the 4- to 8-year metrics. **Our institutional baseline 8-year undergraduate graduation award rate provided by SACSCOC was 88%.** This percentage was pulled from the institution's IPEDs 2016 submission and was provided to the institution as a baseline metric by SACSCOC staff.

Though SACSCOC has not set specific metrics for students seeking advanced degrees, these students are also expected to graduate within a specified period of time at TTUHSC. Per **Texas Higher Education Coordinating Board (THECB) reporting guidelines**, students seeking master's degrees are expected to graduate within five

years of matriculation. Students seeking doctoral degrees, including professional degrees, are expected to graduate within ten years of matriculation. Consider, for example, a student entering the Master of Athletic Training program in AY 2024. Per TTUHSC’s guidelines for calculating institutional graduation rates, this individual would be placed in the AY 2029 EGC because they would be expected to graduate within five years from entry.

In most cases, students graduate in advance of the specified timeframe. As expected, they are included in TTUHSC graduation rates. In some cases, students graduate after the maximum time. While tracking these students is still important, they are excluded from institution-wide on-time graduation rates. These rates are intended to offer only a snapshot of student achievement based on standard practices.

TTUHSC On-Time Graduation Rates

For the 2024 EGC, TTUHSC had an overall on-time graduation rate of 89%. The on-time graduate rate is slightly higher than the 2016 88% KSCI baseline metric for undergraduate students provided to the institution by SACSCOC. Before presenting additional breakdowns by school, degree level, and mode of delivery, some comparative data will be provided as a point of reference. *Table 8.1-2* below provides graduation rates for the cohorts expected to graduate from Texas colleges or universities in 2023 as tracked by the Texas Higher Education Coordinating Board's Accountability Report. Graduation rates for all degree levels, except one, represent data from public health-related institutions in Texas. Graduation rates at the undergraduate level represent all public universities in Texas.

**Table 8.1-2. Comparative Graduation Rates,
State of Texas**

Degree Level	Peers	TTUHSC
Baccalaureate	67%	94%
Master's	77%	80%
Doctoral	67%	91%
Medicine	74%	95%
Pharmacy	85%	96%

Because of differences in how comparative data is calculated, caution should be exerted when making direct comparisons of graduation rates. However, comparative data that TTUHSC’s graduation rates exceed those of its Texas peers for all degree levels and types can be provided where available. In addition, peer data for undergraduate graduation rates are available from National Center for Education Statistics, IPEDs. As shown in *Table 8.1.-3* below, for undergraduate students, TTUHSC had the highest 8-year graduation rate when comparing peer percentage rates in the same year.

Table 8.1-3. 2023 Comparative Graduation Rates for Undergraduate Students, Recognized Peers^a

Degree Level	8-Year Graduation Rate
Texas Tech University Health Sciences Center	94%
University of Tennessee Health Science Center	93%
Oklahoma University Health Science Center	78%
University of Texas Health Science Center at Houston	93%
University of Texas Health Science Center at San Antonio	49%
University of Texas Medical Branch at Galveston	68%
Louisiana State University Health Sciences Center - New Orleans	85%

^a 2023 comparative rates are used since not all institutions had submitted 2024 rates to IPEDs at time of report submission. TTUHSC 8-year undergraduate award rate is 94% for both 2023 and 2024.

Furthermore, based on TTUHSC's on-time graduation rate percentages for the last 10 years and the school-specific minimum thresholds of acceptability, TTUHSC has set an average institutional minimum threshold of acceptability percentage rate of 80%. However, the minimum thresholds differ by school based on disciplinary accreditation, licensure, program type(s) and level(s) offered.

Graduation Rates by School

Table 8.1-4 below provides on-time graduation rates by TTUHSC school for the past three expected graduation cohorts (EGCs) as well as minimum thresholds of acceptability and goals for the most recent year.

Table 8.1-4. On-Time Graduation Rates by School

School	Expected Graduation Cohort ^a			Min. Annual Threshold	Goal	2024 Status
	2022	2023	2024			
Graduate School of Biomedical Sciences	79%	82%	77%	75%	90%	Met
School of Health Professions	85%	87%	82%	70%	90%	Met
School of Medicine	96%	93%	95%	85%	92%	Met
School of Nursing	92%	93%	92%	90%	92%	Met
School of Pharmacy	97%	97%	96%	85%	92%	Met
School of Population and Public Health	87%	85%	86%	70%	90%	Met

^a On-time Graduate Times Rates were also calculated at the 4 and 6-year timeframe for baccalaureate students. The overall percentages did not change, demonstrating robust achievement in graduating on time.

Rationale for Thresholds

The targeted on-time graduation rates for each TTUHSC school are typically based on a review of the average on-time graduation rates for the school as well as comparisons to other health-related institutions across Texas. In general, TTUHSC schools aim to meet or exceed the graduation rates of their peers. See below for additional information.

Graduate School of Biomedical Sciences. The school offers both master's and doctoral degrees. Graduation rates for public health-related institutions in Texas for these degree levels are 77% and 67%, respectively. In addition, GSBS had an average graduation rate of 79% over the past three years. Based on these considerations, the current minimum achievement threshold is 75% with an aspirational goal of 90%.

School of Health Professions. SHP is the largest TTUHSC school with regard to student enrollment, offering 21 degree programs at the baccalaureate, master's, doctoral, and professional levels. The comparative data for bachelor's, master's, and doctoral degrees is 67%, 77%, and 67%, respectively. In consideration of these peer comparisons, the SHP Executive Committee established a minimum on-time graduation rate of 70% for its diverse program offerings.

School of Medicine. The Doctor of Medicine is a professional degree program and the majority of students complete the curriculum in four years. A small number of students complete an accelerated curriculum (the Family Medicine Accelerated Track) in three years, while some students can take up to

eight years if they are enrolled in the MD/PhD degree program. As such, the program typically has high graduation rates. In Texas, the on-time graduation rate for medical students at all public health-related institutions is 74%. The current goal for TTUHSC medical students is 92% with a minimum threshold of 85%.

School of Nursing. SON has the second largest student enrollment of all TTUHSC schools with traditional and distance education programs at the undergraduate and graduate levels. Over the past three years, the range of on-time graduation rates in SON was 92% to 93%. This far exceeds the comparative peer data for bachelor's, master's, and doctoral degrees across Texas as shown in *Table 8.1-2*. The minimum achievement target is currently 90% for SON students.

School of Pharmacy. Like the Doctor of Medicine, the Doctor of Pharmacy is a professional degree program with a lockstep curriculum over four years. The program also has high graduation rates. In Texas, the graduation rate for pharmacy students at all public health-related institutions is 92%. Furthermore, the American Council on Pharmacy Education (ACPE) has used 15% as a threshold for attrition (or an 85% graduation rate) at which a U.S. PharmD program must submit a monitoring report. Though at the time of this report, ACPE had removed this formal reporting requirement from U.S. schools, this threshold is still reasonable to establish 85% as a minimum standard for on-time graduation.

School of Population and Public Health. Because of the flexibility of the Master of Public Health online distance education modality, the program is attractive to working professionals and non-traditional students who are more likely to enroll part-time and to stop or drop out during their enrollment. However, due to TTUHSC's mission and goals, SPPH balances the needs of its student population and the institution by adhering to a five-year maximum target for students to graduate. The school's 70% threshold corresponds to the Council on Accreditation for Public Health's accreditation criterion.

Graduation Rates by Degree Level

In addition to evaluating graduation rates by school, TTUHSC faculty and staff members also monitor graduation rates by degree level. *Table 8.1-5* below provides on-time graduation rates by degree level for the past three EGCs at TTUHSC. Based on the comparative graduation rates indicated in *Tables 8.1-2 and 8.1-3*, TTUHSC far exceeds the graduation rates of its peers. Thus, the minimum achievement targets are based more heavily on the historical graduation rates for each degree level.

Table 8.1-5. On-Time Graduation Rates by Degree Level

Degree Level	Expected Graduation Cohort			Min. Annual Threshold	Goal	2024 Status
	2022	2023	2024			
Baccalaureate^a	93%	94%	94%	80%	90%	Met
Master's^b	84%	85%	80%	80%	90%	Met
Doctoral/Professional^c	94%	93%	91%	80%	90%	Met

^a Students seeking undergraduate degrees from TTUHSC are expected to graduate within 8 years.

^b Students seeking master's degrees from TTUHSC are expected to graduate within 5 years.

^c Students seeking doctoral (including professional) degrees from TTUHSC are expected to graduate within 10 years.

Graduation Rates by Mode of Delivery

Three of six TTUHSC schools offer programs via distance education: SHP, SON, and SPPH. Therefore, TTUHSC faculty and staff monitor graduation rates by mode of delivery. *Table 8.1-6* provides on-time graduation rates by mode of delivery for the past three EGCs. As shown, the on-time graduation rate for students enrolled in distance education programs at TTUHSC has remained relatively stable over the past three years. In consideration of these historical on-time graduation rates, the minimum achievement threshold is 80% for both traditional and distance education programs at TTUHSC. This also coincides with some of the targeted on-time graduation rates by degree level since distance education programs are offered at the bachelor's, master's, and doctoral/professional degree levels. TTUHSC's programs that lead to licensure, generally, have a higher minimum threshold of acceptability.

Table 8.1-6. On-Time Graduation Rates by Mode of Delivery

Mode of Delivery	Expected Graduation Cohort			Min. Annual Threshold	Goal	2024 Status
	2022	2023	2024			
Traditional	93%	95%	94%	80%	90%	Met
Distance Education	88%	89%	85%	80%	90%	Met

Graduation Rates by Campus/Site

TTUHSC tracks on-time graduation rates by campus/site as well. *Table 8.1-6* below shows the respective graduation rates for each campus/site. Due to the nature of some TTUHSC programs, some students begin and end a degree program at the same campus/site. Others begin a degree program at one campus/site and complete the degree at another campus/site. Graduation rates for the latter are categorized under "Multiple Locations." There do not appear to be any noticeable differences between cohorts who remain at the same campus/site versus those who do not.

Table 8.1-6. On-Time Graduation Rates by Location

Campus/Site ^a	Expected Graduation Cohort			Min. Annual Threshold	Goal	2024 Status
	2022	2023	2024			
Abilene	90%	97%	94%	80%	90%	Met
Amarillo	94%	88%	89%	80%	90%	Met
Lubbock	92%	93%	94%	80%	90%	Met
Mansfield^b	---	---	---	80%	90%	--
Midland	95%	95%	92%	80%	90%	Met
Odessa	98%	92%	96%	80%	90%	Met
Multiple Locations	97%	97%	97%	80%	90%	Met

^a Due to the nature of some TTUHSC programs, some students begin and end a degree program at the same campus/site. Others begin a degree program at one campus/site and complete the degree at another campus/site. No students began a program at the Covenant Site or Dallas Campus for the included cohorts; thus, they are included in the multiple locations percentage only.

^b Site was established in 2021 and only offers an undergraduate degree. Thus, graduation rate percentages are not yet available based on the 8-year on-time graduation metric.

Graduation Rates by Ethnicity/Race and Sex

Lastly, TTUHSC disaggregates on-time graduate rates by ethnicity and sex of the student. Students self-select these two indicators at the time of application to the institution. *Table 8.1-7* below shows that each ethnicity has an on-time graduation rate of 80% or higher, ranging from 85% to 100%, except the American Indian or Alaskan Native category in 2024, which had a 71% on-time graduation rate. This group of students make a

small percentage of the overall population at TTUHSC (only 21 students total) and have met the threshold in previous years. TTUHSC plans to monitor the category to determine if intervention is needed. In addition, male and female students have high on-time graduation rates, between 87% and 92%, exceeding the institutional minimum acceptance threshold of 80% (only 12 students fall into the No Response category).

Table 8.1-7. On-Time Graduation Rates by Ethnicity/Race and Sex

Ethnicity	Expected Graduation Cohort		
	2022	2023	2024
American Indian or Alaskan Native	94%	88%	71%
Asian or Pacific Islander	92%	92%	87%
Black Non-Hispanic/African American Multiple Racial	87%	86%	81%
Hispanic	87%	90%	87%
Multiple	--	90%	89%
Native Hawaiian/Pacific Islander	--	100%	100%
Non-Resident Alien	--	89%	90%
White Non-Hispanic	92%	93%	92%
Unknown/Other	84%	85%	82%
Sex			
Female	91%	92%	90%
Male	87%	88%	87%
No Response	---	100%	67%

CERTIFICATION/LICENSURE EXAMS

Background

In addition to graduation rates, TTUHSC uses pass rates on state or national certification/licensure exams as a key indicator of student achievement. Many graduates from TTUHSC professional schools must acquire a license in order to practice in their respective professions. As such, pass rates are an appropriate indicator of whether TTUHSC is succeeding in the institutional mission to educate students to become collaborative health care professionals. *Table 8.1-8* provides the 2022-2024 first-time pass rates for TTUHSC students enrolled in programs with certification/licensure exams, minimum achievement targets for each program, and whether targets were met or not met for the designated year. Distance education programs are marked appropriately.

Table 8.1-8. First-Time Pass Rates on Certification/Licensure Examination

Degree Program by School	2022 Pass Rate	2023 Pass Rate	2024 Pass Rate	Min. Annual Threshold	Goal	Current Status
School of Health Professions						
Bachelor of Science in Medical Laboratory Science	65%	100%	94%	75%	90%	Met
Post-Baccalaureate Certificate in Medical Laboratory Science ^a	77%	85%	92%	75%	90%	Met
Bachelor of Science in Medical Laboratory Science (Second Degree) ^a	77%	85%	92%	75%	90%	Met

Master of Athletic Training	63%	68%	76%	70%	90%	Met
Master of Physician Assistant Studies	92%	96%	96%	86%	93%	Met
Master of Science in Addiction Counseling ^a	100%	100%	92%	75%	80%	Met
Master of Science in Clinical Mental Health Counseling ^a	100%	100%	99%	75%	80%	Met
Master of Science in Clinical Rehabilitation Counseling ^{a,b}	83%	100%	100%	75%	80%	Met
Master of Science in Molecular Pathology	100%	100%	86%	75%	90%	Met
Master of Science in Speech-Language Pathology	100%	100%	97%	80%	90%	Met
Doctor of Audiology	90%	64%	82%	80%	90%	Met
Master/Doctor of Occupational Therapy	94%	88%	79%	75%	85%	Met
Doctor of Physical Therapy	94%	94%	97%	80%	90%	Met
School of Medicine						
Doctor of Medicine						
USMLE Step 1	95%	90%	93%	85%	95%	Met
USMLE Step 2	99%	97%	100%	85%	95%	Met
School of Nursing^c						
Bachelor of Science in Nursing (Traditional and Non-Traditional Accelerated: Second degree and Veteran to BSN) ^a	89%	95%	95%	80%	90%	Met
Adult-Gerontology Acute Care Nurse Practitioner^a						
Master of Science	97%	97%	---	80%	90%	Met
Post-Graduate Certificate	100%	100%	---	80%	90%	Met
Family Nurse Practitioner^a						
Master of Science	86%	87%	---	80%	90%	Met
Post-Graduate Certificate	100%	100%	---	80%	90%	Met
BSN-DNP	100%	100%	---	80%	90%	Met
Nurse-Midwifery^a						
Master of Science	81%	95%	---	80%	90%	Met
Post-Graduate Certificate	100%	100%	---	80%	90%	Met
Pediatric Acute Care Nurse Practitioner^a						
Master of Science	76%	95%	---	80%	90%	Met
Pediatric Primary Care Nurse Practitioner^a						
Master of Science	100%	100%	---	80%	90%	Met
Psychiatric Mental Health Nurse Practitioner^a						
Master of Science	100%	100%	---	80%	90%	Met
Post-Graduate Certificate	---	100%	---	80%	90%	Met
BSN-DNP	100%	100%	---	80%	90%	Met
School of Pharmacy						
Doctor of Pharmacy	81%	83%	81%	80%	95%	Met

^a Distance education program

^b Pass rate for registered alumni, self-reported

^c Tracked by calendar year compared to academic year. Calendar year 2024 data was not yet available for SON graduate programs at time of report submission.

Rationale for Thresholds

Unless specified below, first-time test takers at TTUHSC are expected to achieve pass rates at or above national averages. Thus, the national averages are identified as the minimum achievement targets for each program. Please note that a national mean for first-time test takers is not available in some cases, so the comparative pass rate may represent all examinees. In other cases, reporting periods vary due to differences in testing organizations. Each TTUHSC school may select an alternate achievement level if justified appropriately. See below for explanations of selected targets by school.

Graduate School of Biomedical Sciences. GSBS does not offer academic programs with state or national certification/licensure exams. Therefore, pass rates on such exams are not a key indicator of student achievement.

School of Health Professions. The SHP Executive Committee, with input from the program directors and faculty, has determined that a target of meeting or exceeding the national mean on external certification or license exams is a good indicator of a high-quality graduate in SHP. Some program accrediting bodies also require specific levels of achievement. However, pass rates established by program accreditors historically fall below the national average, thus justifying the school's emphasis on meeting or exceeding national averages.

To address the 2023 first-time licensure exam pass rate in the Doctor of Audiology, the program: 1) implemented changes to comprehensive examinations to make them more similar to the format of the licensure exam, 2) increased case integration activities through simulations and additional grand rounds cases, 3) hired third-year graduate student tutors to enhance academic performance of students, and 4) contracted with an external company to provide a two-day exam prep course to get their students ready for the certification exam.

To address the 2022 and 2023 first-time licensure exam pass rate in the Master of Athletic Training program, the program implemented several measures. The faculty scrutinized the curriculum and identified issues with both content and sequence, so they moved a clinical immersion experience to the final semester in the program, restructured one course, and hired a new faculty member with expertise in an identified area of weakness.

School of Medicine. SOM seeks to achieve pass rates of 95% or greater on United States Medical Licensing Examination (USMLE) Step 1 and Step 2 exams. The main accrediting body for U.S. medical schools (Liaison Committee on Medical Education) sets the minimum target at 10% below the national passing percentage, which is between 95% and 98% for these two exams over the past five years. By establishing this goal at 95%, the school will likely meet or exceed the mean national pass rate consistently, thus ensuring comparability with other medical programs.

School of Nursing. The minimum achievement target for first-time test takers at the undergraduate level is based on the Commission on Collegiate Nursing Education's (CCNE) requirement for demonstrating program effectiveness. Refer to [CCNE's Guidelines for Assessment of Student Achievement, Key Element IV-C](#). The targeted first-time pass rate for SON students is 80% on the

National Council Licensure Examination for Registered Nurses (NCLEX-RN®). However, the SON establishes a higher goal for its students to meet or exceed the national mean, which is often higher than the CCNE's minimum requirement.

To address the first-time licensure exam pass rate in the pediatric acute care master of science in the nursing program, the strategy included internal and external consultation for program review with the pediatrics nurse practitioner program director at the University of Colorado and TTUHSC family nurse practitioner and adult gerontology acute care nurse practitioner program directors. The Pediatric Nursing Certification Board (PNCB) published a new exam outline in 2021; course content was reviewed to ensure alignment. Overall, the content was streamlined and strategically reorganized to provide body systems content concurrent with clinical semesters. The Pediatric Fundamentals of Critical Care Support (PFCCS) course was added during the graduating semester. When interviewing former post-graduate students who failed the board exam on the first attempt, the program learned that despite the program's advisement to prepare for the board exam, post-graduate students often confessed to doing very little preparation. Post-graduate students reported a sense of overconfidence, since they were already practicing pediatric nurse practitioners. Therefore, during the final semester, the program added content on test-taking strategies and practice exams and required students to develop a detailed study schedule.

School of Pharmacy. SOP aims to meet or exceed the national first-time passing rate. The expectation varies each year depending on the percentage of all test-takers who achieve the minimum passing score.

School of Population and Public Health. SPPH does not offer academic programs with state or national certification/licensure exams. Therefore, pass rates on such exams are not a key indicator of student achievement.

RESEARCH ACTIVITIES

Much of the preceding data illustrates how TTUHSC evaluates success with regard to student achievement, specifically as the data relate to the institutional mission to provide high quality educational opportunities for students. However, advancing knowledge through innovative scholarship and research is also an important component of the TTUHSC mission. Not only does TTUHSC aim to foster the development of future health care professionals, it seeks to produce competent biomedical researchers as well. To evaluate success in this regard, TTUHSC requires students to participate in research activities, as appropriate to the program.

Doctoral Dissertation Defenses

The Graduate School of Biomedical Sciences and School of Health Professions offer Doctor of Philosophy (PhD) degrees. In addition, the School of Health Professions offers a Doctor of Science (ScD) degree. To fulfill degree requirements for these programs, each student must engage in independent scientific research culminating in the completion of a doctoral dissertation. Specific criteria for success are established by program faculty and evaluated by the students' advisory committees. See, for example, the PhD in Rehabilitation Science [dissertation defense checklist](#) used to evaluate student achievement. Regardless of the criteria, all TTUHSC degree programs seek to achieve a 100% pass rate on doctoral defenses. *Table 8.1-9* lists each program at TTUHSC requiring a dissertation, the number of students who successfully defended their dissertations in AY 2024, and the status of the achievement targets.

Table 8.1-9. Successful Dissertation Defenses

Program by School	# of Defenses	Actual Pass Rate	Minimal Threshold Pass Rate	Pass Rate Goal	AY 2024 Status
Graduate School of Biomedical Sciences					
Doctor of Philosophy in Biomedical Sciences	12	100%	100%	100%	Met
Doctor of Philosophy in Pharmaceutical Sciences	11	100%	100%	100%	Met
School of Health Professions					
Doctor of Philosophy in Rehabilitation Science	3	100%	80%	100%	Met
Doctor of Science in Rehabilitation Sciences	10	100%	80%	100%	Met

Rationale for Thresholds

Both SHP and GSBS expect a high percentage of students to successfully defend their dissertations due to processes established by each school to ensure students are fully prepared in advance of the dissertation defense. For example, SHP faculty have developed PhD program criteria and internal review processes which prevent unprepared students from progressing to candidacy status. GSBS students must obtain approval from the members of their advisory committees prior to scheduling a defense date. Doing so ensures the student is on track to successfully defend his or her research within the semester. Refer to the [attached defense approval form](#).

Presentations and Publications

Program faculty also encourage doctoral students to make scholarly contributions to their respective fields. Each PhD program in GSBS and SHP expects 100% of its students to submit presentations and/or manuscripts for publication at local, state, national, or international levels prior to graduation. *Table 8.1-10* provides the number of students who graduated in AY 2024, submission rates, and the status of the achievement thresholds.

Table 8.1-10. Submission Rate for Presentations and Publications

Program by School ^a	# of Graduates	Actual Submission Rate	Minimal Threshold Submission Rate	Submission Rate Goal	AY 2024 Status
Graduate School of Biomedical Sciences					
Doctor of Philosophy in Biomedical Sciences	12	100%	100%	100%	Met
Doctor of Philosophy in Pharmaceutical Sciences	11	100%	100%	100%	Met
School of Health Professions					
Doctor of Philosophy in Rehabilitation Science	3	100%	80%	100%	Met

^a Doctor of Science in Rehabilitation Sciences program does not have research expectations outside of the dissertation. The program is designed to be practice-based.

Rationale for Thresholds

Because research is integral to each research-based program at TTUHSC and to the institutional mission, GSBS and SHP expect a high percentage of doctoral students to submit presentations and/or manuscripts for publication at local, state, national, or international levels prior to graduation. In its student catalog, GSBS specifies that every doctoral student is required to publish at least one original peer-reviewed research paper prior to graduation. The student must be the “first author” or share “first authorship” with a co-author of the manuscript and the work must be completed during the current degree program. Through its program criteria and internal review processes, SHP faculty also closely monitor student participation in scholarly work. Program faculty in the Rehabilitation Science program, for example, aim for the program’s PhD students to co-author at least five research and scholarship products before graduating. In AY 2024, three PhD graduates were an author on five peer-reviewed publications or presentations.

Student Research Week

Another means by which student development is evaluated with regard to research is participation in the annual Student Research Week. This is an interdisciplinary event organized each year by the students in the Graduate School of Biomedical Sciences. The event includes a seminar series by distinguished biomedical scientists and a poster competition among TTUHSC students. The primary objective of Student Research Week is to provide a forum for undergraduate and graduate students, medical students, residents, and postdoctoral fellows to present their research in a conference-like atmosphere and engage in active research discussions with peers, faculty, and visiting scientists.

The 36th Annual Student Research Week was held on the Lubbock campus on February 28 - March 1, 2024. The selected theme was Brain Wars: May the Neurons Be with You, and keynote speakers included: (1) Dr. George F. Koob, Director of the National Institute on Alcohol Abuse and Alcoholism (NIAAA); (2) Dr. George Perry, University of Texas San Antonio; and (3) Dr. Allan Basbaum, University of California, San Francisco. More than 260 abstracts were submitted for the event and participant posters were judged by TTUHSC faculty based on the criteria appropriate for award category (e.g., basic research, clinical case study, educational, undergraduate). Participants represented the following TTUHSC schools: Graduate School of Biomedical Sciences, School of Health Professions, School of Medicine, and School of Population and Public Health. The top participants were awarded scholarships for their submissions. Table 8.1-11 below lists the number of abstracts received for the last three years. Each year, the minimum threshold of acceptability has been exceeded.

Table 8.1-11. Abstracts Submitted for Research Week

	# of Abstracts	Minimum Threshold of Acceptability	Goal	Status
2024	260	250	275	Met
2023	258	250	275	Met
2022	311	250	275	Met

Rationale for Threshold

The annual threshold was revised from 200 to 225 in 2017 and from 225 to 250 in 2019 after consecutive years of exceeding the target. Although there is no firm limit on student participation, the current threshold will likely remain stable in the foreseeable future due to student workload to plan and coordinate the event, financial considerations, submission deadlines, and the availability of judges within a limited timeframe.

Nonetheless, the annual Student Research Week continues to be a highly successful event with participation across many TTUHSC schools and with support from key institutional leaders.

PATIENT CARE AND COMMUNITY OUTREACH/SERVICE

The final component of the institution's three-part mission is the provision of excellent patient care and community outreach/service. A related strategic goal is to "improve health care and patient care outcomes" and "cultivate and enhance collaborations that utilize our unique position as a comprehensive academic health center." TTUHSC tracks a number of data points with regard to patient care and community outreach, such as the number of patients served, but four specific measures are used to document student success. These are the number of students who participate in global health initiatives, medical students and Area Health Education Center (AHEC) scholars who participate in community-based education sites, students volunteering at the Lubbock Free Clinic, and participants at the annual Interprofessional Education Toy Fair. *Table 8.1-12* below provides the relevant numbers for the past three years as well as the associated goals. The goals are based largely on historical data with projections for limited growth.

Table 8.1-12. Patient Care and Community Outreach

	2022	2023	2024	Goal
Number of students who participated in global health initiatives	22	82	100	120
Number of students who volunteered at the Lubbock Free Clinic	189	148	152	200
Number of AHEC Scholars who participated in a community-based site	107	191	115	200
Number of students participants at Office of Interprofessional Education Toy Fair	173	195	226	200

SUMMARY

As the narrative demonstrates, TTUHSC evaluates success with respect to student achievement consistent with the institutional mission to educate students to become collaborative health care professionals, advance knowledge through innovative research, and provide excellent patient care. To evaluate student success in these areas, TTUHSC relies largely on student enrollment data, on-time graduation rates, pass rates on national and/or state licensing exams, and participation in research, patient care opportunities, and community outreach activities. These criteria and achievement thresholds are updated annually and posted for review on the TTUHSC website. For these reasons, TTUHSC is compliant with the requirements of Standard 8.1, Student Achievement.

8.2.a Student Outcomes: Educational Programs

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

- a. student learning outcomes for each of its educational programs

Judgment

☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Texas Tech University Health Sciences Center (TTUHSC) embraces a mentality of continuous improvement, supported by its annual planning and assessment process. Each educational program at TTUHSC participates in programmatic assessment. An educational program is defined as a coherent course of study leading to a for-credit credential. All educational programs at TTUHSC have identified expected student learning outcomes, continuously assess the extent to which they achieve those outcomes and use that information to guide their plans for improvement. Improvement plans and progress are routinely documented for each educational program.

OVERVIEW OF TTUHSC ASSESSMENT PROCESS

Before describing each part of the assessment report, an overview of the process and assessment timeline is beneficial. TTUHSC academic programs are actively engaged in various planning and assessment efforts to measure the success of their students. Most programs in each school must also meet the stringent accreditation requirements for external program accreditors. These accreditation processes require internal self-study and external review of the educational program by peer reviewers. Refer to the list of [current TTUHSC accreditors](#) to view the list of external accreditors and dates of the most recent review.

Degree programs are also subject to program review requirements of the Texas Higher Education Coordinating Board (THECB) under [Title 19 Texas Administrative Code, §2.181](#). Per these requirements, TTUHSC must conduct formal reviews of all master's, doctoral, and professional degree programs at least once every ten years. As part of this process, each program review must include two external reviewers with subject matter expertise who are employed by institutions of higher education outside of Texas. Criteria for review include many factors, such as faculty qualifications, program curriculum, graduation rates, licensure rates, and alignment of programs with stated program and institutional goals/purposes. See, for example, the most recent [graduate program review for the Doctor of Occupational Therapy \(OTD\) program](#). The review includes the self-study, external reviews, and a report of the review findings.

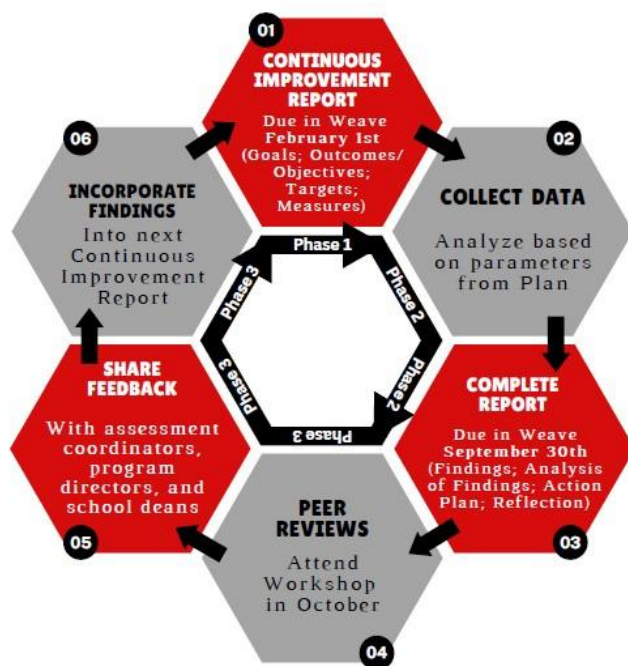
Combined, these program accreditation processes and state mandated program review processes assist TTUHSC's engagement in a formal accountability approach. However, to meet increasing demands for a broad-based and systematic process, TTUHSC implemented an institutional-based Continuous Improvement Cycle. Institutional assessment responsibilities are managed by the Director of Institutional Assessment within the [Office of Academic Planning and Compliance \(APC\)](#) and overseen by the Division of Institutional Effectiveness, as illustrated in the [organizational chart](#) for the Office of the Provost.

Each educational program creates and documents its assessment plan and annual Continuous Improvement Report (CIR). TTUHSC collects information for these reports using [Weave Education](#) (Weave), an online assessment management system. Faculty and staff use this system to document continuous quality

improvements in key areas across the institution, including educational programs and administrative, academic, and student support services. APC staff regularly provide Weave and assessment training (titled 'Weave Wednesdays') to degree program coordinators, directors, assistant directors, administrative assistants, and other support staff. APC also provides a **User Guide** and other helpful **resources** to navigate this system.

Each educational program's planning and assessment cycle corresponds to a traditional academic year: September 1 through August 31. The 2023-2024 cycle ended on August 31, 2024, and completed Weave reports were due September 30, 2024. Within this cycle, three phases occur: (1) the Planning Phase, (2) the Reporting Phase, and (3) the Review Phase. See *Figure 8.2.a-1* for a visual of this cycle. The process is intentionally systematic and repetitive, allowing programs to embrace an ongoing culture of continuous improvement.

Figure 8.2.a-1. Overview of the Continuous Improvement Cycle



To date, TTUHSC faculty and staff have used Weave to document unit-level planning and assessment for 17 years (since 2006-2007). Presently, TTUHSC has 34 educational programs and 42 administrative, academic, and student support programs, all of which report annually through the Weave system.

TTUHSC Continuous Improvement Reports

The **parts** of a Continuous Improvement Report include the unit's goals, program mission, student learning outcomes, measures, targets, findings, action plans for the future, and a reflection on past action plans. See *Table 8.2.a-3* for each educational program's Continuous Improvement Report from the past three cycles.

During the planning phase of the continuous improvement cycle, faculty are expected to identify or verify the following for degree programs: (1) mission statement, (2) student learning outcomes (SLO), (3) measures for each outcome, and (4) achievement targets. To ensure alignment with the TTUHSC Strategic Plan, faculty must also link each established program student learning outcome to a goal objective from the **2022-2027 TTUHSC Strategic Plan**.

During the reporting phase, faculty are required to enter and analyze their findings in their CIR within Weave. Described below are instructions for the three major elements of the reporting phase.

Progress for Planned Improvement. Review the achievement targets for <PREVIOUS CYCLE> which were marked *Partially Met* or *Not Met*. Describe in detail what actions you took in <CURRENT CYCLE> to address those issues. Then summarize the impact of those actions on this year's findings. Upload any applicable documentation under Project Attachments.

Action Plans. Review the achievement targets for <CURRENT CYCLE>, which were marked *Partially Met* or *Not Met*. Describe how you intend to address these issues over the next year. If all Targets were Met, we encourage you to use this section to indicate plans for other improvements over the next academic year.

Findings. Provide a summary of your degree program's results for each measure in <CURRENT CYCLE>. Include a direct statement addressing whether or not the pre-assigned target was attained. Explain as needed how these findings indicate learning in alignment with the SLO. Upload any applicable documentation under Project Attachments.

TTUHSC IDENTIFIES EXPECTED OUTCOMES

To provide high-quality educational opportunities, qualified faculty members in each TTUHSC school maintain primary responsibility for developing, implementing, and evaluating the educational programs offered in their schools. Faculty define student learning outcomes for each program based on the published guidelines of relevant accrediting bodies and/or professional organizations for the discipline. In addition, student learning outcomes reflect an appropriate progression in complexity according to degree level. Student learning outcomes are directly applicable to the field of study regardless of course format (e.g., face-to-face or distance education). Some degree programs utilize Weave to monitor program objectives as well; if this is the case, those program objectives are secondary to learning objectives, and the focus of the TTUHSC Continuous Improvement Cycle remains primarily on student learning of knowledge, skills, values, and attitudes.

During the Planning Phase, faculty members identify and verify the student learning outcomes in Weave for each educational program. A complete list of student learning outcomes for each program is provided within the CIRs in *Table 8.2.a-3*. Examples from each school are also listed below in *Table 8.2.a-1*. The rationale behind these chosen examples is to represent each TTUHSC school and to include each degree level, modality, and campus or instructional site.

Table 8.2.a-1. Student Learning Outcome Examples by School

Degree	Learning Outcome
Graduate School of Biomedical Sciences	
M.S., Pharmaceutical Sciences	Students will be able to read, analyze and evaluate the pharmaceutical literature.
Ph.D., Biomedical Sciences	Students will be able to analyze, plan, organize, and conduct scientific research with minimal direction from a supervisor.
School of Health Professions	
B.S., Healthcare Management ^a	The student will recall and synthesize knowledge of the U.S. healthcare system and its key stakeholders.

M.S., Addiction Counseling ^a	MSAC students will develop the ability to implement culturally responsive and ethically sound counseling practices.
Au.D., Doctor of Audiology	Students will diagnose and treat hearing and balance disorders of patients across the lifespan and from culturally-linguistically diverse populations.
School of Medicine	
M.D., Doctor of Medicine	Students will demonstrate knowledge of established and evolving biomedical, clinical, epidemiological and social-behavioral sciences, as well as the application of this knowledge to patient care.
School of Nursing	
B.S., Nursing (Traditional) ^{a,b}	Students will apply skills, attitudes, and theories on providing person-centered care for individuals, families, and communities.
M.S., Nursing ^a	Students will demonstrate the ability to employ evidence-based practice (EBP) by integrating the best research evidence with clinical expertise and patient values into the Master's prepared nursing role.
Post-Master's Doctor of Nursing Practice ^a	Students will demonstrate the ability to select, use, and evaluate healthcare information systems and patient care technology to advance quality, patient safety, and organizational effectiveness.
School of Pharmacy	
Pharm.D., Doctor of Pharmacy	Students will demonstrate foundational knowledge offered in didactic courses.
School of Population and Public Health	
M.P.H., Master of Public Health ^a	Students will demonstrate effective public health communication strategy development.

^a50 percent or more of credit hours are delivered via distance education

TTUHSC ASSESSES THE EXTENT TO WHICH IT ACHIEVES THESE OUTCOMES

Each educational program assesses the extent to which it achieves its expected student learning outcomes, identified during the planning phase of the continuous improvement cycle. The CIRs in *Table 8.2.a-3* document how educational programs assess the extent to which outcomes are achieved. See *Table 8.2.a-2* for an overview of the percentages of student learning outcomes that were successfully met during the past three continuous improvement cycles.

Table 8.2.a-2. Attainment of Student Learning Outcomes, Institution-Wide

	2023-2024	2022-2023	2021-2022
TTUHSC	83%	74%	81%

Identify appropriate measures

Each TTUHSC school uses a variety of direct and indirect measures to assess the achievement of student learning outcomes and to evaluate the effectiveness of its programming and curriculum. Example direct measures used by TTUHSC educational programs include professional and certification examinations, course exams, and number of publications. To support the direct measures, programs often use indirect measures to evaluate the effectiveness of their curriculum and pedagogy. For example, every TTUHSC school conducts course-level evaluations where students are asked to provide feedback about their course experiences at the end of each course.

Additionally, each assessment must clearly align with and measure the student learning outcome. While student learning outcomes are the same for a program regardless of format, the most appropriate measure may differ between distance education and face-to-face coursework. The measures used by each educational program are provided in the CIRs in *Table 8.2.a-3*. Specific examples from each TTUHSC school are also described below.

Graduate School of Biomedical Sciences (GSBS). The Master of Science in Biotechnology faculty use a **rubric** to evaluate a student's final written report, which takes the form of a peer-reviewable manuscript about the student's research and an oral defense of the manuscript. This measurement method provides feedback directly corresponding with the student learning outcome for students to "effectively communicate with their peers and colleagues through verbal and written discourse." Although the rubric includes various criteria related to the student's research progress, written communication, and oral presentation, the data regarding a student's communication skills can be separated from the total score.

School of Health Professions (SHP). The Post-Professional Doctor of Occupational Therapy program uses a section in its students' capstone project to measure their understanding of the distinct value of occupational therapy services. The program's target is to have all students write a section in their capstone project linking their chosen topic to the dynamics of occupation. Student learning for this project is assessed through an OTD faculty-developed **rubric**.

School of Medicine (SOM). The Doctor of Medicine program utilizes several direct measures authorized by its accreditor, the Liaison Committee on Medical Education (LCME). For example, the **United States Medical Licensing Examination Step 2 CK: Step 2 CK** assesses an examinee's ability to apply medical knowledge, skills, and understanding of clinical science that is essential for patient care. Step 2 CK ensures that due attention is devoted to principles of clinical sciences and basic patient-centered skills that provide the foundation for the safe and competent practice of medicine under supervision.

School of Nursing (SON). The Bachelor of Science in Nursing Non-Traditional/Accelerated program continuously uses strong measures to track student learning and adjust its curriculum to ensure student learning. For example, they use pre- and post-exams to assist students and teachers in the final semester of the program as students prepare for the professional certification exam. The findings from these exams are especially important predictors of passing likelihood for the professional certification exam, which is necessary to practice nursing. Faculty and students can use the **results** from these exams to identify gaps in nursing knowledge or skills which need improvement before taking the NCLEX-RN for the first time.

School of Pharmacy (SOP). The Doctor of Pharmacy program uses composite exams and course final exams to measure student mastery in the foundational knowledge for pharmacy practice. Specifically, exam items are linked to a competency outcome using a 2- or 3-digit code corresponding to the required competency areas as set by the American Council on Pharmacy Education (ACPE). For example, for courses that test in the Fall semester, there are eight composite exams, with one exam given every two weeks. The instructors of those courses contribute exam questions every two weeks for their course's content, as well as a metadata tag for each item. Ultimately, each **composite exam** provides data about student learning within each course and each subdomain.

School of Population and Public Health (SPPH). The Master of Public Health program utilizes a summative Integrated Learning Experience (ILE) to measure students' ability to navigate challenges in the public health

frontier. The ILE project and its **rubric** are broken down so that students are assessed separately in three areas: identifying public health issues, innovative problem-solving, and effective communication. Since the Master of Public Health program is entirely distance education, the measurement tool used in the ILE project involves a written report and other digital demonstrations of problem-solving and learning.

Analysis of the results

After collecting the measures' results, findings are analyzed for meaning, linking student outcomes to potential opportunities for continuous improvement within the program/department. The responsibility for analyzing student performance data and course evaluation data is shared by course faculty, program directors, department chairs, and appropriate curriculum committees. Each program reports findings in a way that describes whether they attained the preassigned target. For example, in the Master of Physician Assistant Studies degree program, the results are documented in a way that lets the reader know whether the target of 100% of students passed their End-of-Curriculum Summative Exam at a minimum of satisfactory or better. Furthermore, findings are assessed for differences in results by modality and location as needed. For instance, the Master of Science in Biotechnology degree analyzes results from three Core Curriculum Exams to assess student mastery in fundamental knowledge of biomedical topics. In addition to identifying student readiness at the program level, the results are disaggregated by **location**.

TTUHSC PROVIDES EVIDENCE OF SEEKING IMPROVEMENT

The CIR is used to promote continuous improvement of TTUHSC educational programs. Specifically, educational programs identify student learning outcomes, measure the extent to which students achieve these outcomes, and use findings to improve the curriculum and educational experiences. Educational program responses to these findings are delineated in the action plans and in the progress on planned improvements, which can be seen throughout the reports listed in *Table 8.2.a-3*. Action plans detail the actions a program intends to take in the future to directly address any unmet targets, and the progress on planned improvements reflects on the actions taken by the program in the recent past. Progress on planned improvements serve as the nexus between the reports from each academic year. In this section, educational programs speak to unmet targets as well as action plans from the previous year to highlight how those action plans were implemented, including any consequences of those actions.

The following paragraphs highlight unique improvement examples within the past three cycles from each school. A complete list of continuous improvement actions, including more details about these examples, is included within the CIRs listed in *Table 8.2.a-3*.

Examples of Improvement

Graduate School of Biomedical Sciences (GSBS). The Graduate Medical Education Sciences (GMES) M.S. degree program in the GSBS identified one target not being met in 2020-2021 (less than 75% of the students scored a 75% or higher on the National Board of Medical Examiners (NBME) exam). To address this shortfall, the program implemented annual faculty-student advising sessions and individual advising sessions for at-risk students. Consequently, the percentage of students who passed the NBME increased in 2021-2022, but the 2021-2022 target was still not met. In the following academic year, the program continued its focus on supporting its students in preparation for the exam advising sessions, but they also implemented progress monitoring lunches in which all first-year and second-year students discussed their progress and offered each other suggestions for improving study or test-taking strategies. Additionally, second-year GMES students offered test review sessions for the first-year students. With these improvements, the percentage of students passing the NBME in 2022-2023 again increased, but still did not meet the target. For the 2023-2024 cycle, the program continued the progress monitoring luncheons and second-year student-led test review sessions for

first-year GMES students. While they still did not reach the desired target, the average scores on the Core I and Core II exams improved even more (93% of the students met the target in the 2023-2024 cycle). To achieve the target of 100% of students scoring 75% or higher on the NBME, the GMES program will continue the above improvement actions in 2024-2025 and provide additional sessions for the student(s) at risk of failing.

School of Health Professions (SHP). A primary objective of the Speech Language and Hearing Sciences (SLHS) B.S. program is to ensure that students, upon completion of their program, will demonstrate the general education competencies adopted by TTUHSC, which specifically include critical thinking, writing, and quantitative skills. In 2021-2022, this objective was not met in any competency area – that is, students scored, on average, below the national comparative data averages for critical thinking, written communication, quantitative areas, and teamwork. Therefore, the degree program created an action plan and implemented these actions the following academic year. These actions included embedding into each SLHS course at least one case-based scenario that requires critical thinking (e.g., decisions and rationale for treatment plans), clinical writing (e.g., note writing to gain insurance authorization), and quantitative skills (e.g., data collection) to improve students' general education competencies and knowledge within the profession. In 2022-2023, this target was again not met, but the students' scores improved and nearly matched the national average. Based on the improvement but continued need for progress, the SLHS program continued to embed at least one case-based scenario into each course. Additionally, the SLHS program expanded its mentorship program for undergraduate students in 2023-2024. This program offered students the opportunity to be mentored by graduate students in the TTUHSC Speech-Language Pathology (SLP) program. Undergraduate students gained valuable insights into the daily life of an SLP through observation and interaction with graduate student mentors. Observing clinical assessments, treatment planning, and therapy sessions provided undergraduate students with a deeper understanding of how classroom knowledge translated to real-world application. As a result of these improvements, the objective for students to score above the national comparative data averages for writing, math, teamwork, and quantitative areas was met; however, the objective continued to be not met for critical thinking. Therefore, the newly implemented case-based scenarios and the SLP graduate student mentorship program will continue. In 2024-2025, additional focus will be made to ensure each of these case-based scenarios provide students with the opportunity to apply critical thinking to the collection and analysis of patient data to inform the treatment decisions.

School of Medicine (SOM). Although all targets were met, the SOM identified potential areas for improvement as the industry expectations changed. For example, in 2021-2022, SOM noted, “there is a significant opportunity for enhancing summative assessments of clinical skills at the local, state, and national levels. This will require expanded capacities in case development, automated assessment, and outcome reporting.” In relation to these suggested improvements, they updated their student learning outcomes for clarity regarding their expectations, while not being overly specific. For example, one objective was updated from, “Students will be able to gather a patient history through documentation and information gathering” to, “Students will demonstrate interpersonal and communication skills that result in the effective exchange of information and collaboration with patients, their families, and health professionals.” Specific improvement actions were implemented in the following academic years to better meet their objectives. In 2022-2023, the department incorporated sessions using active learning modalities during the pre-clerkship phase and the SOM Curriculum Educational Policy Committee made plans for two new courses to begin in 2023-2024. In 2023-2024, the Introduction to Clinical Skills and the Patients, Physician, Population courses were implemented during the pre-clerkship phase (or Phase 2). As a result, in 2023-2024, the overall scores on the Clinical Assessment form gathered at the end of the students' Phase 2 Clerkship increased from being 'Met'

with 95.5% of the students being at or above pre-interpreter level to being 'Exceeded' with 100% of the students being at or above the pre-interpreter average.

School of Nursing (SON). The Traditional Bachelor of Science in Nursing (BSN) program uses both indirect and direct measures to gain an all-encompassing view of student learning. The BSN program uses three measures to evaluate progress in the student learning outcome, "Students will demonstrate knowledge about using technology and information to communicate, manage data, and mitigate error to create a culture of safety for patients and providers." These measures include two direct assessments (Comprehensive Predictor exam and the National Council Licensure Examination for Registered Nurses (NCLEX-RN)) and an indirect assessment (Skyfactor AACN survey). Although students passed the exams, students ranked their overall satisfaction regarding learning informatics lower than preferred (target ≥ 5.5) on the survey. In Fall 2022, faculty implemented new trainings for students in informatics starting in Level 1 and introduced electronic charting and training that starts in Level 2, rather than Level 3, allowing more time for education and adjustments in this topic. In the following year, 2022-2023, student overall satisfaction regarding learning informatics improved in 2022 to ≥ 5.65 and in 2023 to ≥ 5.68 and in 2024 to ≥ 5.98 . The increased informatics learning opportunities likely also added to the increase in the average score on the NCLEX-RN (Spring 2022 = 94.75%; Spring 2023 = 98.49%; Spring 2024 = 97.85%). These early intervention trainings have been successful and will be continued as a part of the program.

School of Pharmacy (SOP). The Doctor of Pharmacy (PharmD) degree program adopted a new curricular data monitoring plan in the Summer of 2021. This plan was designed to provide more granular information regarding each student and cohort. In prior years, course grades were used to determine student learning within a course. Now, through the use of metadata tags for each assessment item, the SOP can assess student performance related to a specific competency as well as to the course. Specifically, after every composite exam, a report is pulled to show how students performed on the overall instrument, how they performed on each course's content, and how they perform on each competency area. Ability areas associated with a performance outcome of less than 70% are noted and sent to the Chair of the Assessment of Student Learning Committee. Next, the SOP Student Affairs Student Success Initiative arranges tutoring and other assistance for individual students based on their strengths and weaknesses. In addition to individual tutoring sessions, recurring study skills and review sessions are being delivered on non-exam Fridays for all students in the PharmD degree program.

While these changes were occurring and the plan was being developed, SOP continued to collect data for the Continuous Improvement Reports. Thus, in 2021-2022, due to this report only having a single data point at the time, it provided a baseline and its complete interpretation of targets Met or Not Met would be determined in subsequent years. However, in the 2021-2022 report, 13 areas were noted as likely needing improvement and, thus, were referred to the specific committee or office associated with each area (e.g., Curriculum Committee, Assessment Committee, Progressions Committee, or Experiential Office). The academic year 2022-2023 provided time for these committees to interpret the previous year's findings and make recommendations for interventions in future years. Some of these recommendations include revamping the assessment plan itself to include assessment methods that are now competency-based (SOP identifies them as "by domain" analysis). The targets and their findings remained tentative through 2022-2023. In 2023-2024, SOP had two years of full-implementation data from which to begin making year-to-year *student-level* comparisons; however, a full four years of matriculation is necessary for at least one *cohort* of learners to be assessed. Overall trends are observed, but further analysis after one more year will provide the Assessment of Student Learning Committee with adequate data.

School of Population and Public Health (SPPH). The Public Health degree program has changed extensively in the past few years. In September 2021, the department officially became an independent School of Population and Public Health and, in February 2023, named the inaugural dean for the school. Upon reflection of the 2022-2023 Continuous Improvement Report, the new Public Health degree program found that the measures and the interpretations of their findings did not provide the most useful data. The shortfall of their report was also noted in the review phase of the TTUHSC continuous improvement cycle, wherein they received a *Developing* score. Since a *Developing* score means that there is room for improvement, the Public Health program decided to conduct its own internal review of its CIR. During their review, faculty determined that the CIR structure did not provide sufficiently sensitive and actionable data needed for the new school and completely rewrote the plan. One significant change included disaggregating data from the students' Integrated Learning Experience (ILE). The ILE can be separated into three parts: Public Health Issues, Problem-Solving, and Communication with all Stakeholders. The 2023-2024 findings provided a baseline from which future expectations can be set. While all findings were above the anticipated minimum threshold, faculty who taught in the 2023-2024 academic year will be interviewed on their experience with students who struggled with each objective. Information from these interviews will inform course development and potentially more sensitive assessment tools in the future.

Table 8.2.a-3. TTUHSC Continuous Improvement Reports

Educational Program		Reporting Cycle		
Graduate School of Biomedical Sciences				
Master of Science in Biomedical Sciences ^a	2023-2024	2022-2023	2021-2022	
Master of Science in Biotechnology (Abbreviated, Research) ^f	2023-2024	2022-2023	2021-2022	
Master of Science in Graduate Medical Education Sciences	2023-2024	2022-2023	2021-2022	
Master of Science in Pharmaceutical Sciences	2023-2024	2022-2023	2021-2022	
Doctor of Philosophy in Biomedical Sciences ^f	2023-2024	2022-2023	2021-2022	
Doctor of Philosophy in Pharmaceutical Sciences	2023-2024	2022-2023	2021-2022	
School of Health Professions				
Bachelor of Science in Medical Laboratory Science (Second Degree) ^{b,h}	2023-2024	2022-2023	2021-2022	
Bachelor of Science in Medical Laboratory Science (Traditional) ^{b,h}	2023-2024	2022-2023	2021-2022	
Post-Baccalaureate Certificate in Medical Laboratory Science ^{b,h}	2023-2024	2022-2023	2021-2022	
Bachelor of Science in Healthcare Management ^b	2023-2024	2022-2023	2021-2022	
Bachelor of Science in Speech, Language and Hearing Sciences (Second Degree)	2023-2024	2022-2023	2021-2022	
Bachelor of Science in Speech, Language and Hearing Sciences (Traditional)	2023-2024	2022-2023	2021-2022	
Master of Athletic Training	2023-2024	2022-2023	2021-2022	
Master of Physician Assistant Studies	2023-2024	2022-2023	2021-2022	
Master of Science in Addiction Counseling ^b	2023-2024	2022-2023	2021-2022	
Master of Science in Clinical Mental Health Counseling ^b	2023-2024	2022-2023	2021-2022	
Master of Science in Clinical Rehabilitation Counseling ^b	2023-2024	2022-2023	2021-2022	
Master of Science in Healthcare Administration ^b	2023-2024	2022-2023	2021-2022	
Graduate Certificates in Healthcare Administration ^b	2023-2024	2022-2023	2021-2022	

Master of Science in Molecular Pathology	2023-2024	2022-2023	2021-2022
Master of Science in Speech-Language Pathology	2023-2024	2022-2023	2021-2022
Doctor of Audiology	2023-2024	2022-2023	2021-2022
Doctor of Occupational Therapy	2023-2024	2022-2023	2021-2022
Doctor of Philosophy in Rehabilitation Science	2023-2024	2022-2023	2021-2022
Doctor of Science in Rehabilitation Sciences ^b	2023-2024	2022-2023	2021-2022
Doctor of Science in Physical Therapy ^c	2023-2024	2022-2023	2021-2022
Doctor of Physical Therapy	2023-2024	2022-2023	2021-2022
Post-Professional Doctor of Occupational Therapy ^b	2023-2024	2022-2023	2021-2022
School of Medicine			
Doctor of Medicine (Traditional, Family Medicine Accelerated Track) ^f	2023-2024	2022-2023	2021-2022
School of Nursing			
Bachelor of Science in Nursing (Accelerated ^b , RN to BSN ^b) ^f	2023-2024	2022-2023	2021-2022
Bachelor of Science in Nursing (Traditional) ^b	2023-2024	2022-2023	2021-2022
Master of Science in Nursing ^{b, f}	2023-2024	2022-2023	2021-2022
Post-Graduate Certificates ^{b, f, g}	2023-2024	2022-2023	2021-2022
Doctor of Nursing Practice (BSN to DNP) ^{b, e, f}	2023-2024	2022-2023	2021-2022
Post-Master's Doctor of Nursing Practice ^{b, e, f}	2023-2024	2022-2023	2021-2022
School of Pharmacy			
Doctor of Pharmacy	2023-2024	2022-2023	2021-2022
School of Population and Public Health			
Master of Public Health (Traditional ^d , Accelerated ^b , Online ^b) ^f	2023-2024	2022-2023	2021-2022
Graduate Certificate in Public Health ^b	2023-2024	2022-2023	2021-2022

^a Program does not actively admit students. Student typically begin in the PhD program.

^b 50% or more of credit hours are delivered via distance education

^c Teach-out in progress

^d Teach-out in progress for face-to-face traditional program

^e The Doctor of Nursing Practice has two tracks which are assessed separately

^f Program concentrations/tracks are assessed in one plan for this degree

^g Program previously referred to as Post-Master's Certificates

^h Previously referred to as Clinical Laboratory Science

Table 8.2.a-3 lists annual CIRs for each educational program and provides links to the past three completed cycles: (1) 2021-2022, (2) 2022-2023, and (3) 2023-2024. Certificates are assessed with their parent degree program when appropriate. These standard reports are generated through Weave and provide a comprehensive overview of student learning within each program. Through the completion of the CIR, educational programs are able to demonstrate how they identify student learning outcomes, measure the extent to which outcomes are achieved, and document evidence of seeking improvement based on analyses of results. All attachments within CIRs are available upon request.

TTUHSC REVIEW PROCESS

TTUHSC has widespread participation in using the Weave system to document continuous learning, quality improvement, and institutional effectiveness. This participation is due to the value that the institution holds for our culture of continuous improvement as well as the collaborative nature of the review phase. The

Review Phase of the institutional assessment process at TTUHSC includes a **Peer Review** and an **Internal Review**. Participants in the educational program Peer Review include faculty, program directors, and assessment directors. The focus of the Peer Review process is to ensure that the contents of the reports are conducive to continuous improvement. Reviewers check that the CIR elements are complete and clearly linked from cycle to cycle, whereas the Internal Review ensures that the reports are rigorous, use quality measures, and provide clear findings. One key part of the Internal Review is ensuring that the means of assessment directly measure the student learning outcome. The Senior Director of Institutional Assessment provides the primary feedback for each Internal Review. Example **Internal Reviews** are attached for reference.

Currently, all CIRs for educational programs and their respective administrative units undergo an annual Peer Review by trained faculty and staff during a day-long retreat. In October 2024, 33 educational programs' CIRs were reviewed at the retreat. *Table 8.2.a-4* lists all completed Peer Review Rubrics for each educational program over the past three cycles. As shown in *Figure 8.2.a-2*, the majority of the plans score within the *Excellent* (23-27 points) to *Acceptable* (14-22 points) categories, while few have scored *Developing* (9-13 points) or less.

Table 8.2.a-4. TTUHSC Peer Reviews

Educational Program		Reporting Cycle		
Graduate School of Biomedical Sciences				
Master of Science in Biomedical Sciences	2023-2024 ^a	2022-2023 ^a	2021-2022 ^a	
Master of Science in Biotechnology (Abbreviated, Research) ^f	2023-2024	2022-2023	2021-2022	
Master of Science in Graduate Medical Education Sciences	2023-2024	2022-2023	2021-2022	
Master of Science in Pharmaceutical Sciences	2023-2024	2022-2023	2021-2022	
Doctor of Philosophy in Biomedical Sciences ^f	2023-2024	2022-2023	2021-2022	
Doctor of Philosophy in Pharmaceutical Sciences	2023-2024	2022-2023	2021-2022	
School of Health Professions				
Bachelor of Science in Medical Laboratory Science (Second Degree) ^{b, h}	2023-2024	2022-2023	2021-2022	
Bachelor of Science in Medical Laboratory Science (Traditional) ^{b, h}	2023-2024	2022-2023	2021-2022	
Post-Baccalaureate Certificate in Medical Laboratory Science ^{b, h}	2023-2024	2022-2023	2021-2022	
Bachelor of Science in Healthcare Management ^b	2023-2024	2022-2023	2021-2022	
Bachelor of Science in Speech, Language and Hearing Sciences (Second Degree)	2023-2024	2022-2023	2021-2022	
Bachelor of Science in Speech, Language and Hearing Sciences (Traditional)	2023-2024	2022-2023	2021-2022	
Master of Athletic Training	2023-2024	2022-2023	2021-2022	
Master of Physician Assistant Studies	2023-2024	2022-2023	2021-2022	
Master of Science in Addiction Counseling ^b	2023-2024	2022-2023	2021-2022	
Master of Science in Clinical Mental Health Counseling ^b	2023-2024	2022-2023	2021-2022	
Master of Science in Clinical Rehabilitation Counseling ^b	2023-2024	2022-2023	2021-2022	
Master of Science in Healthcare Administration ^b	2023-2024	2022-2023	2021-2022	
Graduate Certificates in Healthcare Administration ^b	2023-2024	2022-2023	2021-2022	
Master of Science in Molecular Pathology	2023-2024	2022-2023	2021-2022	

Master of Science in Speech-Language Pathology	2023-2024	2022-2023	2021-2022
Doctor of Audiology	2023-2024	2022-2023	2021-2022
Doctor of Occupational Therapy	2023-2024	2022-2023	2021-2022
Doctor of Philosophy in Rehabilitation Science	2023-2024	2022-2023	2021-2022
Doctor of Science in Rehabilitation Sciences ^b	2023-2024	2022-2023	2021-2022
Doctor of Science in Physical Therapy ^c	2023-2024	2022-2023	2021-2022
Doctor of Physical Therapy	2023-2024	2022-2023	2021-2022
Post-Professional Doctor of Occupational Therapy ^b	2023-2024	2022-2023	2021-2022
School of Medicine			
Doctor of Medicine (Traditional, Family Medicine Accelerated Track) ^f	2023-2024	2022-2023	2021-2022
School of Nursing			
Bachelor of Science in Nursing (Accelerated ^b , RN to BSN ^b) ^f	2023-2024	2022-2023	2021-2022
Bachelor of Science in Nursing (Traditional)	2023-2024	2022-2023	2021-2022
Master of Science in Nursing ^b	2023-2024	2022-2023	2021-2022
Post-Graduate Certificates ^{b, f, g}	2023-2024	2022-2023	2021-2022
Doctor of Nursing Practice (BSN to DNP) ^{b, e, f}	2023-2024	2022-2023	2021-2022
Post-Master's Doctor of Nursing Practice ^{b, e, f}	2023-2024	2022-2023	2021-2022
School of Pharmacy			
Doctor of Pharmacy	2023-2024	2022-2023	2021-2022
School of Population and Public Health			
Master of Public Health (Traditional ^d , Accelerated ^b , Online ^b) ^f	2023-2024	2022-2023	2021-2022
Graduate Certificate in Public Health	2023-2024	2022-2023	2021-2022

^a Due to low enrollment or degree plan changes, this year's peer review did not occur

^b 50 percent or more of credit hours are delivered via distance education

^c Teach-out in progress

^d Teach-out in progress for traditional face-to-face program

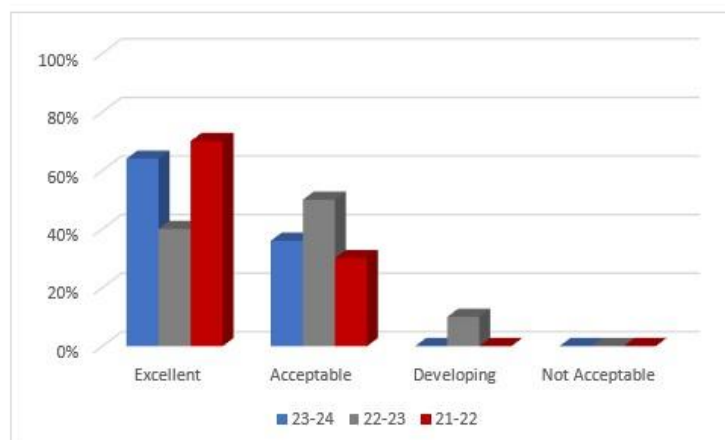
^e The Doctor of Nursing Practice has two tracks which are assessed separately

^f Program concentrations/tracks are assessed in one plan for this degree

^g Program has used both titles, Post-Master's and Post-Graduate, in the past 3 years

^h Previously referred to as Clinical Laboratory Science

Figure 8.2.a-2. Peer Review Results for Educational Programs



After each peer review process, results are compiled into **Departmental Summaries** and are disseminated to school deans. Additionally, this information is summarized in an **Executive Summary** for the Academics Council and the President's Cabinet. Doing so is intended to provide a means of accountability for plan quality and to maintain open communication with institutional leaders. In addition, copies of the completed rubrics are emailed to the appropriate representatives for each CIR. Degree programs with a CIR receiving a *Developing* or *Not Acceptable* overall score are required to collaborate with Academic Planning and Compliance personnel to revise or modify their assessment process and report. All programs participate in the planning phase, verifying and updating the student learning outcomes, measures, and targets based on findings from prior cycles, regardless of their previous Peer Review score.

SUMMARY

As described in the preceding narrative, TTUHSC embraces a systematic approach to institutional effectiveness. A key component of this approach is the continuous improvement cycle. This process requires educational programs to identify expected outcomes, assess the extent to which they achieve these outcomes, and provide evidence of seeking improvement based on the analysis of the results. As described in the narrative, all educational programs at TTUHSC participate in this process. To assist faculty and staff in improving the quality of their annual assessment plans, APC staff coordinate a peer review and an internal review process. Combined, the institutional assessment cycle, peer reviews, state-mandated graduate program reviews, and ongoing evaluation by program accreditors contribute to the institution's ongoing commitment to continuous improvement. For these reasons, TTUHSC is compliant with the requirements of Standard 8.2.a, Student Outcomes: Educational Programs.

9.1 Program Content

Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based on fields of study appropriate to higher education.

Judgment

☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

The educational programs at Texas Tech University Health Sciences Center (TTUHSC) are consistent with the mission "to enrich the lives of others by educating students to become collaborative health care professionals, providing excellent patient care, and advancing knowledge through innovative research." In alignment with the institutional mission, TTUHSC has strategic goals to "promote innovation in our academic programs, academic support services, and student affairs" and to "promote collaborative learning opportunities leveraging best practices." Refer to the [2022-2027 TTUHSC Strategic Plan](#). TTUHSC ensures its educational programs embody a coherent course of study that is both compatible with this mission and appropriate for higher education through an extensive review process.

REVIEW PROCESSES

Each TTUHSC program embodies a coherent course of study that is compatible with the mission and goals of the institution and is appropriate to higher education. To ensure ongoing alignment, all new educational programs and significant changes to existing programs are subject to the policies and procedures described in [HSC OP 60.11, Development, Revision, or Termination of Academic Programs and Units](#). This policy, which applies to traditional and distance education programs, describes the roles of faculty and TTUHSC leadership in the development of new programs and/or the revision of existing programs.

The Texas Higher Education Coordinating Board (THECB) must also approve all new degree programs at TTUHSC. Each new program application demonstrates related present and future workforce needs, student demand for the potential new program, and institutional demonstration of available financing, faculty, and other resources. [Title 19 Texas Administrative Code, §2.146](#) describes the criteria for doctoral and professional programs, including a delineated high-quality program as well as a comprehensive and logical degree plan supported by disciplinary experts designed to prepare graduate students for teaching, creative activities, research, or other professional activities. [Title 19 Administrative Code, §2.117](#) describes the criteria for baccalaureate and master's programs, including an overview of the new program in relation to the existing institutional mission and a curricular structure that promotes students' timely completion. See, for example, the new program submission for the [Master of Science in Graduate Medical Education Sciences](#). All new and existing TTUHSC programs adhere to the Texas Classification of Instruction Programs (CIP), based upon the United States Department of Education's CIP taxonomy, ensuring its accurate tracking and alignment with recognized fields of study in higher education.

Degree programs are also subject to the program review requirements of the [Title 19 Texas Administrative Code, §2.181](#). Per these requirements, TTUHSC must conduct formal reviews of all doctoral and stand-alone master's programs at least once every ten years. As part of this process, each doctoral program review must include at least two external reviewers with subject-matter expertise who are employed by institutions of higher education outside of Texas. Criteria for review include many factors, such as faculty qualifications, program curriculum, graduation rates, licensure rates, and alignment of programs with stated program and institutional goals/purposes. See, for example, the graduate program review for the [Doctor of Occupational Therapy \(OTD\)](#) program approved by the THECB in 2024. This report includes the self-study, the report of

external review, the response to the external review, and the THECB's final approval comments. These review processes ensure that educational programs are appropriate to the disciplinary needs of each college and are appropriate to higher education.

Finally, as a health-related institution, most of TTUHSC's degree programs are also accredited by specialized accrediting bodies. Refer to the list of **current TTUHSC accreditors**. These external bodies verify that TTUHSC's programs are appropriate to higher education, embody a coherent course of study aligned with national standards, and reflect adequate rigor.

TTUHSC prepares students for careers as health professionals in biomedical sciences, public health, allied health, medicine, nursing, and pharmacy. Faculty members develop and implement appropriate curricula for certificates and degrees within each of these areas at the baccalaureate, master's, doctoral, and professional levels. Refer to the ***Institutional Summary*** for a list of all programs, including concentrations. Individual program descriptions, curricula, and course descriptions for programs are available in school-specific catalogs.

2024-2025 SCHOOL-SPECIFIC CATALOGS

Graduate School of Biomedical Sciences

School of Health Professions

School of Medicine

School of Nursing

Jerry H. Hodge School of Pharmacy

Julia Jones Matthews School of Population and Public Health

The following evidence demonstrates that TTUHSC degree programs embody a coherent course of study, are compatible with the stated mission and goals, and are based upon fields of study appropriate to higher education. These programs are representative of each school as well as all locations, modalities, and levels.

EXAMPLES OF EDUCATIONAL PROGRAMS BY LEVEL

Certificate

The **Graduate Certificate in Public Health** is a 15-hour certificate offered via distance education that provides students with broad training in the many facets of the field of public health. The certificate requires students to complete five courses, including: Introduction to Public Health, Introduction to Epidemiology, Introduction to Biostatistics, Public Health Policy, and Organizational Leadership and Management. These courses provide broad exposure to public health concepts and methods for individuals seeking a background in public health, but do not wish to pursue the Master of Public Health (MPH) degree.

Coherent Course of Study. As noted in the **curriculum for the certificate**, the Graduate Certificate in Public Health covers a broad spectrum of public health content, providing foundational knowledge in public health. These five courses are also part of the six courses required in the core curriculum for the Master of Public Health degree. Students are exposed to a variety of skills, methods, and terms that are widely used by public health professionals.

Compatible with Institutional Mission/Goals. The Graduate Certificate in Public Health is compatible with the TTUHSC mission statement in that the coursework aims to show how public health professionals work collaboratively with other health care professionals and/or how existing health care professionals can use the tools of public health to work collaboratively across disciplines. Further, the certificate exposes students to public health research methods that aid in their own interpretation of

public health and health research as well as in their own dissemination of research findings to a variety of audiences.

Appropriate to Higher Education. The course of study for the Graduate Certificate in Public Health is appropriate for higher education as the five required courses are also required in the core curriculum for the TTUHSC Master of Public Health degree. The **Council on Education for Public Health** ensures that this certificate and the Master of Public Administration are appropriate to the disciplinary needs of the school and to higher education. Certificate students who wish to continue their public health education and pursue the MPH are able to use the 15 hours from the certificate toward completion of the degree.

Baccalaureate

The **Bachelor of Science in Nursing (BSN)** is offered through both a traditional pathway with face-to-face and online options as well as through an accelerated pathway with distance education options only. The Traditional BSN program prepares graduates to become licensed registered nurses for entry into the nursing workforce, including areas of acute care, long-term care, rural health, or other specialty areas of nursing. Additionally, the program prepares students to enter a graduate program. Prerequisites for admission into the program include approximately 60 credit hours from an accredited college or university. Included in these credit hours are various required general education courses that meet the core curriculum requirements set forth by the Texas Higher Education Coordinating Board. These hours are distributed across the component areas of communication, mathematics, natural sciences, humanities/arts, and social/behavioral sciences. The TTUHSC Core Curriculum, which can be found in the School of Nursing Catalog, ensures an appropriate breadth of knowledge in general education for TTUHSC undergraduate students. Upon entry into the TTUHSC Traditional BSN program, students complete an additional 60 credit hours of coursework in which they learn about nursing topics such as direct patient care, patient care technology, research, health promotion, safety, and quality within the healthcare system.

Coherent Course of Study. The Traditional BSN program embodies a coherent course of study, as exemplified in the **degree plan**. During the first semester of coursework, students participate in a variety of introductory courses in nursing including pharmacology, health assessment, and health promotion across the lifespan. The second semester courses are more advanced and include chronic care disorders, mental health disorders, and the health of the community. By the third semester, students are exposed to more advanced topics, such as acute care and trauma disorders, obstetrics, and pediatrics. Leadership and management topics are also included in the third semester. In the third and fourth semesters, students also participate in direct-patient clinical in which they witness and participate, firsthand, in the application of concepts by trained professionals in the field.

Compatible with Mission/Goals. As stated above, the program prepares graduates to become licensed registered nurses or pursue graduate degrees in related fields. Therefore, the program clearly supports the TTUHSC mission to educate students to become collaborative health care professionals and the related goal to develop competent and caring health care professionals.

Appropriate to Higher Education. Approximately two years of undergraduate coursework is required prior to entry to this program. The **Commission on Collegiate Nursing Education** ensures that the BSN programs are appropriate to higher education and prepare their graduates for entry into the nursing profession. Students who successfully complete all required coursework are eligible to take the **National Council Licensure Examination for Registered Nurses (NCLEX)** and become a licensed registered nurse. The BSN program provides learning experiences that enable students to cultivate critical thinking,

clinical judgment, leadership skills, and the professional nursing values needed to function competently as well as cultivate caring practices in an increasingly complex healthcare system.

Master's Degree

The **Master of Science in Graduate Medical Education Sciences (GMES)** is a two-year, non-thesis graduate degree, offered face-to-face on the Lubbock campus. It is designed for students whose goal is either: (a) additional preparation for a health care-related professional degree program, or (b) a teaching career in the anatomical sciences. Oftentimes, applicants to this competitive program are seeking additional educational credentials prior to entering a Doctor of Medicine, Doctor of Osteopathic Medicine, or a Master of Physician Assistant Studies program.

Coherent Course of Study. As indicated in the **degree plan**, students complete a minimum of 43 credit hours. During the first year of the program, students take courses with first-year medical students at the TTUHSC School of Medicine. Courses include graduate human anatomy, histology, and embryology; biochemistry, cell biology, inflammation, and infection; immunology, hematology, and the cardiovascular system; and surgical gross anatomy or advanced dissection skills.

During the second year of the program, GMES students complete coursework related to the responsible conduct of research and pedagogy in medical education and also serve as teaching assistants in the medical school. In addition, students design and implement a capstone educational project under the direction of a faculty advisor. The project is typically designed based on curricular needs and in alignment with specific student interests. In July 2023, for example, a recent GMES graduate won the Sandy C. Marks Junior Student Poster Presentation Award through the American Association of Clinical Anatomists for her project titled, *"Connecting the Layers: Enhancing Medical Students' Knowledge of Male and Female Perineum Anatomy."* Thus, the program clearly embodies a coherent course of study that requires an appropriate learning progression in the discipline.

Compatible with Institutional Mission/Goals. The GMES program aligns with the institution's mission to educate students to become collaborative health care professionals. The program also supports the institution's strategic goal to promote collaborative learning opportunities which leverage best practices. Not only are program graduates often preparing for entry into graduate degree programs which prepare them for careers as physicians or physician assistants, they are also learning to collaborate with their peers in the anatomy lab and as teaching assistants. Interprofessional collaborative practice is a key to the success of future health care professionals.

Appropriate to Higher Education. Admission to any graduate degree program in the Graduate School of Biomedical Sciences, including GMES, requires documentation of an earned bachelor's degree from an accredited college or university in the United States or the equivalent of a U.S. bachelor's degree from an international institution. The bachelor's degree may be in any field, but GMES applicants must also complete the prerequisite courses for medical school admission prior to admission. These courses include approximately 47 semester credit hours in subjects such as biochemistry, biological sciences, chemistry, organic chemistry, physics, statistics, and English. The program has a pre-medicine CIP code approved by the Texas Higher Education Coordinating Board (THECB). The GSBS Graduate Program Committee and the GSBS Graduate Council ensure that GMES and its coursework are appropriate to higher education and will prepare graduates to enter teaching careers in the anatomical sciences at the university level or pursue subsequent graduate work in professional degree programs. For these reasons, the GMES program is appropriate to the aims of higher education.

Doctorate

The **Doctor of Philosophy in Rehabilitation Science (PhD RS)** program educates students to become innovative educators, researchers, and leaders in rehabilitation science. Rehabilitation science is a broad and growing field that improves the treatment, care, and lives of people with potentially disabling health conditions. It includes researchers, educators, and professionals who advance, teach, and apply knowledge to care for people with health needs. The program emphasizes the rehabilitation domains of communication (e.g., speech, hearing) and movement (e.g., mobility, balance).

Coherent Course of Study. The PhD RS program embodies a cohesive course of study through its **curriculum structure and coursework**. All students complete at least 86 semester credit hours consisting of a 44-hour core curriculum and 42-hour concentration. The core curriculum consists of didactic courses (24 hours), teaching practicum (2 hours), research (6 hours), and a doctoral dissertation (12 hours). The didactic coursework prepares RS students with the knowledge, skills, and abilities to succeed as future faculty scholars in higher education. The course topics include foundations of rehabilitation science (e.g., history, philosophy, professional development), teaching methodologies, research design and statistics, and technical writing. Teaching practicum and individual research studies are completed concurrently with the core didactic courses and preceding a comprehensive qualifying examination (CQE) for advancement to candidacy.

In addition to the core courses, students select a concentration in either communication sciences and disorders or movement sciences and disorders, completing required seminar and research methods courses and electives. Students graduate after completing a doctoral dissertation in their concentration. The program's course of study is cohesive because it requires a standard core curriculum, allowing interprofessional and interdisciplinary interaction among students from different rehabilitation domains. It also permits specialization and focus in the selected concentration area.

Compatible with Institutional Mission/Goals. The PhD RS program aligns with the institution's mission to produce graduates who advance knowledge through innovative research. Furthermore, the program supports the strategic goals of preparing students to be competent researchers, thus contributing to the institution's research portfolio. Through their scholarship, graduates impact future patient care, practitioner education, and health care delivery.

Appropriate to Higher Education. The PhD in Rehabilitation Science program is a terminal degree program in rehabilitation science and is thus suitable for higher education. Admission requires a graduate degree and, as described previously, graduation requires 86 graduate-level hours of coursework, a research project, a comprehensive qualifying examination, and a doctoral dissertation. The program's CIP code, 51.2314.00 (Rehabilitation Science) was approved by the Texas Higher Education Coordinating Board (THECB) in 2017. The CIP code name reflects program trends nationally and is consistent with the recommendations made by the Committee on Assessing Rehabilitation Science and Engineering from the U.S. Institute of Medicine. In addition, the School of Health Professions Academic Affairs Committee ensures that the PhD RS is appropriate to both the disciplinary needs of the profession and higher education. Ultimately, the program prepares students for teaching, research, and leadership positions in athletic training, audiology, occupational therapy, physical therapy, and speech-language pathology education programs and related professions. Most students enter the PhD program with a clinical degree and graduates teach in professional education programs in Texas

and at other universities. Some graduates work in the private sector and focus on clinical research careers.

Professional Degree

The **Doctor of Medicine (MD)** is a face-to-face, four-year degree program on the Lubbock campus, on the branch campuses in Amarillo and Odessa, and on the instructional site at Covenant Health System. The MD program prepares students to be competent and compassionate physicians in the 21st century. The program emphasizes the principles of primary care and provides sound interdisciplinary and interprofessional training that integrates basic science knowledge and clinical skills. Graduates specialize in a broad spectrum of disciplines but are united by a passion for extending quality care to patients in West Texas and around the globe.

Coherent Course of Study. The School of Medicine curriculum underwent a redesign in 2020-2021 to address changes in the medical licensure process, specifically, the conversion of the USMLE Step 1 exam from a scored exam to a pass/fail exam. In the redesigned curriculum, students complete an 18-month Phase 1 pre-clerkship curriculum that begins with two foundational courses covering basic principles in anatomy, biochemistry, cell and molecular biology and microbiology, followed by 5 integrated organ system-based courses. Students also complete two longitudinal courses that cover clinical skills training and introduction to the profession of doctoring. All students must pass all classes in the Phase 1 curriculum as well as take and pass USMLE Step 1 in order to be promoted to the Phase 2 curriculum.

The curricular focus in Phase 2 (clerkship curriculum) is on patient assessment. Students complete their Phase 2 clinical training on one of the four campuses mentioned above. Each student rotates through six eight-week clerkships in internal medicine, surgery, family medicine, obstetrics/gynecology, pediatrics, and psychiatry and also completes a team-based clinical presentation project in a longitudinal course called Integration Seminar. In Phase 3 curriculum (advanced clinical training), students complete one required course focused on preparing students for the transition to residency, and three selective experiences in ambulatory care, critical care, and a sub-internship. The remainder of the fourth-year curriculum consists of five months of broadly-based elective experiences. Thus, over the course of four years, students participate in a coherent course of study in which they progress from learning foundational and advanced medical sciences to developing clinical competencies in a broad variety of disciplines.

Compatible with Mission/Goals. The MD clearly supports the TTUHSC mission to educate students to become collaborative health care professionals and the related goal to develop competent health care professionals. Because medical students are engaged so extensively in various clinical settings throughout the curriculum, the program also supports the strategic goal to promote improved community health through service. Finally, medical students have several opportunities to participate in research. In Year 4, for example, students may choose to participate in basic, translational, or clinical research in numerous disciplines or even engage in an independent research study with a faculty sponsor. Thus, the MD program clearly supports the institution's mission and goals as they relate to advancing knowledge through research.

Appropriate to Higher Education. Entry into medical school is highly competitive. Applicants to the TTUHSC program must have completed at least 90 semester credit hours of undergraduate coursework at a regionally accredited U.S. or Canadian college or university. Prerequisites include substantial science coursework, including biology, chemistry, organic chemistry, and biochemistry. The **Liaison Committee**

on Medical Education (LCME), which accredits the Doctor of Medicine, has a number of requirements related to curricular design, content, management, and evaluation ensuring its appropriateness to the field and higher education. See the [LCME Curriculum Standards](#). Program graduates are equipped with the knowledge and skills to become licensed physicians. Thus, the Doctor of Medicine program is clearly appropriate to higher education.

The **Doctor of Pharmacy (PharmD)** is a face-to-face, four-year degree program that takes place in Lubbock and on the branch campuses on Amarillo, Abilene, and Dallas. The PharmD program prepares students to meet the practice requirements necessary for licensure as a pharmacist in the United States. The program emphasizes the principles of safe and effective pharmacotherapy in patient-centered care and provides interprofessional training that integrates basic science knowledge and clinical skills with a particular focus on special populations, such as pediatrics, geriatrics, and rural care, to meet the needs of patients in West Texas and around the globe.

Coherent Course of Study. As demonstrated in the degree plan, the first three years of the **PharmD curriculum** are referred to as “Pre-APPE” years, meaning they occur before the Advanced Pharmacy Practice Experiences (APPE) of the fourth year. As indicated in the degree plan, Year 1 curriculum focuses on foundational knowledge in anatomy, physiology, immunology, pathophysiology, biochemistry, pharmacology, medicinal chemistry, pharmaceutical calculations, and drug design and formulations. There is also introduction to basic clinical skills associated with patient assessment, patient safety, scope of practice, law, clinical immunizations, and personal professional development.

In Year 2, the curriculum begins sequences focused on more advanced clinical skills, including pharmacotherapy (using an organ system based approach), pharmacokinetic calculations, clinical therapeutics, clinical literature evaluation, patient interactions and counseling, and social administration coursework, including health systems and policy, basic pharmacy operations, law, and bioethics. In Year 3, there is continued focus on patient safety and appropriate drug use with clinical toxicology. The organ-based pharmacotherapy sequence continues, as does the social administration sequence, including inpatient and outpatient pharmacy operations and financial management. During this year, students also choose from a diverse catalog of electives, including Advanced Geriatrics, Pediatrics, Cardiology, Infectious Diseases, Critical Care, Ambulatory Care, Veterinary Pharmacy, Cultural Competency, Laboratory Science, or Research. Throughout all three of the Pre-APPE years, the curriculum provides a sequence called Clinical Correlations (a small-group, hands-on course in which the knowledge of the didactic curriculum is applied) and IPPE (Introductory Pharmacy Practice Experiences), which provide exposure to patient care in introductory experiential rotation experiences.

In Year 4 of the curriculum, students rotate through eight six-week experiential rotations in which they apply advanced patient care skills in a variety of pharmacy practice settings, including required experiences in pediatrics, geriatrics, and rural community pharmacy. In the fourth year, students also present their summative senior “Grand Rounds” seminar and preparatory coursework for the national law and licensing exams.

Compatible with Institutional Mission/Goals. The PharmD educational program clearly supports the TTUHSC mission and goals to educate students to become drug therapy experts who can effectively support collaborative practice with other health care professionals and serve a diverse population of patients.

Appropriate to Higher Education. Entry into the School of Pharmacy (SOP) is highly competitive. Applicants to the program must have completed at least 65 credit hours of undergraduate coursework, which includes an extensive list of prerequisite courses. The TTUHSC SOP PharmD program meets and exceeds standards of both the accrediting body (**Accreditation Council for Pharmacy Education**) and the licensing board (**Texas State Board of Pharmacy**), particularly in the area of required experiential hours. Graduates from this program are highly sought after for employment in diverse roles in pharmacy practice, including community practice, hospital practice, consulting practice, pharmacy residency or fellowship, government agency, specialty compounding, pharmaceutical industry, research, or academia, thus making the Doctor of Pharmacy program appropriate to higher education.

SUMMARY

Continued accreditation through individual program accreditors as well as ongoing compliance with TTUHSC and THECB requirements help ensure that all TTUHSC educational programs embody a coherent course of study, are compatible with the institution's stated mission and goals, and are based upon fields of study appropriate to higher education. For these reasons, TTUHSC is compliant with the requirements of Standard 9.1, Program Content.

9.2 Program Length

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit.

Judgment

☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Program length is appropriate for each of the educational programs at Texas Tech University Health Sciences Center (TTUHSC). Each program is of sufficient length to include appropriate coursework and provide opportunities for mastery of the subject matter. Program faculty determine the duration of each program in accordance with commonly accepted practices in higher education, as specified below.

CRITERIA FOR PROGRAM LENGTH

HSC OP 60.11, Development, Revision, or Termination of Academic Program and Units outlines the process by which faculty propose new certificate and degree programs at TTUHSC or make significant curricular changes to existing programs. Such proposals are developed and refined through a collaborative process among the appropriate faculty and administrators in the respective school and the Office of the Provost. The faculty prepare a formal new program proposal in accordance with the guidelines of the Texas Higher Education Coordinating Board (THECB) which grants TTUHSC the legal authority to confer undergraduate, graduate, and professional certificates and degrees in the state of Texas. See, for example, please see [documentation relating to the development of the Master of Science in Graduate Medical Education Sciences \(GMES\) program](#). The example shows the development process from within the Graduate School of Biomedical Sciences through approval by the Texas Higher Education Coordinating Board. The program was determined to not be a significant departure, and thus not sent to SACSCOC for approval. (Please note, TTUHSC has not submitted a new program through HSC OP 60.11 in its current form, last revised in 2025. The last new degree program at TTUHSC was submitted in 2020 under a different version of the policy.)

The following regulations provide the criteria for the development of new baccalaureate, master's, and doctoral degree programs:

- *Title 19 Texas Administrative Code, §2.117 (Criteria for New Baccalaureate and Master's Degree Programs)*
- *Title 19 Texas Administrative Code, §2.146 (Criteria for New Doctoral Programs)*

These regulations do not dictate specific program lengths by degree level. Rather, *Title 19 Texas Administrative Code, §2.9 Revisions and Modifications to an Approved Program* suggests that the number of required semester credit hours should align with any requirements by individual program accreditors and licensing bodies, if applicable. Thus, for a health-related institution, external accrediting bodies largely influence program length at TTUHSC. Refer to the list of [current TTUHSC accreditors](#).

TTUHSC determines program length and academic credit based on the unit of the semester credit hour and in accordance with *HSC OP 60.05, Definition and Calculation of Credit Hours* and *Title 19 Texas Administrative Code, §4.6*. However, some external accrediting bodies define program length and academic credit in different terms. The Liaison Committee on Medical Education (LCME), which is the accrediting body for medical education programs in the U.S. and Canada, defines program length and academic credit in terms of weeks of instruction, requiring a minimum of 130 weeks of instruction for educational programs leading to the Doctor of Medicine degree (see *Functions and Structure of a Medical School, Standard 6.8*). The standard medical curriculum at TTUHSC is 158 weeks. This is typically completed in four years. For purposes of comparison with other TTUHSC schools, the School of Medicine also calculates equivalency to semester credit hours. Based on this calculation, the degree program is determined to be equivalent to 161 semester credit hours. Refer to *Standard 10.7, Policies for Awarding Credit* for more information.

Based on the above stated institutional policies, state regulations, and accreditation requirements, TTUHSC adheres to the following guidelines for program length. Upper-level undergraduate, graduate, and professional certificates require at least 12 semester credit hours. Baccalaureate degree programs require ≥ 120 semester credit hours. Master's degree programs require ≥ 30 semester credit hours of graduate-level work. Doctoral degrees require ≥ 70 semester credit hours of graduate-level work. The program length of professional-level certificates or degrees is determined primarily by external program accreditors. These guidelines apply to educational programs delivered traditionally and via distance education.

PROGRAM LENGTH

Table 9.2-1 provides the minimum semester credit hours required for each certificate and degree offered at TTUHSC, including the tracks leading to each degree and concentrations within specific degrees. Distance education programs are marked appropriately. For a more detailed description of how the institution defines and calculates a credit hour, refer to the response for *Standard 10.7, Policies for Awarding Credit*. Additional information about program requirements for all TTUHSC educational programs is also located in the appropriate school catalogs: (1) *Graduate School of Biomedical Sciences*, (2) *School of Health Professions*, (3) *School of Medicine*, (4) *School of Nursing*, (5) *Jerry H. Hodge School of Pharmacy*, and (6) *Julia Jones Matthews School of Population and Public Health*.

Table 9.2-1. Program Length by Degree

Certificates/Degree Program by School	Credit Hours Required
Graduate School of Biomedical Sciences	
Master of Science in Biomedical Sciences (All concentrations)	30
Master of Science in Biotechnology (Abbreviated)	30
Master of Science in Biotechnology (Research)	50
Master of Science in Graduate Medical Education Sciences	43
Master of Science in Pharmaceutical Sciences	40
Doctor of Philosophy in Biomedical Sciences	72
Doctor of Philosophy in Pharmaceutical Sciences	72
School of Health Professions	
Bachelor of Science in Healthcare Management ^a	120
Bachelor of Science in Medical Laboratory Science (Second Degree) ^a	83 ^b
Bachelor of Science in Medical Laboratory Science (Traditional)	131

Bachelor of Science in Speech, Language, and Hearing Sciences (Second Degree)	78 ^b
Bachelor of Science in Speech, Language, and Hearing Sciences (Traditional)	122
Post-Baccalaureate Certificate in Medical Laboratory Science ^a	35
Graduate Certificates in Healthcare Administration ^a	12
Master of Athletic Training	60
Master of Physician Assistant Studies	125
Master of Science in Addiction Counseling ^a	60
Master of Science in Clinical Mental Health Counseling ^a	60
Master of Science in Clinical Rehabilitation Counseling ^a	60
Master of Science in Healthcare Administration ^a	36
Master of Science in Molecular Pathology	42
Master of Science in Speech-Language Pathology	58
Doctor of Audiology	108
Doctor of Occupational Therapy	100
Doctor of Philosophy in Rehabilitation Science	86
Doctor of Physical Therapy	100
Doctor of Science in Rehabilitation Sciences ^a	36 ^b
Doctor of Science in Physical Therapy ^c	36 ^b
Post-Professional Doctor of Occupational Therapy ^a	27 ^b
School of Medicine	
Doctor of Medicine (Family Medicine Accelerated Track)	154
Doctor of Medicine (Traditional)	161
School of Nursing	
Bachelor of Science in Nursing (Accelerated: Second Degree Track) ^a	116 ^b
Bachelor of Science in Nursing (Accelerated: Veteran-BSN track) ^a	120
Bachelor of Science in Nursing (RN to BSN) ^a	120
Bachelor of Science in Nursing (Traditional) ^a	120
Master of Science in Nursing (Concentration: Advanced Practice Registered Nurse- All Specializations) ^a	36 ^b
Master of Science in Nursing (Concentration: Leadership-All Specializations) ^a	51 ^b
Post-Graduate Certificates ^{a, d}	45 ^b
Post-Master's Doctor of Nursing Practice ^a	45 ^b
Doctor of Nursing Practice (BSN-DNP) ^a	77 ^b
School of Pharmacy	
Doctor of Pharmacy	169
School of Population and Public Health	
Graduate Certificate in Public Health (Online)	15
Master of Public Health (Accelerated) ^a	45
Master of Public Health (Online) ^a	45
Master of Public Health (Traditional) ^c	45 ^b

^a 50% or more credit hours are delivered via distance education

^b Additional information about this program is provided in the subsequent narrative.

^c Teach-out in progress

^d Program previously referred to as Post-Master's Certificates

As *Table 9.2-1* indicates, there are no significant differences in program length between traditional programs and programs delivered via distance education. For example, the traditional Bachelor of Science in Nursing degree requires 120 semester credit hours. The Bachelor of Science in Nursing (RN to BSN) degree, a distance education program, also requires 120 credit hours.

Additional Information about Selected Programs

For purposes of clarification as to why some programs may differ from TTUHSC guidelines for program length, a justification for certain TTUHSC educational programs is explained below:

The **Bachelor of Science in Medical Laboratory Science (Second Degree)** program, a distance education program, targets students who have already completed a bachelor's degree in a science-related discipline from an accredited college or university. This degree requires 30 semester credit hours of prerequisite coursework in laboratory-based sciences and statistics, at least 18 semester credit hours of general education curriculum, and 35 semester credit hours at TTUHSC. Thus, the degree requires a total of 83 semester credit hours.

The **Bachelor of Science in Nursing (Accelerated: Second Degree)** is a distance education program that targets students who have already completed a bachelor's degree from an accredited college or university. Students in this program complete 55 semester credit hours in general education and prerequisite coursework and 61 semester credit hours at TTUHSC. In total, the degree requires 116 semester credit hours.

The **Bachelor of Science in Speech, Language, and Hearing Sciences (Second Degree)** program targets students who have already completed a bachelor's degree from an accredited college or university. Prerequisite coursework includes completion of the Texas core curriculum requirements, which requires a minimum of 42 semester credit hours. Often, the core curriculum includes program-specific requirements for courses in physical science, biological/life science, social/behavioral science, and statistics. Otherwise, these prerequisites must be completed in addition to the core curriculum before entry to the program. Students must complete an additional 36 semester credit hours at TTUHSC. Thus, the degree requires a total of at least 78 semester credit hours.

The **Master of Science in Nursing** and the **Post-Graduate Certificates** (All Concentrations) vary widely **by concentration**, but all concentrations have more than the minimum credit hours for a master's program. The Master of Science in Nursing degree tracks include 12 semester core credit hours required for each track in addition to track-specific core and specialty course credit hours. Some specialties are required by the Board of Nursing to take pathophysiology, health assessment, and pharmacology as well as clinical focus to become advanced practice registered nurses in Texas.

The **Doctor of Nursing Practice (DNP)** program prepares nurses for the highest level of practice in clinical settings, academic leadership, or health systems leadership. It requires completion of 45 semester credit hours for students who enter the program with current licensure as a registered nurse in the United States as well as a Master of Science in Nursing degree from a regionally accredited college or university with the required nursing program accreditation. Students seeking a DNP with only a Bachelor of Science in Nursing (**BSN to DNP**) must complete at least 77 semester credit hours at TTUHSC. The majority, or over 50%, of the required credits towards a TTUHSC School of Nursing graduate degree must be earned at TTUHSC.

The **Doctor of Science in Rehabilitation Sciences (ScD)** is a blended distance education program that provides advanced post-professional education for practicing athletic trainers, occupational therapists, and physical

therapists. It enables practitioners to develop the advanced knowledge base, clinical skills, and professional competencies needed for innovative evaluation and treatment of patients as well as an introduction to teaching and research that could lead to new career opportunities. The program length varies depending on each student's previously completed education. Students with a bachelor's degree complete a minimum of 70 semester credit hours at TTUHSC. Students with a master's degree complete a minimum of 48 hours. Students with a doctoral degree complete 36 to 48 hours, depending on prior coursework.

The **Doctor of Science in Physical Therapy (ScD-PT)** is a distance education program that aims to provide advanced post-professional education for practicing physical therapists. It enables practitioners to develop the advanced knowledge base, clinical skills, and professional competencies needed for state-of-the-art evaluation and treatment of patients as well as successful management of clinical services in isolated practice settings. Students with a bachelor's degree complete a minimum of 70 semester credit hours at TTUHSC. Students with a master's degree complete a minimum of 48 hours. Students with a Doctor of Physical Therapy complete 36 to 48 hours, depending on prior coursework. The program currently has a **Teach-Out Plan** in progress to provide current students the option to continue their current curriculum path. This program has not admitted new students since July 1, 2022. The proposed closure of ScD-PT is scheduled for 2027. All new students or students who opted to transition to the renamed program are admitted to the new Doctor of Science in Rehabilitation Sciences program.

The **Post-Professional Doctor of Occupational Therapy (OTDP)** is a distance education program. It is a clinical doctoral degree designed for experienced, licensed occupational therapists who want to augment their current knowledge and skills in order to keep up with changing expectations of the profession and current standards for entry into the profession. The OTDP differs from an advanced post-professional degree in that it does not reflect the acquisition of advanced or specialized clinical skills, but rather the augmentation of the body of knowledge and practice in occupational therapy over the last five or more years. Therefore, it requires 27 semester credit hours of TTUHSC coursework for students with a master's degree and 33 semester credit hours for students with a bachelor's degree in the field. The **Accreditation Council for Occupational Therapy Education (ACOTE)** has verified that the program is of sufficient length to include the appropriate coursework and opportunities for mastery of the content. See the **ACOTE Standards** which outline requirements that practicing occupational therapists need to obtain their post-professional occupational therapy doctorate.

Dual Degree Programs

TTUHSC offers a small number of dual degree programs in which students earn multiple degrees from two separate institutions. Each dual degree program at TTUHSC is offered with Texas Tech University (TTU). They include:

- (1) **Master of Science in Biotechnology (TTUHSC)/Master of Business Administration (TTU)**
- (2) **Master of Science in Nursing (TTUHSC)/Master of Business Administration (TTU)**

For these dual degree programs, TTUHSC typically accepts no more than 12 semester credit hours from Texas Tech University. For example, students seeking dual degrees in Biotechnology and Business Administration may apply 12 credit hours from TTU towards the research-intensive Biotechnology track at TTUHSC. In this case, TTUHSC is providing the instruction for 76% of the credit hours toward the Biotechnology degree. This is in compliance with *SACSCOC Standard 9.5, Institutional Credits for a Graduate/Professional Degree*, which requires TTUHSC to provide instruction for at least one-third of the credit hours toward any graduate or professional degree awarded by the institution.

Combination Degree Programs

TTUHSC offers several programs that are not recognized officially by SACSCOC as dual degrees but represent agreements that involve awarding two degrees simultaneously. One example of two programs at the same degree level and both within TTUHSC is the **Doctor of Medicine (TTUHSC)/Doctor of Philosophy in Biomedical Sciences (TTUHSC)**. This **program** option is designed to provide students with rigorous training in both clinical medicine and biomedical research. Students typically enroll in biomedical sciences graduate studies the summer sessions prior to the first and second years of medical school. At the end of Phase 1 or Phase 2 medical school curriculum and upon successfully passing the appropriate United States Medical Licensing Examination exam, students in the program will defer continuation in the medical school curriculum and enroll full-time in PhD graduate studies. Upon completion of the PhD requirements, students will return to medical school to complete the medical school curriculum. A maximum of 30 semester credit hours may be applied from the pre-clinical, first-year medical school curriculum to the PhD core curriculum and/or concentration-specific electives. In this case, TTUHSC Graduate School of Biomedical Sciences is providing the instruction for 58% of the credit hours toward the PhD. No biomedical sciences coursework is applied toward the Doctor of Medicine. Depending on the nature of the student's research, both degrees usually take seven to eight years to complete.

Other examples of combination degrees involve programs with different degree levels. For example, the **Doctor of Pharmacy (TTUHSC)** and the **Master of Public Health (TTUHSC)** students typically complete 12 semester credit hours of public health coursework in the summers during an intensive shortened summer session prior to the first and second years of pharmacy school, respectively, for a total of 24 hours leading into the second fall semester of pharmacy school. A maximum of nine semester credit hours may be applied from the School of Pharmacy curriculum to the MPH. No public health coursework is applied to the Doctor of Pharmacy degree.

The **Doctor of Medicine (TTUHSC)** and the **Master of Public Health (TTUHSC)** also have academic arrangements where students may pursue both degrees concurrently. Students typically complete 12 semester credit hours of public health coursework in the summers during an intensive shortened summer session prior to the first and second years of medical school, respectively, for a total of 24 hours leading into the second fall semester of medical school. They complete an additional 12 hours during the second and fourth years of medical school. A maximum of nine semester credit hours may be applied from the medical school curriculum to the master's program. No public health coursework is applied toward the Doctor of Medicine.

TTUHSC also offers several programs that represent agreements between two SACSCOC-accredited institutions across different degree levels. One example of this type of academic arrangement is the **Doctor of Pharmacy (TTUHSC)** and the Master of Business Administration (TTU). Students complete 30 semester credit hours toward the MBA over the course of two summers when they are not taking pharmacy coursework. TTU accepts 12 semester credit hours of TTUHSC coursework to meet their program requirements. TTUHSC only substitutes one 3 credit hour course (i.e., FIN 5320: Financial Management Concepts) from TTU for a course in the typical pharmacy curriculum (PHAR 4233: Practice Management-Financial Management). Thus, only 3 semester credit hours are shared and the integrity of the degree offered by TTUHSC is clearly maintained.

Two other examples of this type of academic arrangement occur in the Graduate School of Biomedical Sciences. For the **Master of Science in Biotechnology (TTUHSC)** and the Doctor of Jurisprudence (TTU), the TTU School of Law accepts 12 credit hours towards electives in the JD program from TTUHSC and TTUHSC will accept 12 credit hours of core courses in the JD program as electives in the MS in Biotechnology. For

the **Doctor of Philosophy in Biomedical Sciences (TTUHSC)** and a Master of Business Administration (TTU), the TTU Rawls College of Business accepts 12 semester credit hours of core courses from Biomedical Sciences as electives in their MBA program and TTUHSC accepts 12 semester credit hours of core courses from the MBA as electives in the PhD.

The School of Medicine also has agreements with Texas Tech University for a **Doctor of Medicine (TTUHSC)/Doctor of Jurisprudence (TTU)** and **Doctor of Medicine (TTUHSC)/Master of Business Administration (TTU)**. In both cases, TTU accepts TTUHSC coursework toward their degree requirements, but TTUHSC does not accept coursework from TTU.

Specialty Programs

The School of Medicine offers an innovative curriculum for students interested in pursuing a career in family medicine, which is known as the **Family Medicine Accelerated Track (FMAT) program**. Students complete requirements for the Doctor of Medicine curriculum in three years rather than the usual four years. They then transition to three years of family medicine residency. As indicated in *Table 9.2-1*, the FMAT program requires an estimated 154 semester credit hours. This far exceeds the expectations stated in the current standard for a professional degree.

The School of Nursing offers a **Veteran to BSN (VBSN)** option in conjunction with the accelerated track of the Bachelor of Science in Nursing program. Offered via distance education, this program targets veterans from all branches of military service and is designed to build upon their prior military medical training. Students in this program complete 59 semester credit hours in general education and 61 semester credit hours of nursing courses at TTUHSC, totaling 120 credit hours. Up to 12 of the 61 semester credit hours (20%) may be earned through successful demonstration of competencies in specific courses. These credits are referred to as prior learning credits. VBSN students are provided an opportunity to demonstrate knowledge of fundamental nursing concepts, pharmacology, and leadership management through a battery of exams. Success on these exams may allow a student to earn credit for the following courses: (1) *NURS 3555: Fundamental Nursing Concepts*, (2) *NURS 3415: Pharmacological Concepts*, and (3) *NURS 4321: Leadership Concepts in Nursing*. In total, the degree requires 120 semester credit hours.

SUMMARY

As described in this response, TTUHSC offers multiple degree programs based on at least 120 semester credit hours or the equivalent at the baccalaureate level and at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. Justification has been provided for all degree programs that include fewer than the required number of semester credit hours. TTUHSC has explained differences in calculation of credit for the Doctor of Medicine program based on programmatic accreditation requirements and has converted the credits for that program into the equivalent number of semester credit hours to demonstrate this program meets the stated requirements. In addition, information has been provided about dual degrees and degree programs engaged in other academic agreements as well as specialty programs. In all of these cases, the integrity of the degrees being awarded by TTUHSC is maintained. Program length is appropriate for each educational program and is of sufficient length to include appropriate coursework and provide opportunities for mastery of the subject matter. For these reasons, TTUHSC is compliant with the requirements of Standard 9.2, Program Length.

10.2 Public Information

The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.

Judgment

☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Texas Tech University Health Sciences Center (TTUHSC) makes available current academic calendars, grading policies, cost of attendance, and refund policies to students and other constituents through several online resources. These resources are available to traditional students at each geographical location, those enrolled in distance education, and to the public.

ACADEMIC CALENDARS

Academic calendars are published through TTUHSC Student Affairs on the [Office of the Registrar](#) webpage under Registrar Policies and Procedures as well as on the individual school webpages, as listed in *Table 10.2-1*.

Table 10.2-1. Academic Calendars by School

School	Calendar	Webpage
Graduate School of Biomedical Sciences	2024-2025	Student Resource Center
School of Health Professions	2024-2025	Student Resources
School of Medicine	2024-2025	Academic Affairs
School of Nursing	2024-2025	Student Resources
School of Pharmacy	2024-2025	Office of Curricular Affairs
School of Population and Public Health	2024-2025	Academics

GRADING POLICIES

Institutional policies governing grades and grading are published in the online [TTUHSC Student Handbook](#) which is updated and published annually on the [TTUHSC Student Affairs webpage](#). The Office of the Registrar also has an internal operating policy, *01.04, Grading Policy*. These general policies are followed by the schools. See, for example, the Graduate School of Biomedical Sciences' process of a [grade appeal](#). More detailed grading policies for each school are published in various resources, as follows:

- The **Graduate School of Biomedical Sciences (GSBS)** publishes [grading policies and procedures](#) in its student catalog, which is available [online](#). The 2024-2025 Catalog, for example, provides general information about grades and filing a formal written grade appeal.
- The **School of Health Professions (SHP)** publishes school-wide student policies on its [webpage](#), such as [SHP OP ST.08, Grading Criteria](#), which is available online to all students in undergraduate and graduate education programs. Grading criteria are also included in the [SHP catalog](#) under Academic General Policies and Procedures, which is [available](#) to the public. Grading policies are the same for both undergraduate and graduate students.
- The **School of Medicine (SOM)** publishes its policies, [SOM OP 30.01, Grading Policy](#) and [SOM OP 40.04, Student Promotion](#), on its [webpage](#).

- The **School of Nursing (SON)** publishes grading policies in the **SON Student Handbook**, available **online** to all students in undergraduate and graduate education programs. SON also publishes grading policies for undergraduate and graduate students through **SON OPs**. The graduate student grading policies are summarized in **SON Graduate OP 40.472, Grade Point Average Policy**. The undergraduate student grading policies are delineated in **SON Undergraduate OP 30.082, Grade Scale for all Courses, SON Undergraduate OP 30.086, Grading Practices - Grade Change Policy**, and **SON Undergraduate OP 30.090, Incomplete Grade**.
- The **School of Pharmacy (SOP)** publishes its grading policies in the current **catalog**, which is available **online**. The **SOP OP 77.P.18, Grade Grievance Resolution** policy is also published on the school's **webpage**.
- The **School of Population and Public Health (SPPH)** grading policies, including appeals and grievances, are published in the current **academic catalog**, which is available on the school's **webpage**.

COST OF ATTENDANCE AND REFUND POLICIES

The approval process for student fees is guided by **HSC OP 77.04, Student Fees** and **HSC OP 50.16, Changes to and Approval of Non-mandatory Student Fees**. Each degree program's cost of attendance is published online on the TTUHSC Student Business Services (SBS) webpage via the **Tuition Estimates tool**. Additionally, individual schools provide this information through their student catalogs and/or webpages. For example, the **GSBS webpage** sends prospective students to an SBS resource for specific GSBS Tuition Estimates, SOP posts their annual estimates directly to their **Prospective Students webpage**, and SHP lists the annual estimates in the **tuition and fees section** of the SHP catalog.

Refund policies are based on the **Title 3 Texas Education Code, §54.006**. These policies, which apply to all TTUHSC schools, are also published on the **TTUHSC Student Business Services** webpage and in the **TTUHSC Student Handbook**, which is updated and published annually on the **TTUHSC Student Affairs** webpage. An example of a **student refund** is provided. These resources are published online and are accessible to students enrolled in traditional distance education programs as well.

SUMMARY

In summary, TTUHSC publishes grading policies, academic calendars, refund policies, and the cost of attendance online on respective schools' webpages and the Student Business Services' webpage as evidenced in the narrative above. All information is available to TTUHSC students and the public. For these reasons, TTUHSC is compliant with the requirements of Standard 10.2, Public Information.

10.3 Archived Information

The institution ensures the availability of archived official catalogs (digital or print) with relevant information for course and degree requirements sufficient to serve former and returning students.

Judgment

☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Texas Tech University Health Sciences Center (TTUHSC) publishes electronic catalogs for each of its six schools. These publications include information of potential interest to current and former students, the public, and other stakeholders. The structure of each catalog differs to meet the needs of individual schools, but much of the content is consistent. All catalogs include information about the institution, school, educational programs, degree requirements, program curricula, course descriptions, and faculty members.

TTUHSC follows the procedures outlined in *HSC OP 10.09, Records Retention* regarding the retention and destruction of administrative, electronic, data processing, personnel, fiscal, support services, and institution-specific records. Per policy, an appointed individual from each department reviews records on an annual basis to determine whether departmental documents should be retained or destroyed. Each department must comply with the *Texas Tech University System Records Retention Schedule* which states that all catalogs must be retained permanently.

SCHOOL CATALOGS

The majority of school catalogs are electronically archived and made accessible online through the individual school webpages. Catalogs that are not available online are available at the TTUHSC Libraries and/or through each school. Former or returning students may contact their respective school for a copy. More information on each school's catalog is provided in the following paragraphs.

Graduate School of Biomedical Sciences (GSBS)

The online catalogs may be accessed on the school's webpage via the Student Resource Center under the Current Students Quick Links for the *Catalog*. Catalogs are available online from the 2007-2008 academic year to the present. The *2024-2025 GSBS Catalog* is attached for reference. If a former student has a question about a catalog prior to 2007, s/he must contact the Assistant Dean in the Office of the Graduate School, who is responsible for maintaining archived GSBS catalogs.

School of Health Professions (SHP)

The online catalogs may be accessed on the school's webpage via the Admissions and Student Affairs webpage under *Catalog*. Catalogs are available online from academic year 2003-2004 to the present. Attached is the *2024-2025 SHP Catalog*. For information about educational programs or requirements prior to 2003, individuals must contact the Office of Admissions and Student Affairs for further assistance. The Associate Dean for Admissions and Student Affairs has responsibility for maintaining archived catalogs.

School of Medicine (SOM)

The *2024-2025 SOM Catalog* may be accessed through the School of Medicine *Catalog* webpage. Former students are encouraged to contact the Office of the Academic Affairs for historical information about the program. Specific requests will be routed to the appropriate department. All archived catalogs since 1974 are available on the *SOM webpage*. The Office of Academic Affairs is responsible for maintaining archived SOM catalogs.

School of Nursing (SON)

The online catalogs may be accessed on the school's webpage via the Admissions, Enrollment Management & Student Affairs webpage under "Important Resources for Applicants and Enrolled Students" and [Student Catalog](#). Catalogs are available online from academic year 1985-1986 to the present. Printed catalogs are stored at an off-site storage facility and can be accessed as needed by student request. Attached is the [2024-2025 SON Catalog](#). For historical information about the program, former students are encouraged to ask the SON Education Technology Services department, who has responsibility for maintaining archived nursing catalogs.

Jerry H. Hodge School of Pharmacy (SOP)

The online catalogs may be accessed on the school's Office of Curricular Affairs program information [Catalogs](#) webpage. Attached is the [2024-2025 SOP Catalog](#). Catalogs are available online from academic year 2008-2009 to the present. For information about the SOP program prior to 2008, former students are encouraged to contact the SOP Office of Information Services, who, in collaboration with the Senior Associate Dean of Curriculum, Assessment, and Accreditation, has responsibility for maintaining archived electronic catalogs.

Julia Jones Matthews School of Population and Public Health (SPPH)

The online catalogs may be found on the School of Population and Public Health webpage via the Student Affairs webpage under [SPPH Academic Catalog](#). Attached is the [2024-2025 SPPH Catalog](#). The Office of the SPPH Dean is responsible for uploading and archiving catalogs. Before the creation of the SPPH, the MPH was housed in GSBS. For historical information about the MPH program, previous GSBS catalogs are available on the SPPH Student Affairs website as well.

As noted, TTUHSC, historically, has not had a singular institutional catalog. Instead, each school maintained an academic catalog. Each catalog was linked to the [TTUHSC e-Catalog](#). Individual schools adhere to different timelines for revising their annual course catalogs, but the process typically begins late fall/early spring in order to publish by the following summer. TTUHSC recently purchased an online catalog management system referred to as *Catalog*. Beginning with the 2025-2026 catalog, all catalogs will be housed on one webpage and will share a singular format.

It is common practice for students to graduate under the provisions of the catalog in effect at the time of enrollment. If a change becomes necessary, students are given the opportunity to complete program requirements under the old requirements, if at all possible, or develop an alternate course of action in collaboration with program faculty and/or advisors. Faculty and staff serving in an advisory capacity for educational programs communicate any such changes through a variety of methods, such as email or student portal notifications. For example, students enrolled in the Doctor of Science (ScD) in Physical Therapy program received multiple emails in Fall 2021 regarding the new program option to earn a ScD in Rehabilitation Sciences. The new degree program was created with the intent to offer more interprofessional education, which includes three professional student populations - athletic training, occupational therapy, and physical therapy. Students who were enrolled in the ScD in Physical Therapy program were given the option to remain in the original program or to change to the new program. The attached [email](#) provides an example of this correspondence.

SUMMARY

As demonstrated in the preceding narrative, TTUHSC ensures the availability of archived official catalogs in printed or electronic format. These catalogs contain key information about course and degree requirements, which is sufficient to serve the needs of current and former students. For these reasons, TTUHSC is compliant with the requirements of Standard 10.3, Archived Information.

10.5 Admissions Policies and Practices

The institution: (a) publishes admissions policies consistent with its mission; (b) ensures that its recruitment materials and presentations accurately represent the institution's practices, policies, and accreditation status; and (c) ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.

Judgment

☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Texas Tech University Health Sciences Center (TTUHSC) publishes admissions policies that are consistent with the institution's mission to "enrich the lives of others by educating students to become collaborative health care professionals, providing excellent patient care, and advancing knowledge through innovative research." Recruitment materials accurately represent the practices, policies, and accreditation status of the institution. *Standard 14.1, Publication of Accreditation Status* provides additional details about the institution's accurate representation of its accreditation status to internal and external stakeholders. TTUHSC does not rely on independent contractors or agents for recruiting purposes or admissions activities.

TTUHSC ADMISSIONS POLICY

As stated in *Section 05.02, Regent's Rules*, the Texas Tech University System Board of Regents is expected by law to set campus admission standards consistent with the role and mission of TTUHSC. The board shall also ensure system excellence by promoting enhanced recruitment strategies and allocating the resources necessary to ensure admission of a quality student body. In alignment with system requirements, TTUHSC publishes the general admission policy, *HSC OP 77.01, Admission*, on the *Operating Policies and Procedures webpage*, available online for public view. The admissions policy is applicable across educational programs regardless of campus/site or method of delivery.

Prospective students can also locate general admissions information on the *TTUHSC Admissions webpage*. Applicants are considered for admission to TTUHSC if they meet the published entrance requirements established by each school: (1) Graduate School of Biomedical Sciences, (2) School of Health Professions, (3) School of Medicine, (4) School of Nursing, and (5) Jerry H. Hodge School of Pharmacy, and (6) Julia Jones Matthews School of Population and Public Health. Completed applications, transcripts, test scores, and other applicable qualifying factors constitute the basis upon which eligibility is considered. Additional details are provided in the subsequent narrative.

SCHOOL-SPECIFIC ADMISSIONS POLICIES

Each TTUHSC school publishes information describing the processes for evaluating applications and making admissions decisions. Links to program-specific admissions processes and online applications are published on school webpages and catalogs. *Table 10.5-1* provides links to the admissions section in each school's current catalog and the corresponding webpage. In the Graduate School of Biomedical Sciences, for example, program faculty utilize three general categories in reviewing applicants for admission: (1) academic records, (2) test scores (e.g., GRE), and (3) individual profiles, which are based on recommendation letters, research experience, and personal interviews. Some international applicants must meet additional admissions criteria, such as proof of English proficiency or course-by-course transcript evaluations, as outlined in the course catalog and admissions webpage.

Table 10.5-1. Admissions Information by School

School	Catalog Section	Webpage
Graduate School of Biomedical Sciences	2024-2025	Admissions
School of Health Professions	2024-2025	Admissions and Student Affairs
School of Medicine	2024-2025	Office of Admissions
School of Nursing	2024-2025	Office of Admissions, Enrollment Management & Student Affairs
School of Pharmacy	2024-2025	Office of Student Affairs and Admissions
School of Population and Public Health	2024-2025	Admissions

Each TTUHSC school accepts responsibility for establishing and adhering to school and program-specific admissions processes. Program faculty maintain primary responsibility for evaluating applications and making admissions decisions for their respective academic programs. See, for example, a School of Health Professions Master of Science in Speech-Language Pathology [applicant's redacted application](#) and [faculty interview rubric](#). Furthermore, these admissions policies and processes comply with [Title 3 Texas Education Code, §51.842](#), which specifies admissions factors for graduate and professional programs. For example, individuals who seek admission to the Master of Science in Nursing program must submit proof of the following for consideration for admission:

General Admission Requirements - Master of Science in Nursing

All applicants must complete and submit an online application as described in the School of Nursing (SON) Catalog. All applicants must meet the requirements listed below for admission consideration:

- Valid unencumbered RN License
- Baccalaureate nursing degree (BSN) from a regionally accredited college or university with nursing program accreditation from the Commission on Collegiate Nursing Education (CCNE) or the American Commission for Education in Nursing (ACEN), formerly the National League for Nursing Accrediting Commission (NLNAC)
- Applicants with a transcript(s) from a foreign university(ies) are to submit a Commission for Graduates of Foreign Nursing Schools (CGFNS) evaluation of their transcript(s). See International Applicants under the Eligibility Requirements section of this catalog for more information
- Completion of undergraduate courses in research and statistics with a grade of C or better
- A minimum GPA of 3.0 (4.0 scale) for all coursework leading to the baccalaureate degree
- The undergraduate science courses GPA may be considered as a factor for admission
- Personal Statement/Essay/Track specific essay questions (maximum of 500 words)
- Current Basic Life Support (BLS) certification for the Healthcare Provider from the American Heart Association or the American Red Cross
- Professional letters of reference (3). Two letters from nurse managers or professional mentors and one letter from a former faculty member or other health care professional attesting to the applicant's professional and academic abilities and potential for success in a graduate program
- Individuals who obtained their nursing education outside of the United States are not eligible for admission unless their nursing program was accredited by the CCNE or ACEN

- Official transcript for the BSN plus transcripts for all undergraduate courses, including undergraduate research and statistics courses if not included on the BSN transcript. (NOTE: all transcripts must be from a regionally accredited college or university with nursing program accreditation from the Commission on Collegiate Nursing Education (CCNE), or from the American Commission for Education in Nursing (ACEN), formerly the National League for Nursing Accrediting Commission (NLNAC)
- Computer Literacy; defined as an understanding of the capabilities and limitations of a computer and how to use them wisely within clinical workflow and for scholarly work. Applicants must complete the TTUHSC SON Computer Literacy Test located online prior to applying.

Some TTUHSC programs also have provisions for special student enrollment. For example, conditional or contingent admission may be granted to applicants in the traditional Bachelor of Science in Nursing program or in the RN to BSN program if the full requirements for admission are not met. In these cases, the applicant must comply with "conditions" stated in the letter of admission offer prior to the first day of class for the semester for which the student is applying. Failing to do so will result in retraction of the offer. Refer to the [sample letter](#) of conditional admission. Other programs offer provisions for special student enrollment, as appropriate, labeling them as provisional, readmission, or transfer admission criteria. The various program requirements for special enrollment can be found in the admissions websites listed in *Table 10.5-1*, where applicable.

In addition to complying with state mandates, many TTUHSC program faculty develop admissions policies and processes in accordance with standards set by external accrediting bodies. Refer to the list of [current TTUHSC accreditors](#). These external accrediting bodies promote accountability for developing admissions standards that are clear, reasonable, and consistently implemented across a profession.

For example, the School of Medicine (SOM) adheres to standards established by the Liaison Committee on Medical Education (LCME) with regard to admission of medical students. [LCME Standard 10: Medical Student Selection, Assignment, and Progress](#) outlines the premedical education requirements for applicants, guidelines for selecting students, and expectations for accepting transfer and visiting students. To maintain a consistent admissions process in alignment with these accreditation requirements, the school adheres to multiple policies related to medical student admissions. Please see, for an example, the [SOM program application](#) and corresponding [SOM student interview scoring rubric](#) used in the application process as described in *SOM OPs 70.02 and 70.03* below. These policies are available for public view on the [School of Medicine webpage](#). See a sample of these policies below:

School of Medicine Operating Policies

SOM OP 70.01, School of Medicine Admissions Committee Bylaws

SOM OP 70.02, Student Application Process

SOM OP 70.03, Student Interviews

SOM OP 70.04, Acceptance of Offer for Admission

SOM OP 70.05, School of Medicine Special Admissions Programs: Pipelines and Pathways

SOM OP 70.06, Family Medicine Accelerated Track Committees

SOM OP 70.07, Response to Findings on Required Criminal Background Checks Prior to Admission

SOM OP 70.08, Transfer Students, Advanced Standing

SOM OP 70.09, Readmissions for Students with Special Circumstances

REVIEW OF ADMISSIONS POLICIES

Ongoing compliance with state regulations and accountability to external accreditors helps TTUHSC faculty ensure that admissions policies are clear, reasonable, consistently implemented, and in alignment with the institutional mission. However, TTUHSC also engages in regular internal review processes. The general TTUHSC admissions policy, *HSC OP 77.01, Admission*, is reviewed every other year by the Registrar and the dean of each school. Recommendations for revisions are forwarded to the Associate Provost for Student Affairs.

In addition, TTUHSC faculty review and revise school and program-based admissions policies on a regular basis. For example, each degree program in SON has an admissions policy that is reviewed every two years by the executive associate dean and then sent to the dean with recommendations and revisions. As a result of this review process, the RN to BSN admissions program recently decided to allow applicants who did not meet the GPA requirements the option for admission with conditional admission. The RN Admissions and Progressions Committee proposed these changes during the *August 2023 and December 2023 meetings*, ultimately revising *SON OP 60.086, RN to BSN Admissions Policy*.

Another example of this review process includes the School of Health Profession's policy *SHP OP: ST.23, Recruitment, Application, and Admission Process*. This policy is reviewed in July of odd-numbered years by the Academic Affairs Committee, comprised of all program directors, with recommendations for revisions forwarded to the SHP Executive Committee for final approval. The attached *memorandum and meeting minutes* provide evidence of proposed revisions to the admissions cycle for the Clinical Counseling and Mental Health Department.

RECRUITMENT MATERIALS

TTUHSC develops recruitment materials and presentations that accurately represent the institution's practices, policies, and accreditation status that exhibit integrity and responsibility in accordance with the Southern Association of Colleges and Schools Commission on Colleges' Policy Statement, "Advertising and Student Recruitment." These recruitment materials, publications, and presentations communicate relevant information to prospective students and promote the many academic programs offered through each school. As referenced in the preceding narrative, including *Table 10.5-1*, primary recruitment tools include the TTUHSC website, school webpages, and individual school catalogs. These resources are available online for public view.

Some schools also distribute *printed brochures* or *flyers* at recruitment events and highlight their programs visually and/or orally in *presentations*. For example, the School of Health Professions publishes an annual *viewbook* which provides general information about the school, campuses/sites, and educational programs (including programmatic and institutional accreditation information) to prospective students. In addition, the school also produces a *career guide*, intended for high school advisors to use when introducing students to health professions careers. Prior to attending recruitment events, TTUHSC employees receive *appropriate training* at the school level as well as updated training on an ongoing basis as part of their regular responsibilities. Much of this training occurs in regular staff meetings in the respective admissions departments. For example, the Speech, Language, and Hearing Sciences recruitment training occurred during a *departmental faculty meeting*.

To ensure recruitment materials accurately represent the practices, policies, and accreditation status of TTUHSC, all such publications are developed in collaboration with the *TTUHSC Office of Communications & Marketing* (C&M). For example, SON coordinated with C&M to update their *admissions envelope* to include the Future of Health branding. The C&M Office employs individuals with expertise in communications and

media relations, marketing and advertising, interactive media, and photography/videography. All publications are expected to comply with *HSC OP 67.02, Communications, Advertising, and News Media*, which is reviewed every two years.

In consideration of the widespread popularity of social media, *HSC OP 67.03, Use of Social Media* is also an important institutional policy related to student recruitment. Per policy, all institutional social media accounts must be registered and approved by C&M personnel. All official social media accounts must include an account administrator from C&M who offers assistance in content scheduling, social media best practices, and account transitions. The policy is revisited annually to stay current with ongoing media changes. Screenshots of sample *TTUHSC Facebook pages* are provided for reference.

Overall, TTUHSC adheres to recruitment practices that are in alignment with the *SACSCOC Advertising and Student Recruitment Policy Statement*. This includes practices that avoid the following:

- Assuring employment unless employment arrangements have been made and can be verified;
- Misrepresenting job placement and employment opportunities for graduates;
- Misrepresenting program costs;
- Disparaging comparisons of secondary or postsecondary institutions;
- Misrepresenting abilities required to complete the intended program; and
- Offering money or inducements other than educational services of the institution in exchange for student enrollment, except for expressly permitted financial aid awards.

SUMMARY

Based on the information presented in this narrative, TTUHSC publishes admissions policies that are consistent with the institution's mission and recruitment materials accurately represent the practices, policies, and accreditation status of the institution. TTUHSC does not rely on independent contractors or agents for recruiting purposes or admissions activities. For these reasons, TTUHSC is compliant with the requirements of Standard 10.5, Admissions Policies and Practices.

10.6 Distance and Correspondence Education

An institution that offers distance or correspondence education:

- a. ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.
- b. has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.
- c. ensures that students are notified, in writing at the time of registration or enrollment, of any projected additional student charges associated with verification of student identity.

Judgment

☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

To protect the integrity of educational credentials awarded to students enrolled in distance education courses or programs, Texas Tech University Health Sciences Center (TTUHSC) takes measures to ensure that a student who is awarded credit in such courses is the same student who completes the course and receives credit. To this end, TTUHSC verifies the identity of a student enrolled in distance education courses or programs, ensures that the method used to verify identity protects the privacy of the student, and notifies the student in advance of enrollment regarding any projected additional charges associated with the verification process. TTUHSC's Information Technology (IT) department and student affairs offices located within the individual schools are responsible for ensuring the provisions of this standard are met.

DISTANCE EDUCATION AT TTUHSC

TTUHSC offers coursework toward its academic programs through traditional classroom instruction, clinical/practicum instruction, and distance education. TTUHSC does not offer courses or certificate/degree programs via correspondence education. The *Institutional Summary* lists all of the programs in which 50% or more of the credit hours are delivered via distance education.

VERIFICATION OF STUDENT IDENTITY

Information Technology Requirements

TTUHSC has procedures in place to ensure that a student who registers for and enrolls in a distance education course is the same student who completes the course and receives credit. The primary method used by the institution includes a secure log-in and passcode for each TTUHSC student, including students enrolled in distance education courses and programs. *HSC OP 56.01, Acceptable Use of Information Technology Resources* provides guidelines governing the use of Information Technology resources by students, faculty, staff, and other authorized TTUHSC users. IT has also established more specific policies governing access to TTUHSC resources. Refer to *HSC IT Policy 56.09, Identification and Authentication*, the HSC IT Standards on *Passwords*, and the *Authorized and Unauthorized Hardware and Software Standard*.

As described in these policies, all TTUHSC computing systems require a log-in authentication process whereby each user is identified and authenticated by a unique user ID and password. The primary authentication is an account management system known as eRaider. For an individual to be granted a user ID, there must first be an associated request and approval. Access to the TTUHSC network and applications (e.g., Banner, LMS, email) is based on the individual roles assigned to a particular user. Each user must sign a *TTUHSC Information Resources Security Acknowledgement and Nondisclosure Agreement* before access is given. Passwords for

eRaider accounts adhere to industry best practices and must be reset every 180 days. TTUHSC also uses DUO two-factor authentication to access many of the institutional systems. Also, any TTUHSC computing system that prompts the user for a log-in ID and password requires an unauthorized access **warning message** be displayed. The message informs the potential user that use of the system is restricted to authorized users only and shall be used in accordance with IT policies. The message appears any time a user logs into a TTUHSC workstation.

All TTUHSC students, including those enrolled in distance education courses, are informed of the IT policies during new student orientation. An example is the **TTUHSC School of Nursing (SON) virtual orientation**. The required online tutorial guides new students through the process of activating their eRaider accounts, communicates important IT information, and requires completion of a Use of Information Technology Resources acknowledgment form.

School Requirements

In addition to institutional policies on student verification, each TTUHSC school has a policy on the verification of student identity:

- Graduate School of Biomedical Sciences (GSBS), *GSBS Identification Verification Policy*
- School of Health Professions (SHP), *SHP ST.22, Identification Verification Policy*
- School of Medicine (SOM), *SOM OP 40.12, Student Identity Verification Policy*
- School of Nursing (SON), *SON 60.078, Identity Verification/Authentication Policy*
- Jerry H. Hodge School of Pharmacy (SOP), *SOP 77.P.45, Identity Verification/Authentication Policy*
- Julia Jones Matthews School of Population and Public Health (SPPH), *SPPH 30.1, Student Identification Verification Policy*

The School of Health Professions also requires students to provide a form of government-issued identification in applicant interviews and/or orientation (*SHP OP ST.22 Identification Verification Policy*). Furthermore, the Medical Laboratory Sciences (MLS) and Molecular Pathology (MP) programs within the School of Health Professions require students to sign an Honor Code upon entry to the program (**Appendix G of the Medical Laboratory Sciences Handbook**). This document outlines specific expectations by which students are expected to abide to ensure the integrity of the academic environment. The Honor Code includes a pledge by students not to divulge their username and passwords to anyone, to complete course assignments/exams using only their usernames and passwords, and other related expectations. Failure to comply with these statements results in a violation of the Honor Code and the student is subject to disciplinary sanctions. In addition, the Medical Laboratory Sciences-Second Degree program requires distance education students to participate in proctored examinations. As indicated in the **Testing Policy and Procedures**, students use ProctorFree, a third-party proctoring service, for exams. ProctorFree uses facial recognition software to maintain continuous identity verification throughout the exam.

PROTECTION OF STUDENT PRIVACY

FERPA

To protect the privacy of all TTUHSC students, including those enrolled in distance education courses/programs, TTUHSC faculty and staff members abide by *HSC OP 77.13, Student Education Records*. This policy implements the provisions of the Family Educational Rights and Privacy Act (FERPA) and other federal and state laws governing access to and confidentiality of student records. *HSC OP 77.13* defines key terms and outlines student rights and responsibilities related to the release of a student's directory information. Except as noted in the policy, TTUHSC will disclose information from a student's education records only with

the **written consent of the student**. To ensure continued alignment with federal regulations and educational best practices, *HSC OP 77.13* is reviewed biennially.

Students enrolled in traditional and distance education courses/programs are notified of their FERPA rights through the annual **TTUHSC Student Handbook** and **Office of the Registrar webpage**. As online resources, they are always available to traditional and distance education students.

Banner Access

TTUHSC uses a web-based student information system, Banner, to maintain student records. Faculty and staff seeking access to Banner must complete a multi-step process. First, the employee submits a request for access, then the appropriate Student Security Administrator for each school and division evaluates the request, determines whether to approve or deny access, and forwards all approvals to the TTUHSC registrar to grant the appropriate access level.

As stated in *HSC OP 77.13*, all employees are required to complete **online FERPA training** and a confidentiality agreement upon beginning their employment at TTUHSC. Access to Banner is not given until the training is complete. All training is administered and documented by the TTUHSC Registrar's Office through the ACME system. Refer to the **sample training report** which indicates those who completed FERPA training in June of 2024. If an employee is terminated, their department head/supervisor notifies the Student Security Administrator, who then informs the TTUHSC registrar to modify Banner access. The registrar receives a daily report of terminated employees and removes them from any Banner Cognos reports and also removes faculty/advisor access, if necessary, as those two elements of access are not automated. If an individual transfers to another department or campus, the Banner access they had is revoked and they must submit a new request for the appropriate access under the new position. The registrar also receives a report of these employees to verify that all prior access has been removed.

User IDs and Passwords

Following *HSC OP 56.01, Acceptable Use of Information Technology Resources*, *HSC IT Policy 56.09, Identification and Authentication*, and the **IT Password Standards** procedure, TTUHSC IT requires users to follow "strong" password criteria and will never ask for a user to reveal their password. If a user forgets their password, the IT Help Desk may assist the user by first verifying identity then by sharing a password recovery method. Users are instructed to never write down their passwords or type their passwords if they are aware someone is watching them. Users are to lock their workstations after each use. Workstations will also automatically lock after 15 minutes of inactivity. As previously stated, passwords must be changed every 180 days and must not be reused for one year. All stored passwords are encrypted.

NOTIFICATION OF ADDITIONAL CHARGES

TTUHSC, in general, has no fee directly related to the verification of student identity in distance education courses. In the School of Health Professions, the Medical Laboratory Sciences and Molecular Pathology programs use ProctorFree for testing identify verification, but the cost is covered by the school with no additional cost to the students. Though TTUHSC does not have additional student charges related to student verification, the schools that offer distance education charge general distance education fees. These fees may be used for expenses like employee salaries, telecommunications allowances for faculty, and other operational costs related to the program. For example, in 2024-2025, the School of Health Professions had a distance education fee of \$579 per credit hour for the Master of Healthcare Administration program for out-of-state students. Such fees are communicated to current and prospective students via the **TTUHSC Student**

Business Services on their webpage and fees for distance programs are also included in the course catalogs.

SUMMARY

TTUHSC utilizes a number of processes and systems to verify the identity to ensure the student who registers for a distance education course or program is the same student who participates in, completes, and receives the credit for the course. Additionally, TTUHSC ensures the privacy of students who are enrolled in distance education courses or programs, following *HSC OP 56.01, Acceptable Use of Information Technology Resources*. Finally, TTUHSC does not charge additional fees to students for verification of student identity and fees charged to distance education students for other purposes are disclosed in writing, as described in the above narrative. For these reasons, TTUHSC is compliant with the requirements of Standard 10.6, Distance and Correspondence Education.

10.7 Policies for Awarding Credit

The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.

Judgment

☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Academic credit provides a basis for measuring the amount of time students are engaged in the learning process. For a health-related institution like Texas Tech University Health Sciences Center (TTUHSC), learning occurs in diverse environments, including traditional classrooms, distance education, laboratories, clinicals, and practica. Due to the importance of academic credit, TTUHSC publishes and implements sound policies and procedures for defining a credit hour and determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. These procedures comply with the U.S. Department of Education's definitions and the Texas Higher Education Coordinating Board (THECB) policy as well as commonly accepted practices in higher education. TTUHSC does not offer direct assessment competency based-programs as all educational programs are based on credit hours.

DEFINITION AND CALCULATION OF CREDIT HOURS

TTUHSC faculty in each school determine the amount of credit awarded for undergraduate and graduate courses based on the unit of the semester credit hour in accordance with federal and state regulations. Refer to *Title 34 Code of Federal Regulations §600.2* and *Title 19 Texas Administrative Code §4.6*. The latter applies to all public institutions of higher education in the state of Texas.

As outlined in *HSC OP 60.05, Definition and Calculation of Credit Hours*, TTUHSC defines a credit hour as the amount of work represented in intended learning outcomes and verified by evidence of student achievement that reasonably approximates no less than (1) one hour of classroom or direct faculty instruction and a minimum of two hours of out-of-class student work for each week for approximately 15 weeks of one semester or trimester hour of credit, or 10 to 12 weeks for one quarter hour of credit, or the equivalent amount of work over a different amount of time; or (2) at least an equivalent amount of work for other academic activities as established by the institution, including laboratory work, internships, clinical work, practica, studio work, independent study, and other academic work leading to the award of credit hours. This definition applies to distance education as well and is consistent with the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) Policy Statement on *Distance Education and Correspondence Courses*.

A semester is defined as 15 weeks of instruction and a week for final examinations. Assuming a traditional lecture format, a typical course involves 45 to 48 contact hours, which is equivalent to three semester credit hours. Courses taught in shortened timeframes are expected to have the same number of contact hours and the same requirement for out-of-class learning as courses taught in a normal semester. Per *HSC OP 60.05*, courses taught in a non-traditional way that do not meet these contact hour requirements must be reviewed and approved through a formal institutional faculty review process that evaluates the course and its learning outcomes and subsequently determines whether the course has equivalent learning outcomes to a traditionally delivered course.

In the case of a program's formal degree requirements include courses with zero (0) earned hours of academic credit, the zero-credit-hour course may be approved if the course does not follow the typical classroom instruction model but has a designated academic requirement. The criteria for a zero-credit course are as follows: the course must be either largely independent study or practical experience and does not meet as a class on a regular basis, or the course is a focused area of study, practical experience, or creative expression; the course must have designated student learning outcomes; the course must not be offered as a credit-bearing course; the course requires limited faculty involvement and minimal use of university resources; and lastly, grading of the course must be accomplished with limited faculty assessment. (Please note, the zero credit hour procedures were added to *HSC OP 60.05* in 2025 and no courses have gone through the review processes at time of report submission.)

These practices are in accordance with the SACSCOC's Policy Statement on **Credit Hours**. *HSC OP 60.05* is published on the **TTUHSC Operating Policies & Procedures webpage** for convenient access by faculty, staff, and administrators. The policy is reviewed every two years by the provost. These processes are applicable for courses and programs delivered traditionally and via distance education.

ALTERNATE CALCULATION OF CREDIT HOURS

The preceding definition and description of the calculation of credit hours applies to five of six TTUHSC schools: (1) Graduate School of Biomedical Sciences, (2) School of Health Professions, (3) School of Nursing, (4) Jerry H. Hodge School of Pharmacy, and (5) Julia Jones Matthews School of Population and Public Health. The School of Medicine (SOM) determines the amount of academic credit awarded for courses in accordance with the accreditation standards of the **Liaison Committee on Medical Education (LCME)**, which is the accrediting body for medical education programs in the United States and Canada. LCME defines program length and academic credit in terms of weeks of instruction rather than semester hours, requiring a minimum of 130 weeks for educational programs leading to the Doctor of Medicine. See **LCME Standard 6.8**.

Nonetheless, SOM established a methodology for converting weeks of instruction to credit hours in order to promote consistency across TTUHSC. Refer to **SOM OP 30.01, Grading Policy** for a more detailed description. For the pre-clinical curriculum, one contact hour is equivalent to one scheduled hour of faculty instruction in the classroom, laboratory, small group, or clinical setting and a minimum of two hours of out-of-class student preparation. Twenty contact hours equals one credit hour. This formula is comparable to the THECB formula in which a typical one-credit hour course requires 15 to 18 contact hours during a 15-week semester. Please **see documentation on the development of the current SOM credit hour model**.

For the clinical curriculum, credit hours for required clerkships and electives are based on the number of weeks of scheduled instruction or clinical experience. One week is equivalent to one credit hour. During their clerkships, students are engaged in didactic and clinical activities for an average of 40 or more hours per week. For example, during an eight-week rotation in surgery, a student is engaged in academic activities a minimum of 320 hours, which equals eight academic credit hours. This formula is far more stringent than the THECB formula in that a fourth-year medical student earns one credit hour for approximately 40 contact hours.

FACULTY ROLE IN DETERMINING ACADEMIC CREDIT

Per *HSC OP 60.05*, each TTUHSC school is responsible for establishing a formal credit hour review process for all new and revised courses, including zero credit courses, to ensure that the amount and level of credit awarded for undergraduate and graduate courses align with established academic standards and the workload expected of students. As part of the review process, faculty ensure that all distance education courses have learning outcomes that are equivalent to the outcomes from the same or similar courses delivered through

traditional formats. For example, in the School of Health Professions (SHP), any course or curriculum revision must be **proposed** to and **approved** by the SHP Academic Affairs Committee to ensure its semester credit hours align with *SHP OP ST.07, Credit Hour Definition*. Moreover, in the School of Pharmacy (SOP), *SOP OP 80.P.01, Changes to the Professional Curriculum* indicates that any changes to the Doctor of Pharmacy curriculum requiring a faculty vote must be approved no later than the December faculty meeting prior to implementation of the proposed changes in the following academic year. Such changes include the structure of courses and number of semester credit hours. More specifically, *SOP OP 80.P.02, Academic Credit and Course Workload* addresses expectations for student contact time per semester credit hour based on instructional delivery method. As outlined in the SOP Faculty Bylaws, the Curricular Affairs Committee (CAC) is responsible for evaluating the professional pharmacy education curriculum on an ongoing basis and developing curricular revisions to assure optimal student learning and outcomes.

Where appropriate, these review processes are also based on the standards of discipline-specific professional organizations. Refer to *Standard 9.2, Program Length* for additional information. For example, the School of Nursing abides by the Texas Board of Nursing rules and regulations regarding their academic programs. More specifically, *Texas Administrative Code §215.9(c)* states that nursing instruction shall include a variety of organized interactive learning activities, including formal lectures, audiovisual presentations, laboratory instruction or simulations, and supervised hands-on clinical learning experiences. Furthermore, there shall be a rationale for the ratio of contact hours assigned to classroom and clinical learning experiences. Depending on the educational program, the Texas Board of Nursing suggests a rotation of one didactic contact to three contact hours of related clinical learning experiences (1:3). Thus, as indicated in *SON OP 30.135, Ratio of Classroom to Clinical Course Hours Policy*, clinical hours are measured on a one-to-three basis for undergraduate programs and per *SON OP 40.450, Distribution of Course Credit Hours in Courses with a Clinical Component*, clinical hours are measured on at least a one-to-three basis for graduate programs. Both of these policies are reviewed every two years by the associate deans and department chairs in collaboration with the appropriate councils. Refer, for example, to the **policy review schedule** by Graduate Program Council on January 29, 2025.

As described in *Standard 6.2.c, Program Coordination*, TTUHSC assigns appropriate responsibility for program coordination to ensure the quality, integrity, and review of its educational programs. This includes determining the amount and level of credit awarded for its courses. The qualifications of individuals involved in these processes were provided in another standard but are also linked below for reference. Although the organizational structure and curricular oversight processes differ for each TTUHSC school, this decentralized approach has proven to be successful in ensuring the quality of diverse program offerings across the institution.

Rosters of Program Coordination

- [Graduate School of Biomedical Sciences](#)
- [School of Health Professions](#)
- [School of Medicine](#)
- [School of Nursing](#)
- [School of Pharmacy](#)
- [School of Population and Public Health](#)

PUBLICATION OF COURSE CREDIT HOURS

Information about course credit hours is posted in the schools' electronic catalogs on an annual basis. The 2024-2025 catalogs are provided here for reference: (1) [Graduate School of Biomedical Sciences](#), (2) [School of](#)

Health Professions, (3) School of Medicine, (4) School of Nursing, (5) Jerry H. Hodge School of Pharmacy, and (6) Julia Jones Matthews School of Population and Public Health. Each TTUHSC school uses a course numbering system comparable to systems used by peer institutions. In general, the first digit of each course number indicates the level of the course, the second digit indicates the number of semester credit hours associated with the course, and remaining digits represent the distinguishing numbers for the course. The course prefix, HPAC, indicates the school and degree program. Consider the following example from the Master of Science in Addiction Counseling:

HPAC 5301: Introduction to Counseling and Ethical Development (3:3:0,O) This course introduces students to the profession of counseling, including the history of the counseling profession, professional accreditation and licensure requirements, the role of professional organizations in counseling, consultation with counselors and related professionals, counselor supervision, and self-care strategies. Course materials and learning activities foster the development of critical thinking skills in the areas of professional ethics and ethical decision making, multicultural and social justice awareness and competencies, and professional advocacy. This course also focuses on the laws and regulations governing the practice of counseling and the American Counseling Association (ACA) professional code of ethics. ISBN: 978-0130985361

In this example, 'HP' shows that the course is offered through the School of Health Professions and 'AC' shows that the course is within the Addiction Counseling program. For the course number, '53' indicates that it is a graduate course at the 5000 level and that it is a 3-credit hour course, while '01' distinguishes the course within the program. After the course name, a school will also indicate important course information in parentheses. For example, "(3:3:0,O)" communicates to a student that the course is 3 credit hours, 3 lecture hours per week, and 0 clinical hours per week. The "O" indicates the course is offered online. Other common abbreviations include "F" for a traditional, face-to-face course and "H" for a hybrid course with a combination of face-to-face and online requirements.

SUMMARY

TTUHSC publishes and implements sound policies and procedures for defining a credit hour and determining the amount and level of credit awarded for courses, regardless of format or mode of delivery. These procedures conform to Commission policy and commonly accepted practices in higher education. Qualified faculty across all TTUHSC schools have a critical role in ensuring that the amount and credit awarded for courses align not only with program accrediting standards, but also with federal, state, and institutional requirements. For these reasons, TTUHSC is compliant with the requirements of Standard 10.7, Policies for Awarding Credit.

10.9 Cooperative Academic Arrangements

The institution ensures the quality and integrity of the work recorded when an institution transcribes courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements.

Judgment

☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Texas Tech University Health Science Center (TTUHSC) does not offer any cooperative academic arrangements through which it transcribes courses and credits as its own. Therefore, TTUHSC is in compliance with Standard 10.9, Cooperative Academic Arrangements.

12.1 Student Support Services

The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.

Judgment

☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

At Texas Tech University Health Sciences Center (TTUHSC), providing appropriate academic and student support programs, services, and activities is critical to the institution's mission "to enrich the lives of others by educating students to become collaborative health care professionals" and "advancing knowledge through innovative research." This support extends to all undergraduate, graduate, and professional students who are enrolled in traditional academic programs across campuses as well as those enrolled in distance education programs.

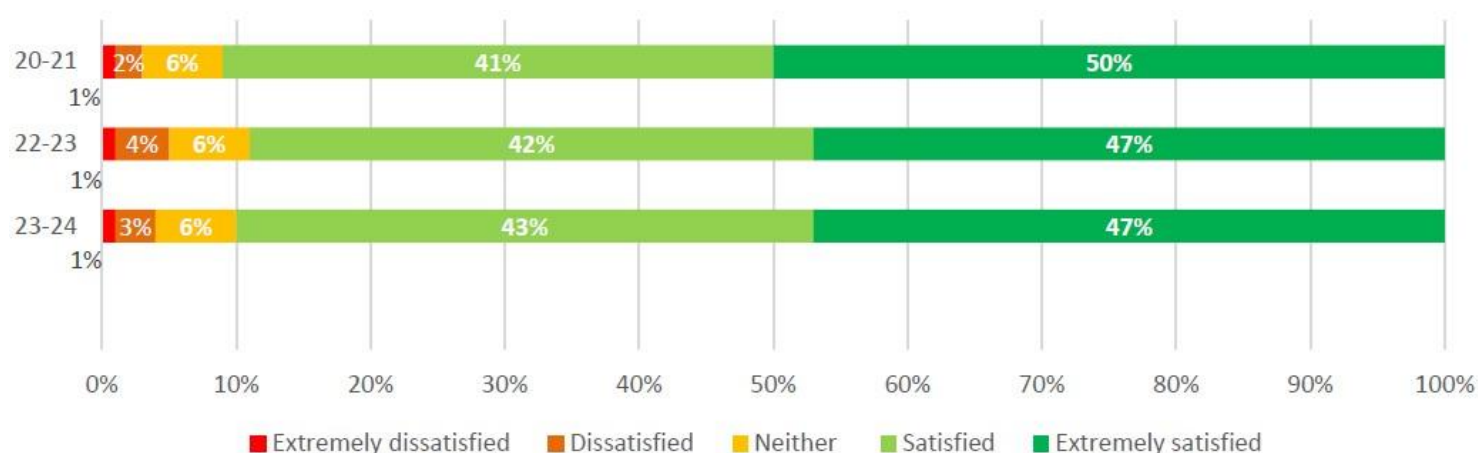
In Fall 2024, TTUHSC reported an official enrollment of 5,114 students in academic programs across six schools: (1) Graduate School of Biomedical Sciences, (2) School of Health Professions, (3) School of Medicine, (4) School of Nursing, (5) Jerry H. Hodge School of Pharmacy, and (6) Julia Jones Matthews School of Population and Public Health. Students may complete coursework via distance education or at one of TTUHSC's five campuses (Abilene, Amarillo, Dallas, Lubbock, Odessa) or off-campus instructional sites (Covenant Health System in Lubbock, Midland, Methodist Mansfield Hospital in Mansfield). Additional information about enrollment trends is available in the current [TTUHSC Fact Book](#).

Most institution-wide academic and student support services are coordinated through the Divisions of Academic Affairs & Integrated Learning, Finance & Operations, Information Technology, and Student Affairs. Discipline-specific academic support services are provided by each of the TTUHSC schools. See the relevant [organizational charts](#) from the most recent TTUHSC Fact Book. Student affairs professionals in each school and in other institution-wide departments also offer various student activities and events throughout the academic year. Additional information about these programs, services, and events is provided in the subsequent narrative.

All academic and student service units participate in unit-level assessment and evaluation to ensure institutional effectiveness. Institutional staff and school-specific personnel coordinate their respective activities through frequent communication and regular formal meetings to ensure that the institution provides appropriate programs and services to meet student needs. Programs and offices document their Continuous Improvement Plans and Reports through the [TTUHSC Annual Weave Assessment Process](#). In addition, the annual Student Satisfaction Survey seeks feedback from students about various student support services they receive at TTUHSC. It is administered to all students regardless of school, campus, or method of instruction; however, the responses are disaggregated to reflect potential differences in services by school or campus. Refer to the [2023-2024 Student Satisfaction Survey Institutional Report](#). The primary purpose of the survey is to ensure that the institution's support programs and services are appropriate to meet student needs. The items on the survey identify student perception of availability and student use of several specific institutional student services. For most items, students are asked to indicate their satisfaction using a 5-point scale (1=Extremely Dissatisfied, 5=Extremely Satisfied). For example, students can rate their satisfaction with [mental and health resources](#) available at TTUHSC or their ease of access to services for [financial aid](#) or [student business services](#). Overall general satisfaction has been stable in recent years, as can be seen in *Figure 12.1-A*. [Appendix B](#) shows the breakdown of student satisfaction with each student service across the schools,

regardless of teaching modality. **Appendix C** shows the breakdown of student satisfaction with each student service across the locations. As shown in these appendices, no items on the survey received an average satisfaction score less than 3 for the institution as a whole, or for any school or location.

Figure 12.1-A. Student Satisfaction Survey Results Over Time



INSTITUTION-WIDE SUPPORT SERVICES

Academic Affairs & Integrated Learning

Global Health. The **Office of Global Health** provides numerous events both on campus and via Zoom to promote global competence and foster cultural intelligence. Their events include a monthly lecture series that seeks to explore global health research findings, sustainable global health initiatives, and strategies for building healthy communities; a monthly film series to facilitate perspective-taking through narratives of various lived experiences; and a monthly panel discussion to promote dialog across fields of expertise and experience. Each lecture and panel discussion is **recorded and posted online** for view by students on each campus and those enrolled in distance education programs. In addition, the Office of Global Health supports students participating in international immersion experiences by facilitating pre-travel preparations, including safety and security training, and providing resources related to better understanding the impact of culture and working effectively in culturally diverse teams.

Interprofessional Education. At TTUHSC, preparing students to become collaborative health care professionals remains a cornerstone of its mission. The **Office of Interprofessional Education (IPE)** plays a pivotal role in achieving this objective by promoting an integrated curriculum and training experiences that transcend individual schools and campuses. To ensure comprehensive development, all students, including those in distance education programs, actively participate in the **online IPE foundations course** and engage in a registered interprofessional education activity prior to graduation. Additionally, the IPE office offers a wide array of **centralized activities** each year, catering to various learning preferences and circumstances. These centralized IPE activities encompass virtual experiences such as the IPE Fall Symposium, virtual simulations featuring standardized patients, and engaging team-based learning activities. Additionally, in-person IPE events like disaster simulations, simulation-based escape room challenges, and community engaged-learning opportunities further enrich the students' collaborative skills and problem-solving abilities.

The Office of Interprofessional Education plays a vital role in overseeing decentralized IPE experiences developed within the schools. Through an annually curated **IPE Registry system**, the office ensures the quality, consistency, and accuracy of any IPE activities in which students participate to meet graduation requirements. This rigorous curation process guarantees that students receive valuable and standardized interprofessional learning experiences, regardless of the specific program or school they belong to. With a holistic approach that includes both centralized and decentralized IPE, TTUHSC's commitment to interprofessional education equips learners with the necessary skills to thrive in collaborative health care practice.

Libraries. The **TTUHSC Libraries** have three physical locations and an extensive virtual presence to meet the information needs across all campuses and sites as well as all instructional settings including hybrid, face-to-face instruction, and distance education. The TTUHSC Library system collections presently contain close to 385,000 electronic books, 51,000 e-journals, and 746 databases to meet the educational, research, and clinical information needs of its students. During the fiscal year 2023-2024, the three libraries had a total of onsite attendance of 54,254 users. Reference librarians are available for expert research consultations by appointment, walk-in, online, or by phone. For example, in year 2023-2024, the reference librarians answered 1,711 reference questions.

Library instruction is offered for all schools. During 2023-2024, the three libraries provided 207 instructional sessions to 1,706 participants. Web-based subject research guides, or LibGuides, provide subject-specific lists of resources from the library's collection. These guides provide instruction to students and faculty on how to properly access resources when a librarian is unavailable after hours or to serve as a review from a previous training session. The various TTUHSC schools are supported by ten liaison librarians who meet the schools' information needs through instruction, collection development, and research assistance to faculty and students.

Interlibrary loan (ILL) allows faculty, staff, and students to obtain books and copies of articles from any library in the country. During 2023-2024, there were 1,359 items obtained from other libraries. The libraries in Lubbock and Odessa house a total of 16 3D printers that are used to support educational and research needs of the faculty and students. The library's Facebook, Instagram, and Twitter accounts offer basic information and announcements about resources and services.

Ask a Librarian

The **Ask a Librarian** service allows the students to instant message, text, phone, or email for help and is accessible on the library's homepage. Visitors are always welcome to ask for assistance at the library's Circulation Desk, which is staffed during the library's normal open hours. The three TTUHSC Libraries are open seven days per week.

Dog Days of the Library

The aim of the Dog Days of the Library engagement activity is to foster student engagement and mitigate stress. The TTUHSC Libraries have been offering **pet therapy dog events** on all three campuses since 2015. Certified therapy dogs help students cope with their heavy workloads and life stressors. Interactions with the therapy dogs often lead to other important library interactions such as reference assistance.

Library Locations

The largest collection of the TTUHSC Libraries is housed in Lubbock and the system also maintains collections in Amarillo and Odessa. Each library collection is tailored to meet the programmatic needs of its campus. To effectively serve all schools, campuses, and students of TTUHSC, the libraries function as an integrated library system with three physical sites. The central administration of the TTUHSC Libraries is located in the Preston Smith Library of the Health Sciences in Lubbock. Public services and library collections are distributed physically among library facilities in Lubbock, Amarillo, and Odessa. Library services and resources are distributed electronically to all TTUHSC sites and users, including distance education students, through a secured remote access system.

Preston Smith Library of the Health Sciences in Lubbock

The **Preston Smith Library** serves TTUHSC students, faculty, and staff in the Schools of Medicine, Nursing, Pharmacy, Health Professions, Public Health, and Biomedical Sciences. The library also provides support for medical and pharmacy residency programs. This Library serves as the major resource for biomedical information in West Texas and as a principal component library of the TTUHSC Libraries of the Health Sciences. The library **facility** has an 18-station computer lab, 14 3D printers, a total of 421 seats, and 40 study rooms for use by TTUHSC students. This library also features a fine rare books collection and several outstanding permanent exhibits of antique medical instruments and equipment. The Preston Smith Library is staffed by 12 professional librarians, two professional staff members, 15 classified staff members, and a contingent of student workers. The library is open 108 hours per week.

Harrington Library of the Health Sciences in Amarillo

As the northern anchor of the TTUHSC three-library system, the **Harrington Library** supports the faculty, residents, students, and staff in the Schools of Health Professions, Medicine, Nursing, Biomedical Sciences, and Pharmacy. The Harrington Library also serves as the physical location of the print collection for Texas Tech University's School of Veterinary Medicine. Three professional librarians, three classified staff, and a contingent of student workers staff the library seven days a week. The **facility** has one conference room, four individual study rooms, and multiple tables and carrels for a total of 95 study seats. The library is open 87.5 hours per week.

Library of the Health Sciences in Odessa

The collections and services of the **library at Odessa** are tailored to meet the needs of the Schools of Nursing, Health Professions, and Medicine. The library also provides support for medical residency programs. As the major resource of biomedical information in Odessa, the library also offers biomedical information support to health professionals, hospitals, clinics, and the general public throughout the area. Two professional librarians, two classified staff, and several student workers staff the Odessa library. The Odessa library **facility** has 81 study seats, three study rooms, two 3D printers, and one computer classroom with seven workstations. The library is open 80.5 hours per week.

Simulation Program. The **TTUHSC Simulation Program** offers interprofessional, multimodality, simulation-based learning experiences that mimic realistic healthcare environments. Simulation sites provide the environment to assist learners in acquiring the competencies necessary to provide safe, culturally sensitive, quality patient care. Learning and assessment activities are provided either face-to-face or virtually using various modalities (e.g., partial trainers, advanced patient simulators, computer-based scenarios, haptic devices, and standardized patients.) The Simulation Program operates with **state-of-the-art facilities, equipment, simulators, and other assets.**

The Simulation Program is accredited by the Society for Simulation in Healthcare in the areas of Teaching/Education and Assessment. Simulation personnel are highly experienced and formally trained in simulation pedagogy and the majority of simulation personnel hold certifications through the Society for Simulation in Healthcare. On the national level, the Simulation Program is involved with the AHA Cardiac Training Center(s) and regionally, they partner with area acute care agencies. They have also organized a three-day conference intended to train individuals about the different aspects of improving as a simulation technician/operations specialist. This **SimTech Up Annual Conference** covers topics ranging from moulage, IT infrastructure, and simulation operations to data collection and reporting.

Simulation Sites/Locations

The TTUHSC Simulation Program is composed of the following interprofessional sites: Abilene, Amarillo, Dallas, Mansfield, Lubbock, Odessa, and Midland (plus two contractual locations in Austin and San Antonio). Each site has specific areas that represent both acute and primary care settings.

Abilene

The original area of the Abilene site has five advanced patient simulator rooms consisting of three medical/surgical rooms, one birthing suite, and one neonatal/pediatric room. Additionally, the Abilene site has a five-bay acute/primary care area, a telehealth room/office, four standardized patient exam rooms, and three debrief rooms. The 2016 expansion provided an advanced patient simulator OR suite, a debrief room, two multipurpose rooms (that can be subdivided into four rooms), a six-room standardized patient area, and a conference room.

Amarillo

The Amarillo site has eight advanced patient simulator rooms that consists of six medical/surgical rooms, one birthing suite that includes a neonatal/pediatric area, and an OR suite. Additionally, the Amarillo site has a standardized patient area with 12 exam rooms, a 12-bay acute/primary care area (resource room), a procedure/haptic room, two debrief rooms (one of which can be divided), and a simulated pharmacy.

Lubbock (two locations)

The F. Marie Hall SimLife Center has 10 advanced patient simulator rooms that consists of six medical/surgical rooms, one emergency room with one triage bay, one birthing suite, one neonatal/pediatric room, and an OR suite. Additionally, the site has a standardized patient area with 12 exam rooms, a 28-bay acute/primary care area, six procedure/haptic rooms, nine debrief rooms (one of which can be divided), and a conference room.

The University Center building has four advanced patient simulator rooms, a standardized patient area with 12 exam rooms with a designated pre-brief area, a standardized patient lounge, a debrief room, a procedure room, a conference room, and a computer lab.

Dallas

The Dallas site includes a procedure/acute care area, four dedicated standardized patient exam rooms, four patient care rooms that are designated to flex between high fidelity simulations and standardized patient encounters, and a pre-brief/debrief room.

Mansfield

The Mansfield site includes one advanced patient simulation room and four standardized patient exam rooms.

Midland

The Midland location is located in the Physician Assistant building and has 15 standardized patient exam rooms, a standardized patient lounge, and a pre-brief and a debrief room.

Odessa

The Odessa site is located in Medical Center Hospital and has eight advanced patient simulator rooms consisting of four medical/surgical rooms, one emergency room with one triage bay, one birthing suite, one neonatal/pediatric room, and an OR suite. Additionally, the Odessa site has a standardized patient area with five exam rooms, a 10-bay acute/primary care area, a procedure (haptic) room, and three debrief rooms (one of which can be divided).

Bookstore

TTUHSC has a contract with eCampus to provide services to all TTUHSC students, faculty, and staff. TTUHSC students and faculty can purchase or rent textbooks via the TTUHSC online [bookstore webpage](#).

Counseling Center

The [Counseling Center](#) at TTUHSC encompasses the Program of Assistance for Students (PAS) and Employee Assistance Program (EAP). Through the Counseling Center, TTUHSC students may seek counseling to address a wide variety of issues. Counselors are trained to provide assistance with family and relationship problems, depression, excessive stress, anxiety, substance abuse, and other issues. As indicated in the [program brochure](#) and on its [webpage](#), the Counseling Center benefits include individual, couple, and family counseling; health and wellness resources; and a 24-hour crisis hotline.

TTUHSC provides up to eight counseling sessions per student per fiscal year with licensed mental health professionals. Any TTUHSC student can receive PAS assistance at no cost. Following the initial eight sessions, PAS may refer the client to another professional if long-term therapy is warranted. Students must assume responsibility for any associated costs of additional counseling sessions. Use of PAS services is private and strict confidentiality is maintained to the extent allowed by law.

In addition to the PAS office in Lubbock, the PAS Director works collaboratively with TTUHSC Student Affairs to contract with qualified mental health providers in Abilene, Amarillo, Austin, Dallas, Midland, Odessa, and San Antonio. Students who are located in these areas are given the names and contact information of appropriate providers. Distance education students who do not live near these areas may access telehealth counseling services provided by a mental health professional at the Counseling Center in Lubbock. In 2023-2024, students participated in 1,087 counseling sessions on the Lubbock campus.

Helping Hands Food Pantry

The [Helping Hands Food Pantry](#) is an ongoing endeavor of the TTUHSC community working together to fight and end food insecurity for the members of the TTUHSC family (students, staff, and faculty). The Helping Hands Food pantry has created Kindness Kits full of non-perishable items to battle against existing food insecurity within our community. Any member of the TTUHSC family may submit a confidential request for themselves or someone else. The requestor will be contacted within three hours of submitting the application,

Monday through Friday between 8:00am and 5:00pm. The Helping Hands Pantry spans all TTUHSC campuses and works with a committee to continually raise awareness of available resources.

Institutional Health

The **Office of Institutional Health and Wellness (OIHW)**, housed within the Office of the Provost, provides services to students who have direct patient care or clinical placements by ensuring they have the site-required immunizations pre-matriculation and updates expired vaccines as necessary. The OIHW also provides TB screening and TB testing as well as the flu vaccine annually. The OIHW ensures access to appropriate exposure management care for those that are at risk for a blood-borne pathogen or airborne exposures based on their clinical placement and role. The OIHW was pivotal to managing the COVID-19 pandemic as well. They used their **webpage** to communicate real-time information giving them the opportunity to disseminate large amounts of information at once. OIHW services are available to TTUHSC students across all campuses. Students enrolled in distance education programs with clinical requirements have the option to travel to one of the regional campuses for services if necessary.

The OIHW also manages the **Wellness Room**, which is a physical location on the main Lubbock campus where students can step away from the fast pace of the classroom into the tranquility of solitude. The room is designed to aid in reduction of stress, frustration, and anxiety as well as aid in boosting energy, productivity, and focus. Reading sources are available for check-out. Other amenities include a private massage chair, an interactive coloring art page, and an oxygen bar. Students can schedule 30-minute appointments through the online event management system scheduling tool.

Information Technology

The **TTUHSC Information Technology (IT) Division** provides IT support for TTUHSC students via the **IT Solution Center (ITSC)**. The ITSC walk-in support locations operate at the Lubbock HSC campus and on each branch campus/site (Abilene, Amarillo, Dallas, Midland, and Odessa). Central IT has a call-in and remote desktop support service available for all campuses, including off-campus instructional sites such as Covenant and Mansfield. Hours of operation are customized in collaboration with the local student services offices, which are based on the class schedules for each campus. Walk-in areas are located in heavy student traffic zones, such as libraries, classroom buildings, or student lounges. Mobile support carts are also available as needed to provide on-site support to help ease access to services during student orientations.

The IT Division supports educational technology through a variety of educational technology tools and services that promote student learning and support the traditional and distance education experience. This Division supports online educational platforms, such as D2L, SAKAI and Canvas, allowing instructors to create virtual classroom environments. The IT Division also manages TechLink, a video conferencing infrastructure that facilitates communication among campuses. The IT Division supports the clinical simulation centers by equipping them with simulation technology to provide students with risk-free, hands-on clinical education. TTUHSC provides convenient, reliable, and secure access to the institution's data network and associated academic and administrative information in a unified online campus environment. In addition, TTUHSC offers a variety of training opportunities for students, faculty, and staff to facilitate effective and appropriate use of educational technology tools.

SAKAI. SAKAI is a flexible and feature-rich online educational environment that facilitates interactive learning in both traditional and **online courses**, used by all TTUHSC schools outside of the School of Nursing. SAKAI allows instructors to create a virtual classroom environment that is accessible to students around the clock. Instructors use SAKAI to post course materials, such as syllabi, lecture notes,

handouts, and links to streaming videos of course lectures; to facilitate student collaboration and discussion using SAKAI's online group and discussion-board features; and to deliver secure online examinations.

Canvas. The **School of Nursing** utilizes an online learning management system called Canvas to deliver its online courses and programs. Similar to SAKAI, Canvas allows for class material to be delivered virtually. It is a cloud-based system that promotes itself as making teaching and learning easier. Canvas uses basic learning management system (LMS) functionality for managing enrollments, sharing documents, submitting assignments, assigning grades, delivering exams, and providing other personalized features for individual students.

D2L. Brightspace by D2L is a flexible and powerful learning innovation platform, purposefully designed to meet the evolving needs of higher education. With a focus on personalized learning at scale, Brightspace is equipped with robust tools, customizable content, and exceptional service and support, all tailored to help institutions and learners achieve their highest potential. Whether enhancing course delivery, improving student engagement, or supporting faculty development, Brightspace empowers higher education to thrive in a dynamic learning environment. In Fall 2024, the School of Pharmacy's PharmD Pioneer Pathway program was the first to use the platform. The goal of the institution is to have all programs transition to Brightspace by Spring 2026. The Office of Digital Learning within the Division of Academic Affairs is spearheading this transition in collaboration with the IT Division.

Video Network Systems. TechLink is TTUHSC's video conferencing infrastructure. TechLink supports distance learning and general business applications through managed video conferencing. With TechLink, TTUHSC students, faculty, and staff can have multi-campus and off-campus meetings produced and monitored by a trained producer to minimize technical responsibility from faculty and students. TechLink services in distance education classrooms allow faculty members to teach students in several locations simultaneously. The TechLink network connects numerous distance-learning classrooms and conference rooms across campuses and sites in Lubbock, Abilene, Amarillo, Covenant, Dallas, Mansfield, Midland, and Odessa. Integration with software-based videoconferencing provider Zoom allows outside subject matter experts and off-campus attendees to interact with multi-site classrooms. Using high-definition digital video and audio technology, TechLink provides live, interactive video teleconferencing for all campuses for research, administrative, teaching, and other educational support activities--carrying over 11,000 produced events in calendar year 2023. TechLink also manages the institutional Zoom instance, where more than 14,000 meetings occur monthly.

The network also features a video teleconferencing portal for connecting TTUHSC classrooms and conference rooms on the TechLink network to those of other institutions, such as medical centers and universities. This enables TTUHSC faculty, staff, and students to collaborate with colleagues at different locations on a wide variety of academic, business, and healthcare matters, reducing the need for frequent travel.

Classroom Support. **Classroom Support** personnel schedule classrooms, conference rooms, and study spaces for academic classes and faculty/staff/student meetings. Classroom Support provides in-room assistance and upkeep of the shared learning spaces and event centers.

Research & Innovation

The TTUHSC **Office of Research and Innovation (ORI)** is dedicated to supporting the research and development needs of the TTUHSC community. An understanding and appreciation of medical research is considered an essential component of the health care curriculum and all students are strongly encouraged to obtain research experience. Numerous opportunities are available for students to join the research of faculty members in a variety of laboratories, clinics, and departments. ORI provides area-specific support through its offices of Sponsored Programs; Research Integrity; Research, Innovation, Collaboration, Entrepreneurship (RICE); Laboratory Animal Resources Center; and Imaging and Molecular Biology Cores. In addition, ORI collaborates and shares oversight with (1) Facilities and its Safety Services office to ensure laboratory safety and (2) School of Medicine support in the Clinical Research Institution as it provides research support services to the research community.

ORI promotes student involvement in research through a variety of events such as the GSBS Student Research Week and the **Permian Basin Research Day**, which includes both Odessa and Midland students. **Annual grant-writing seminars** are made available to both students and faculty interested in learning about practical and conceptual aspects that are important to writing competitive grant proposals. Additionally, RICE staff are available to assist with grant preparation and Cayuse submission when departmental support is unavailable.

Collaboration with School of Medicine faculty who guide the **Medical Student Summer School Research Program (MSSRP)** ensures that students find labs and projects that give them a meaningful research experience over an eight-week period. Competitive funding is also available for selected MSSRP students to extend this summer research into their second year to complete the project. RICE also assists with student research symposia by providing planning support. RICE has a marketing and communication component, including a student assistant staff member, that shares student research opportunities and student successes with the greater TTUHSC community. For students and PIs with innovation and entrepreneurial interests, collaboration with Texas Tech University's Innovation Hub and the Office of Research Commercialization provides crucial programs and funding opportunities for translating discoveries into commercializable products and services. TTUHSC also hosts a student organization chapter, Sling Health, which is a **student-led entrepreneurial pre-incubator program** facilitating core components of interdisciplinary teamwork, professional development, and healthcare innovation. Student participants in this program have access to engineering expertise, funding, and mentoring to assist in prototype development and customer discovery.

Student Affairs

TTUHSC Student Affairs works collaboratively with other institution-wide support offices and with each school's student affairs personnel to provide students with a comprehensive range of support services and programs that complement the educational mission of the institution. From enrollment to graduation, student support services are made available to students registered in undergraduate, graduate, and professional programs across all TTUHSC schools and campuses/sites and to online students.

Students can access information about available services and activities in person at the TTUHSC Student Affairs office in Lubbock, through the **TTUHSC Student Affairs webpage**, and in the **TTUHSC Student Handbook**, which is posted online. Related student affairs information is also provided to students during new student orientation. Office personnel assist with orientations for new students in all TTUHSC schools; coordinate a wide variety of student services, programs, events, and activities; advise the Student Government Association; and oversee the registration of all student organizations. Doing so promotes student success and supports the educational mission of the institution. Below is brief description of the key services and activities available to TTUHSC students through TTUHSC Student Affairs.

Financial Aid. The **Office of Student Financial Aid** provides financial aid support and information to all TTUHSC students located on all campuses/locations and online. The Office of Student Financial Aid provides access to multiple financial advising resources including an overview and types of financial aid; a link to the Free Application for Federal Student Aid (FAFSA) and additional loan options; a link to the United States Department of Education Federal Student Aid website; information about scholarships, veteran and military benefits, short term loans, and debt management; and **exit counseling**. Information is provided in person via orientations and exit sessions, through email, and via Zoom webinars. Office personnel also work directly with student affairs professionals in each school and campus to ensure that students are provided sufficient support. As described in **Standard 13.6, Federal and State Responsibilities**, the Office of Financial Aid provides an extensive range of financial services to approximately 73% of the student population across all schools and campuses, including students enrolled in distance education programs. It is estimated that the office disbursed over \$95 million in 2023-2024. This is comprised of \$7.8 million in grants, \$5.6 million in scholarships, and \$82 million in loans.

International Student Services. **International Student Services** helps international students with information about immigration issues, provides support for academic and cultural adjustment, and offers opportunities for involvement in the university community.

Registrar. The **Office of the Registrar** protects student records in accordance with federal regulations and supports individual TTUHSC schools by providing enrollment services. Office personnel are based physically on the Lubbock campus, but most of their interaction with students occurs electronically. Services include, but are not limited to, registration, adding or dropping courses, enrollment verification, grade reports, transcripts, and class schedules.

Student Disability Services. The **Office of Student Disability Services** coordinates the institution's disability services in an effort to provide access to or participation in services, programs, and activities at TTUHSC for individuals with disabilities or who are otherwise qualified. Any student seeking accommodations on the basis of disability must register with Student Disability Services and provide all required documentation before letters of accommodation may be provided. This process is applicable to students enrolled in traditional programs across campuses and those enrolled in distance education programs. Refer to the **Application for Disability Services** form.

Student Legal Services. The **Office of Student Legal Services (SLS)** on the Texas Tech University campus in Lubbock serves currently enrolled TTUHSC students, including students enrolled in traditional academic programs across all campuses and those enrolled in distance education programs. Per TTUHSC's **service level agreement**, SLS provides confidential legal advice, counseling, and limited representation to its clients. The office is staffed with licensed attorneys and interns who counsel clients on a wide variety of issues, including landlord/tenant disputes, estate planning, and other matters related to family, consumer, and criminal law.

Student Life. The **Office of Student Life** offers services, programs, and activities designed to enhance the student experience at TTUHSC and foster both academic excellence and personal growth. They host numerous events throughout the year, such as the annual **Red Raider Days event** on each campus and the **TTUHSC Ring Ceremony**. Information about various activities and events is posted on the **HSC Net Platform**, Facebook page, and video monitors in specific campus buildings.

Student Government Association

The **Student Government Association (SGA)** is the recognized governing body for students at TTUHSC. SGA members are elected by their peers to represent all TTUHSC schools and campuses. They meet twice per month to discuss issues raised by student representatives, to encourage communication across TTUHSC schools, and to coordinate various student activities. Meetings are hosted online, allowing participation from students regardless of location. Additionally, SGA leaders represent the student voice on various institution- and system-wide committees. SGA executive officers meet with the TTUHSC President on a semesterly basis and with the TTUHSC Provost on a monthly basis to provide feedback about their experiences at TTUHSC. Finally, a non-voting student regent is appointed by the governor for a one-year term to serve on the Texas Tech University System Board of Regents. The appointment rotates among the four institutions in the TTU System.

Student Health Insurance Plan

All TTUHSC students must obtain and maintain health insurance coverage that is Affordable Care Act (ACA) compliant while enrolled at TTUHSC, except those enrolled in a 100% distance program. TTUHSC students on all campuses, including distance learners, are eligible to enroll in the Texas Tech University System's student health insurance plan if they are enrolled in at least one semester credit hour. **Aetna** is the insurance carrier for 2024-2025. Students may refer to the **Student Health Insurance webpage** for additional information.

Student Organizations

TTUHSC offers a variety of registered student organizations in which students can become involved. This is an option for students on all campuses and for distance learners. By joining an organization, students have opportunities to attend social events, participate in community service activities, and develop leadership skills. A comprehensive list of registered TTUHSC student organizations, including information about each organization's officers, advisor, and purpose, is provided on the HSC Net Platform, which can be accessed on the **Student Organizations webpage**. Examples include the American Medical Student Association, National Community Pharmacists Association, and Student Occupational Therapy Association.

Veterans Resource Center. TTUHSC acknowledges the service and sacrifice of this country's veterans and seeks to support them in meeting their educational goals. The **Veterans Resource Center**, therefore, assists students with their VA educational benefits by certifying student enrollment and ensuring that all necessary documentation is submitted to the Department of Veterans Affairs. This service is available to students enrolled in traditional academic programs across all campuses and those enrolled in distance education programs. TTUHSC was first designated **Military Friendly®** in 2018.

Writing Center. The **TTUHSC Online Writing Center** offers assistance to the Texas Tech University Health Sciences Center community, across all campuses and locations and distance education, including graduate, undergraduate, and professional students, staff, faculty, medical residents, and researchers. The Writing Center offers critique on a wide array of writing projects, encompassing applications, presentations, lab reports, essays, papers, and more. Highly skilled writing tutors serve as attentive readers, ready to address inquiries related to the writing process or specific pieces of writing. Writing tutors are trained to support multilingual writers, provide remote online assistance, and aid those working on any genre of writing and writing project. The Writing Center also provides **on-demand presentations** to students in academic programs and courses.

Student Business Services

As a part of the Business Affairs division, **Student Business Services** offers a centralized source for student account and billing information. The office is responsible for billing and collection of tuition and fees, third party billing, exemptions and waivers, and student refund checks. Based at the Lubbock campus, this department provides services to all TTUHSC students in person, via telephone, by email, or online. Students can also access a **student orientation video** on the webpage to better understand how to fulfill their financial obligations to the institution.

Student Health Services

TTUHSC provides health services to currently enrolled students who have paid the student medical services fees as part of their tuition and fees. These fees are automatic for students enrolled at Amarillo, Lubbock, and Odessa. Students enrolled in distance education programs may choose to opt into this service if they live near Amarillo, Lubbock, or Odessa. The services are provided through the Texas Tech Physicians Department of Family & Community Medicine clinics in Amarillo, Lubbock, and Odessa. Each clinic is staffed by faculty physicians, resident physicians, and nurses. Clinic locations, eligibility, and covered services are described in the attached **Student Health Services brochure**. Students rotating to other campuses, such as Abilene, are encouraged to utilize the health services with our subcontracted local clinics.

The student medical services fee covers only those services provided by the participating clinics, including some laboratory and radiology services. The student is responsible for all other charges incurred. Therefore, health plan coverage is required for all students, except those enrolled in a 100% distance education program, to cover major medical, emergency care, specialty care, and pharmacy expenses. Student health information and student academic records are maintained in separate information systems to ensure an appropriate level of confidentiality for students who are also patients.

Well Beyond

The institution's current Quality Enhancement Plan (QEP), the **Well Beyond** initiative, is dedicated to promoting wellbeing to all TTUHSC students by encouraging students to prioritize self-care and seek healthy balances across multiple dimensions of their lives. As a comprehensive health sciences center, TTUHSC strive to produce health care professionals that seek continuous growth across eight dimensions of wellness: **Emotional, Environmental, Financial, Intellectual, Occupational, Physical, Social, and Spiritual**. All TTUHSC students are required to complete an online training module that introduces the eight dimensions of wellness as well as an overview of emotional intelligence. They complete a pre-test and a post-test for this module. Each school has introduced and integrated the concept of emotional intelligence into their curriculum as well. Various models of emotional intelligence are used across each school, but the focus is for students to have the opportunity to learn about, reflect upon, and improve their own emotional intelligence as future health professionals.

The **Well Beyond** initiative has developed an expansive **webpage** to provide students with a single place to access various resources (institutional, community, and beyond) related to the dimensions of wellness. Resources range from crisis intervention to proactive educational opportunities that enhance the eight dimensions of wellness. Additionally, **Well Beyond** sponsors regular **educational programming** to provide expert advice and insight across these dimensions of wellness as well. To learn more, please see the **QEP Impact Report**.

SCHOOL-SPECIFIC SUPPORT SERVICES

In addition to institution-wide academic and student support programs, services, and activities, TTUHSC offers other support services through individual schools. Each school employs its own student affairs personnel to provide additional support and student assistance. Refer to the related webpages: (1) [Graduate School of Biomedical Sciences](#), (2) [School of Health Professions](#), (3) [School of Medicine](#), (4) [School of Nursing](#), (5) [Jerry H. Hodge School of Pharmacy](#), and (6) [Julia Jones Matthews School of Population and Public Health](#). The programs, services, and activities differ by school to best meet the needs of its students. For example, the School of Pharmacy has student affairs personnel on all campuses where the school offers coursework (Amarillo, Abilene, Lubbock, and Dallas) to better serve their pharmacy students.

The advising process is housed by the individual schools to best meet the needs of their students. School faculty and staff are most knowledgeable about their respective disciplines, program offerings, and requirements. For example, in the School of Medicine, the Office of Student Affairs seeks to promote success by helping students maximize their academic potential. Their advising division helps students to identify factors that negatively impact their academic performance by assessing learning styles and developing practical learning strategies, such as time management, test-taking skills, and active learning techniques. The School of Pharmacy also provides advising regarding academic measures to assist with academic success through both faculty and peer mentors. Through its [Student Success Initiative](#), students who are at academic risk based on current and previous academic performance are required to have regular meetings with faculty and staff to assist in identifying resource needs and to improve success.

The School of Health Professions also offers unique advising opportunities for their students. Each student in this school is advised by a faculty member, the program director, or a focused advising team (e.g., clinical practicum advising committee). The advising function is designed to identify students' goals and expectations, equip them with tools to meet the requirements of the program to which they have been admitted, and empower them to take responsibility for their learning. For example, each student in the Molecular Pathology and Medical Laboratory Sciences programs receives an [Advising Syllabus](#) at the beginning of the semester. The syllabus explains the role of the academic advisor, offers strategies for success in the program, and includes an advising calendar and assignments to be discussed at advising meetings.

Career services is another example of student services that are often adapted for school specific needs. For example, the School of Population and Public Health provides [expert panels](#) from leaders within the field. Each October the School of Health Professions hosts a [Career Fair](#) with employers from around the state. Students can meet with employers from a variety of settings (outpatient rehab, home health, acute care, long term care, schools, early intervention) and learn about what employment in each setting would entail. The School of Pharmacy also provides career exploration through services such as a [Career Fair](#) where potential employers meet with students in their final year of school.

As previously stated, each school provides additional services to meet the specific needs of their students. For example, in the School of Medicine, the Office of Student Affairs seeks to promote student success through a combination of services including personal counseling and wellness promotion. Personal counseling is available for students experiencing personal struggles and complements services available through the Program for Assistance to Students. The office also utilizes proactive methods to promote student wellness, by organizing wellness sessions at regular times during the academic year for all classes and facilitating the activities of a Student Wellness Committee. In addition, the School of Medicine Office of Student Affairs provides numerous opportunities for students to obtain general information in areas such as academic progress, career planning, and selection of residency programs as well as for students to provide feedback to

the school about areas of interest through class meetings and town halls. In sum, each school provides students with services to ensure the successful completion of their individual programs.

Student Orientation

In order to lay a foundation for future student success, personnel from TTUHSC Student Affairs work collaboratively with student affairs staff in each TTUHSC school to plan and execute new student orientation sessions at the respective campuses and/or online. Office personnel present information about centralized student support resources and services available to students. Students in distance education programs participate in online orientation as well. See, for example, the [School of Population and Public Health](#) and the [School of Nursing](#) virtual orientations which guide students through the process of activating their eRaider accounts and operating their LMS, in addition to introducing students to the various school-specific and institutional support services available to them.

In another example, the Graduate School of Biomedical Sciences (GSBS) requires all new students to participate in student orientation. Each degree program offers a single or multi-day orientation experience, which includes common content across programs as well as unique content specific to each program. The intent of orientation is to familiarize new students with school-specific policies/procedures and introduce them to the institution-wide student support services available to them, which can also be found online at GSBS [Student Resource Center](#). Brief presentations are provided by numerous individuals, such as representatives from Student Disability Services, Title IX, Counseling Center, and Student Business Services. Dependent on the campus and program, orientation content is delivered using in-person and/or virtual presentations. Refer to the sample [GSBS orientation schedule](#).

The School of Pharmacy also provides a [week-long orientation](#) for their school, intending to provide students opportunities to orient to the policies and procedures of the school and to TTUHSC. During this week, students meet one another and network with pharmacy student leaders. The school provides presentations regarding services such as Student Disability Services, Student Life, Interprofessional Education, library services, professional recovery, educational technology, and professionalism and professional organizations. The professional organizations have an afternoon on each campus where students learn about the specific organization and its membership. The end of the orientation week culminates with meeting alumni, faculty, and staff on the student's campus.

STUDENT AFFAIRS WORKGROUP

As described in the preceding narrative, many academic and student support programs, services, and activities are coordinated at an institutional level, and some services are coordinated by individual schools. To facilitate communication and promote collaboration across key student affairs leaders, TTUHSC established an Executive Student Affairs Workgroup (ESAW) in 2006. This group, which consists of upper-level student affairs administrators from each school, meets quarterly to discuss proposed policy changes, updates to legislative requirements, and changes to services that impact students. ESAW is chaired by the Associate Provost for Student Affairs. Refer to the attached [roster](#) and [meeting notes](#) as evidence of their recent activity.

SUMMARY

TTUHSC provides appropriate student support programs, services, and activities to promote student success across the institution. Comparable programs and services are available to students at all TTUHSC schools and locations, including to distance learners. Whenever face-to-face interaction is not possible, faculty and staff rely on a variety of communication methods, such as videoconferencing, social media, email, and telephone in the provision of academic and student support. Doing so assists faculty and staff in fulfilling the institution's

mission to educate students to become collaborative health care professionals and to advance knowledge through innovative research. For these reasons, TTUHSC is compliant with the requirements of Standard 12.1, Student Support Services.

12.4 Student Complaints

The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC.

[Note: As part of its response to this standard, the institution should include information about the individual(s)/office(s) responsible for maintaining these records, elements of a complaint review that are included in the record(s), and whether the records are centralized or decentralized.]

Judgment

☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Texas Tech University Health Sciences Center (TTUHSC) has appropriate procedures for addressing written student complaints and follows those procedures when resolving them. The policies and procedures governing student complaints are well-publicized and provide clear and consistent guidelines for resolution.

INSTITUTIONAL POLICIES

As a university community, TTUHSC has standards by which its members are expected to abide. These standards assist TTUHSC in maintaining an environment conducive to student development. Occasionally, interactions among diverse populations of students, faculty, and staff have the potential to result in alleged, perceived, or actual incidents of inappropriate behavior or mistreatment of individuals. TTUHSC has established several policies and procedures to ensure that any such incidents are addressed in a fair and professional manner.

Related policies and procedures are published in the [TTUHSC Operating Policies & Procedures](#), [TTUHSC Student Handbook](#), and on the [Student Grievances Policies & Procedures webpage](#). Because these resources are published online, they are accessible to students enrolled in both traditional and distance education programs. The web address for the TTUHSC Student Handbook is distributed to students in traditional and distance education programs as a component of their orientation materials. For example, please see the [attached screenshot from the SON BSN Accelerated program](#).

[Part XI \(Student Complaint/Grievance Policies and Procedures\)](#) of the TTUHSC Student Handbook describes several categories of student complaints at TTUHSC, including related policies and procedures. Depending on the nature of the complaint, it may be resolved at the school or institution-level. The following offices are instrumental in handling and maintaining appropriate documentation of student complaints at TTUHSC:

- TTUHSC Student Affairs
- TTUHSC Title IX
- Graduate School of Biomedical Sciences Administration Office
- School of Health Professions Office of Admissions and Student Affairs
- School of Medicine Office of Student Affairs
- School of Nursing Office of Admissions and Student Affairs
- Jerry H. Hodge School of Pharmacy Office of Student Affairs and Admissions
- Julia Jones Matthews School of Population and Public Health Administration Office

In general, the deans of each school have the final authority in resolving disputes related to both academic and non-academic issues involving the school's faculty, staff, or students. Complaints about non-school staff members or administrators are handled at an institutional level. The major categories of complaints are explained below.

General or Academic Misconduct

Part II (Code of Professional Conduct, "Student Code") of the TTUHSC Student Handbook outlines standards of student behavior, summarizes types of misconduct, and explains the disciplinary jurisdiction for misconduct. Examples of general misconduct include alcohol misuse, drug possession, theft, hazing, or property damage. Academic misconduct includes, but is not limited to, cheating, plagiarism, falsifying academic records, or misrepresenting facts to a university employee. The Student Code states that each student is responsible for their own behavior but is likewise responsible for reporting possible violations by other students. Faculty and staff are asked to take reasonable steps to prevent violations but also to report incidents if and when they occur.

The Student Code, therefore, specifies the **procedures for filing a complaint** against a student(s) or student organization(s) for alleged violations. The process begins with an initial discussion between the complainant and an appropriate institutional representative. If a basis exists for the complaint, the complainant submits an official written complaint to the designated Student Conduct Administrator in the appropriate school, thus initiating the formal process for addressing student misconduct.

Discrimination and Harassment

As discussed in **Part IV (Anti-Discrimination and Sexual Misconduct Policy and Procedures)** of the TTUHSC Student Handbook, TTUHSC does not tolerate sexual harassment or discrimination on the basis of sex, race, national origin, religion, age, disability, veteran status, genetic information, gender or gender identity, or other protected categories, classes, or characteristics.

Several TTUHSC policies are intended to ensure the fair and equitable treatment of all members of the university community. **TTU System Regulation 07.09, Equal Employment Opportunity Policy and Affirmative Action Program** is a general policy which addresses discriminatory behavior in employment, including student employees. These behaviors are prohibited by institutional policy and federal laws, such as Title VII, Title IX, Pregnancy Discrimination Act, Equal Pay Act, Age Discrimination in Employment Act, Americans with Disabilities Act, Rehabilitation Act of 1973, Civil Rights Act of 1991, Vietnam Era Veterans' Readjustment Assistance Act of 1974, and Title II of the Genetic Information Non-Discrimination Act. **HSC OP 51.02, Non-Discrimination and Anti-Harassment Policy and Complaint Procedure for Violations of Employment and Other Laws** outlines the procedures for handling complaints related to discrimination and/or harassment in three categories: (1) employee complaint procedures, including student employees; (2) complaints by students or involving students; and (3) complaints involving non-university individuals.

More specifically, **TTU System Regulation 07.06, Sexual Misconduct** addresses discrimination on the basis of sex. TTUHSC has a **Title IX Coordinator and Deputy Title IX Coordinator for Employees** to oversee the university's compliance with Title IX. The Title IX Coordinator coordinates the investigation of complaints of sexual misconduct by or between students. The Texas Tech University System Office of Equal Opportunity/Title IX Deputy Coordinator for Employees investigates similar complaints by or between employees. Student complaints of sexual misconduct by an employee are investigated jointly by the Title IX Coordinator and the Office of Equal Opportunity. The **TTUHSC Title IX webpage** provides additional information, including a link to the **online Sexual Harassment/Sexual Assault/Sexual Misconduct Reporting**

Form. An example of a Title IX complaint and resolution is provided at the end of the response.

Student Records

Part V (Student Records) of the TTUHSC Student Handbook describes student rights with regard to educational records. This section details the process by which students can request to amend their records or file a complaint with the U.S. Department of Education in the event of an alleged violation of the Family Educational Rights and Privacy Act (FERPA). Related information is also referenced in *HSC OP 77.13, Student Education Records*.

Grades/Grading

As described in **Part X (Miscellaneous Policies - Grades/Grading)** of the TTUHSC Student Handbook, grades and grading issues are the responsibility of the school which administers the particular course. The instructor assigned to a course has primary responsibility for determining grades and evaluating the quality of academic performance. If an issue arises, individual schools retain responsibility for processing formal appeals. Information about school-specific policies are provided in the subsequent section of this response. An example of an appeal for an academic dismissal based on poor academic performance is provided in the last section of the response.

SCHOOL-SPECIFIC POLICIES

In alignment with institutional policies and procedures related to student complaints, each TTUHSC school also has policies and procedures which provide additional information on specific categories of complaints. These policies are published on the webpage, catalog, and/or handbook for each school. Because these resources are published online, they are accessible to students enrolled in both traditional and distance education programs. See below for key policies by school:

Graduate School of Biomedical Sciences

GSBS Grade Appeals

GSBS Non-Grade Related Complaints

School of Health Professions

SHP OP ST.02, Academic Dismissal

SHP OP ST.03, Academic Grade Appeal

SHP OP ST.19, Non-Grade Grievance Policy

School of Medicine

SOM OP 30.09, Educational Record and Grade Appeal Policy

School of Nursing

SON Academic Grade Challenges/Appeals

SON OP 60.084, Grade Appeal Policy

SON OP 60.020, Complaint or Grievance Resolution (Non-Grade Related)

School of Pharmacy

SOP OP 77.P.18, Grade Grievance Resolution

School of Population and Public Health

SPPH Grade Appeals and Non-Grade Grievances

EXAMPLES OF COMPLIANCE

Although TTUHSC receives a small number of formal written student complaints each year, the majority are documented in a student case management system called **Maxient**. Complaints that are not documented in Maxient are handled through a confidential process within the respective school. Maxient is a centralized reporting and recordkeeping system that allows TTUHSC to maintain accurate student conduct records and coordinate the efforts of schools and departments to provide timely follow-up and action. This system is maintained by the Associate Provost for Student Affairs. The student conduct system documents the following information:

- Student name
- Type of complaint
- Date submitted
- Decision date
- Date of appeal, if applicable
- Date of hearing, if applicable
- Final outcome

Non-Academic Grievance

To give an example of a non-academic grievance process, a student submitted a **complaint of sexual misconduct** by another student using the online reporting tool available on the Title IX webpage. This report was received by the TTUHSC Title IX Coordinator, which is consistent with the protocol established by the institution. Upon receipt of the report, the Title IX Coordinator contacted the reporting party to discuss the nature of the reported concern and to determine whether the reporting party wanted to pursue formal university action. Per *TTU System Regulation 07.06.B, Non-Title IX Sexual Misconduct* and *Part IV of the TTUHSC Student Handbook*, the Title IX office handled this report through the Informal Resolution process, as chosen by the student complainant. A **No Contact Order** was issued as the informal resolution.

Academic Grievance

After the Fall 2023 semester, the program director for the Physician Assistant Studies program submitted a memo to the dean of the School of Health Professions (SHP) requesting the academic dismissal of a student. Grounds for dismissal included: (a) failing the summative exam associated with the course HPPA 6196 Professional Development; and (b) receiving a grade of F in the course HPPA 6604 Pediatric Clerkship while on probation. Per *SHP OP ST.02, Academic Dismissal*, the department chair sent a **certified letter** to the student via the SHP Office of Admissions and Student Affairs explaining the recommendation for academic dismissal and the right to file an appeal. In this case, the student decided to appeal the decision and the SHP Assistant Dean for Interprofessional Education was appointed as the Academic Dismissal Appeal Committee Chair. Two SHP faculty members outside the student's department were also appointed to serve on the student's appeal committee. See the **attached notification emails**. Upon review of relevant documents, the appeal committee decided to uphold the recommendation for academic dismissal. A **final certified letter** regarding the outcome was sent to the student.

SUMMARY

Based on the policies and procedures cited in the preceding narrative, it is evident that TTUHSC has adequate procedures for addressing written student complaints. Because these policies are published online in various resources, they are accessible to students enrolled in both traditional programs across all campuses and students enrolled in distance education programs. Furthermore, as demonstrated by the preceding examples, TTUHSC faculty and staff follow the established policies and procedures when resolving such complaints.

Although TTUHSC receives a small number of formal written student complaints each year, the complaints are documented by the Associate Provost for Student Affairs, TTUHSC Title IX Coordinator, and/or designated personnel in each school. The student complaint logs are available for SACSCOC review upon request. For these reasons, TTUHSC is compliant with the requirements of Standard 12.4, Student Complaints.

13.6 Federal and State Responsibilities

The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U. S. Department of Education.

Judgment

☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

In accordance with the [SACSCOC policy on Title IV Program Responsibilities](#), Texas Tech University Health Sciences Center (TTUHSC) participates in and is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act (HEA), as amended, and audits financial aid programs as required by federal and state regulations.

OVERVIEW OF FINANCIAL AID

The [TTUHSC Office of Student Financial Aid](#) provides an extensive range of financial services to approximately 73% of the student population across all schools and campuses/sites, including students enrolled in distance education programs. It is estimated that the TTUHSC Office of Student Financial Aid disbursed close to \$100 million in 2023-2024. This comprises \$7.8 million in grants, \$5.6 million in scholarships, and \$82 million in loans. According to the current default rates published by the U.S. Department of Education (USED), TTUHSC's three-year student loan default rate is 0.3% (.003) for Fiscal Year (FY) 2019. The national three-year student loan default rate of 2.3% is down 68.5% from FY 2018. However, this is directly due to the pause in required repayment. This resulted in no loans going into default.

TTUHSC participates in audits of its financial aid programs to remain in continued compliance with federal and state regulations. On an annual basis, for example, the TTUHSC Office of Student Financial Aid completes the federally mandated Fiscal Operations Report and Application to Participate (FISAP). The FISAP contains two sections: (1) Application to Participate, and (2) Fiscal Operations Report. To participate in the Federal Perkins Loan and Federal Supplemental Educational Opportunity Grant programs, TTUHSC must file an application each year by the established due date. Federal regulations also state that if an institution spent campus-based program funds in the previous award year or has a Federal Perkins Loan Fund, then it must submit a Fiscal Operations Report. Refer to [TTUHSC's current FISAP](#), which reflects the report for July 1, 2022 through June 30, 2023 and application for July 1, 2024 through June 30, 2025.

The TTUHSC Office of Student Financial Aid is also subject to financial aid audits conducted by the Texas State Auditor's Office, USED, and the Texas Tech University System Office of Audit Services, or a contractor selected by them.

TEXAS STATE AUDITOR'S OFFICE

The Texas State Auditor's Office (SAO) typically conducts an annual single audit of all federal programs in accordance with Title 2, U.S. Code of Federal Regulations, Part 200, Uniform Guidance, including the [U.S. Office of Management and Budget Compliance Supplement](#). As a public university, TTUHSC's federal student financial aid programs are included in the scope of this annual statewide audit during selected years.

Most recently, TTUHSC's compliance with requirements related to required audits was for the 2022-2023 award cycle. This audit was performed by the Texas State Auditor's Office.

The scope of the financial aid office portion of this audit included a program audit of student financial aid at the Health Sciences Center for the fiscal year ending August 31, 2023. For the audit, the SAO performed sample-based testing to verify compliance with federal requirements as outlined in the most recent Office of Management and Budget (OMB) Compliance Supplement (issued in August 2019), focusing on the six compliance requirements subject to audit, including:

- Activities Allowed or Unallowed
- Cash Management
- Eligibility
- Matching, Level of Effort, and Earmarking
- Reporting
- Special Tests and Provisions

The audit scope and general findings as well as the Texas State Audit full report is available here: [A Report on State of Texas Compliance with Federal Requirements for the Student Financial Assistance Cluster for the Year Ended August 31, 2023](#).

The results of this audit identified a single finding:

Texas Tech University Health Sciences Center (Health Sciences Center) uses the services of the National Student Clearinghouse (NSC) to report status changes to the National Student Loan Data System (NSLDS). Under this arrangement, the Health Sciences Center reports all students enrolled and their status to NSC. NSC then identifies any changes in status and reports those changes to NSLDS when required. Although the Health Sciences Center uses the services of NSC, the Health Sciences Center still has the primary responsibility to report any changes in student enrollment status accurately and in a timely manner (NSLDS Enrollment Reporting Guide, November 2022, Chapter 3.3).

For 6 (10%) of 62 students tested, the Health Sciences Center did not accurately report campus-level enrollment effective dates or did not report enrollment status changes to NSLDS. Specifically:

- *For one student, the enrollment status effective date was reported incorrectly at the campus-level. The student's enrollment status for the Spring 2023 term decreased from full-time to less-than-half-time in April 2023; however, the effective date was reported as January 2023.*
- *For five students, the Health Sciences Center did not report the students' enrollment status changes to NSLDS. Two of those students withdrew, two students graduated, and one student received an approved leave of absence.*
- *The Health Sciences Center asserted that the errors discussed above were caused by issues related to the configuration of the enrollment reporting processes in the Health Sciences Center's student information system, manual reporting errors, and not having adequate controls to ensure that student enrollment information reported to NSC was accurately reported to NSLDS.*
- *Not reporting student status changes accurately and in a timely manner could affect determinations that guarantors, lenders, and servicers of student loans make related to in-school status, deferments, grace periods, and repayment schedules.*

Recommendation:

The Health Sciences Center should strengthen its controls to ensure that campus-level enrollment statuses and effective dates are reported accurately and in a timely manner to NSLDS.

Management's Response/Views of Responsible Officials:

The University acknowledges and agrees with the findings. Through analysis of the exceptions identified in the audit, the University will work to develop and implement corrective action to further improve the processes.

Corrective Action Plan:

We will work to reestablish access with NSLDS to ensure that all student statuses are reported correctly from NSC. We will also incorporate procedures to ensure we are capturing and reporting all students' status changes accurately through Cognos reports and a newly developed enrollment reporting dashboard.

Implementation Date: Summer 2024

U.S. DEPARTMENT OF EDUCATION (USED)

The State Auditor's Office performs the federal portion of the statewide single audit. The federal portion includes a review of compliance and control over the State's federal awards and an audit of the Schedule of Expenditures of Federal Awards. The reports from the federal and financial portions are submitted to the federal government to fulfill single audit reporting requirements.

In addition, the U.S. Department of Education's Dallas Case Management Team completed a review in June 2019 of TTUHSC's application to participate in the Title IV programs of the Higher Education Act. The review indicated that TTUHSC meets the requirements of institutional eligibility, administrative capability, and financial responsibility as set forth in CFR Parts 600 and 668, according to the most recent **USED approval letter**. The scope of participation is further outlined in the **USED Program Participation Agreement (PPA)** and **USED Eligibility and Certification Approval Report (ECAR)**. (Please note, **a new PPA application was submitted in December 2024** and TTUHSC is awaiting approval documentation at time of report submission. TTUHSC maintains eligibility during the renewal application process.) The PPA specifies the general terms and conditions for institutional eligibility. The ECAR outlines the educational program levels and locations which have been approved for Title IV program funds. Eligibility includes the Federal Pell Grant, Federal Family Education Loan Programs, Federal Direct Loan Programs, Federal Perkins Loan, Federal Supplemental Opportunity Grant, and Federal Work Study. The institution does not participate in the latter, Federal Work Study.

TEXAS TECH UNIVERSITY SYSTEM OFFICE OF AUDIT SERVICES

In conjunction with the development of its annual audit plan, the Texas Tech University System Office of Audit Services conducts an annual risk assessment to consider risks associated with university activities. The Financial Aid section is part of the Student Affairs consolidated report. **Refer to the TTU System Risk Management Questionnaire.**

SUMMARY

TTUHSC works collaboratively with the Texas State Auditor's Office, U.S. Department of Education's Dallas Case Management Team, and the TTU System Office of Audit Services to ensure continued compliance with

financial aid requirements. Based on the evidence described above, TTUHSC has determined that the institution is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act, as amended, and audits financial aid programs as required by federal and state regulations. For these reasons, TTUHSC is compliant with the requirements of Standard 13.6, Federal and State Responsibilities.

13.7 Physical Resources

The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Judgment

☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Texas Tech University Health Sciences Center (TTUHSC) ensures adequate physical facilities and resources in Lubbock (LBB), in addition to locations in Abilene (ABI), Amarillo (AMA), Dallas (DAL), Odessa (ODE), Midland (MDL), Covenant Health System (COV) in Lubbock, and Mansfield (MAN). Refer to the [state of Texas locations map](#). TTUHSC also has agreements established with various building owners for the maintenance and operation of leased clinical facilities in Abilene, Amarillo, Dallas, Lubbock, Odessa, Midland, Austin, Canyon, San Angelo, and Wichita Falls. The physical facilities and resources at each campus/instructional site are designed to support the institutional mission of "educating students to become collaborative health care professionals, providing excellent patient care, and advancing knowledge through innovative research." *Table 13.7-1* lists each educational program at TTUHSC and the campus/location at which students may earn credits towards the given degree and/or certificate.

Table 13.7-1. Educational Program by School and Campus/Instructional Site

Program by School	ABI	AMA	DAL	LBB	MAN	MDL	ODE	COV	DE	Total Enrollment (Fall 2024)
Graduate School of Biomedical Sciences										
Master of Science in Biomedical Sciences									✓	
Master of Science in Biotechnology (Abbreviated)	✓			✓						
Master of Science in Biotechnology (Research)	✓			✓						
Master of Science in Pharmaceutical Sciences		✓								
Master of Science in Graduate Medical Education Sciences				✓						
Doctor of Philosophy in Biomedical Sciences				✓						
Doctor of Philosophy in Pharmaceutical Sciences	✓	✓								
										147
ABI AMA DAL LBB MAN MDL ODE COV DE										
School of Health Professions										
Post-Baccalaureate Certificate in Medical Laboratory Science									✓	
Bachelor of Science in Medical Laboratory Science (Second Degree)									✓	

Bachelor of Science in Medical Laboratory Science (Traditional)			✓						
Bachelor of Science in Healthcare Management								✓	
Graduate Certificates in Healthcare Administration								✓	
Bachelor of Science in Speech, Language, and Hearing Sciences (Second Degree)			✓						
Bachelor of Science in Speech, Language, and Hearing Sciences (Traditional)			✓						
Master of Athletic Training			✓						
Master of Physician Assistant Studies					✓				
Master of Science in Addiction Counseling								✓	
Master of Science in Clinical Mental Health Counseling								✓	
Master of Science in Clinical Rehabilitation Counseling								✓	
Master of Science in Healthcare Administration								✓	
Master of Science in Molecular Pathology			✓						
Master of Science in Speech-Language Pathology			✓						
Doctor of Audiology			✓						
Doctor of Occupational Therapy			✓						
Doctor of Philosophy in Rehabilitation Science			✓						
Doctor of Science in Rehabilitation Sciences								✓	
Doctor of Science in Physical Therapy ^a								✓	
Doctor of Physical Therapy		✓	✓			✓			
Post-Professional Doctor of Occupational Therapy								✓	
									1871
ABI AMA DAL LBB MAN MDL ODE COV DE									
School of Medicine									
Doctor of Medicine (Traditional, FMAT)		✓	✓			✓	✓		
									735

	ABI	AMA	DAL	LBB	MAN	MDL	ODE	COV	DE	
School of Nursing										
Bachelor of Science in Nursing (Traditional)	✓	✓		✓	✓		✓		✓	
Bachelor of Science in Nursing (Accelerated)									✓	
Bachelor of Science in Nursing (RN to BSN)									✓	
Post-Baccalaureate Certificates									✓	
Master of Science in Nursing									✓	
Post-Graduate Certificates ^b									✓	
Doctor of Nursing Practice									✓	
										1838
	ABI	AMA	DAL	LBB	MAN	MDL	ODE	COV	DE	
School of Pharmacy										
Doctor of Pharmacy	✓	✓	✓	✓						
										412
	ABI	AMA	DAL	LBB	MAN	MDL	ODE	COV	DE	
School of Population and Public Health										
Graduate Certificate in Public Health									✓	
Master of Public Health (Traditional) ^a	✓			✓						
Master of Public Health (Online)									✓	
Master of Public Health (Accelerated)									✓	
										111
Total Student Enrollment (Fall 2024)	324	313	232	1584	73	137	158	65	2228	5114
ABI-Abilene LBB-Lubbock ODE-Odessa										
AMA-Amarillo MAN-Mansfield COV-Covenant										
DAL-Dallas MDL-Midland DE-Distance Education										

^a Teach-out in progress

^b Program previously referred to as Post-Master's Certificates

FACILITIES

TTUHSC has approximately 2.4 million square feet of physical space encompassing all campuses. Approximately 90% of this space is owned by TTUHSC and the remaining 10% is leased from others. Refer to the [facilities inventory report](#) on owned and leased buildings. All TTUHSC-owned facilities are insured through FM Global. Some TTUHSC facilities have been occupied since the 1970s and others have been constructed within the last few years. Most older buildings have had significant renovations or updates since they were originally constructed. Each year, TTUHSC spends approximately \$8 million to \$15 million of state and local funding, which varies annually, for interior improvements and infrastructure upgrades distributed across all TTUHSC campuses.

The subsequent paragraphs detail information about the physical facilities at each campus/instructional site where any direct academic experiences are offered. Unless otherwise noted, these buildings are owned and maintained by TTUHSC. Photographs of key buildings are also provided.

Abilene

Facilities at the **Abilene branch campus** consist of the Jerry H. Hodge School of Pharmacy Building, approximately 53,000-square-feet with classroom space, research labs, and administrative offices; the School of Nursing Building, approximately 38,000-square-feet with classroom space, a clinical skills simulation center, and administrative offices; and the Julia Jones Matthews Public Health Building, approximately 45,000-square-feet with classroom space, additional clinical skills simulation space, a wet lab research space, and administrative offices. Within these buildings, examples of designated student space include lounges and study rooms.

Amarillo

The **Amarillo branch campus** includes **eight buildings**: the School of Medicine and Health Professions Building, approximately 192,000-square-feet; the Jerry H. Hodge School of Pharmacy Building, approximately 107,000-square-feet; the Women's Health and Research Institute, approximately 74,000-square-feet; a facilities operations building, approximately 4,000-square-feet; the Amarillo Research Building, approximately 47,000-square-feet; the Jerry H. Hodge School of Pharmacy Academic Center, approximately 26,000-square-feet; a Hazardous Material Storage Building, approximately 250-square-feet; and the SimCentral facility, approximately 21,000-square-feet that is utilized by all academic programs. Within these buildings, examples of designated student space include the Harrington Library as well as study carrels, student lounges, a lactation space, and outdoor patios.

The Texas Tech University School of Veterinary Medicine is also adjacent to the TTUHSC Amarillo campus. This site provides approximately 192,000-square-feet of space for TTUHSC's collaborative efforts with Texas Tech University.

Covenant Health System

Covenant is an **off-campus instructional site** for the TTUHSC School of Medicine where students may complete Years 3 and 4 of their studies. The **site** is part of the regional Covenant Health System and is located near TTUHSC's main campus in Lubbock. TTUHSC leases space in and adjacent to Covenant Medical Center; maintenance at these locations is provided by Covenant and other landlords.

Dallas

Two facilities are occupied by TTUHSC in the **Dallas Branch Campus**: the Jerry H. Hodge School of Pharmacy (also named Building #7), an 8,600-square-foot-facility on the North Texas Veterans Affairs (VA) campus; and the Dallas Texas Tech University Health Sciences Center, approximately 73,000-square-feet. Maintenance at the VA School of Pharmacy is provided by North Texas Veteran's Affairs and maintenance at the Dallas Texas Tech University Health Science Center building is provided by TTUHSC Facilities and Safety Services. Within these buildings, examples of designated student space include a computer lab, a simulation center, wet lab research space, and common and private study areas.

Lubbock

The main **Lubbock campus** is located on 116 acres and includes **nine buildings**: the Texas Tech University Health Sciences Center, approximately 1.01 million-square-feet; the Preston Smith Library (PSL), approximately 117,000-square-feet; the Academic Classroom Building, approximately 64,000-square-feet; the

Texas Tech Physicians Medical Pavilion, approximately 150,000-square-feet; the HSC Crematory/Incinerator Building, approximately 1,500-square-feet; the Texas Tech Physicians Center for Cardiovascular Health, approximately 16,000-square-feet; the University Center, approximately 64,000-square-feet; the Academic Events Center, approximately 12,000-square-feet; and a HazMat Storage Facility (2 buildings), approximately 3,100-square-feet. Within these buildings, examples of designated student space include the ACB Synergistic Center with group and private study areas, a cafeteria, and dedicated collaborative study spaces on every floor.

TTUHSC also operates and maintains facilities at two other locations in Lubbock: **Texas Tech Medical Center Southwest** (TTMCSW) and the **Lubbock Larry Combest Community Health & Wellness Center**. TTMCSW consists of five buildings: the Southwest Institute of Forensic Science Building, the Southwest Facilities Maintenance and Operations Building, Lubbock Fast Track, the Southwest Averitt Building, and the Medical Office Building, totaling approximately 77,000-square-feet. The Larry Combest Center consists of one building that is approximately 16,000-square-feet. The latter is a Federally Qualified Health Center (FQHC), which is a non-profit primary clinic operated by the TTUHSC School of Nursing in a medically underserved area of Lubbock. There are no additional student spaces or activities held on the SW campus.

Mansfield

The **Mansfield Professional Building** is located at the **Methodist Mansfield Medical Center** and is an off-campus instructional site for the School of Nursing. It is leased from and maintained by Methodist Mansfield. TTUHSC occupies approximately 5,200-square-feet of classroom, clinical skills simulation, and administrative office space in this facility. Within this space, students have access to refrigerators, microwaves, vending machines, and open seating.

Midland

The facilities in Midland provide an off-campus instructional site for the Nadine and Tom Craddick Physician Assistant Studies Program. TTUHSC **facilities** in **Midland** include the Jenna Welch Women's Center, approximately 53,000-square-feet; the Aaron Medical Science building on the campus of Midland College, approximately 27,000-square-feet; the Secor Clinic Building, approximately 8,000-square-feet; and a leased psychiatry clinic, approximately 5,500-square-feet. TTUHSC maintains the Jenna Welch, the Secor facilities, and the psychiatry clinic; routine maintenance at the Aaron Medical Science facility is provided by Midland College.

Odessa

TTUHSC **facilities** in the **Odessa branch campus** include the Regional Academic Health Center, approximately 68,000-square-feet; the Texas Tech Health Center, approximately 83,000-square-feet; and the Academic Classroom Building, approximately 56,000-square-feet. TTUHSC also operates a clinical skills simulation center, approximately 14,500-square-feet, in the Medical Center Hospital adjacent to the Odessa Campus. Within these buildings, examples of designated student space include the Library of the Permian Basin as well as study rooms, a tranquility room, and a recreational room.

PHYSICAL RESOURCES

TTUHSC maintains adequate physical resources. These include, but are not limited to, items not affixed to or attached to the physical facilities. The Associate Vice President for Business Affairs, who reports to the Vice President and Chief Financial Officer of TTUHSC, oversees the **Property Management** and the **General Services departments**, which share responsibility for managing the institution's property in accordance with **HSC OP 63.10, Property Management**.

Property Management

The **Property Management department** is responsible for accounting for all institutional property to the Comptroller of Public Accounts for the State of Texas. The Property Management Manager works collaboratively with property custodians in each unit and department to maintain a database of the institution's fixed assets using an online **property inventory system**. Using this system, the Property Management department maintains an accurate and current listing of all capital and controlled assets at any given time. A variety of data are recorded in the system, including the inventory tag number, a description of the item, a model number, manufacturer, a serial number, cost, date acquired, department code, location of the item, a number of the account from which the item was purchased, and other relevant data in accordance with *HSC OP 63.10, Property Management*. Department personnel can use this **webpage** to guide them when adding to the property inventory system. The inventory balance includes equipment, controlled assets, buildings, land, land improvements, facilities and other improvements, construction in progress, art/historical treasures, software, vehicles, and infrastructure. Annual physical inventories are required by the State.

Surplus Property

Each campus has designated a surplus property manager responsible for accepting, securing, transferring, and final disposition of surplus property in accordance with *HSC OP 63.11, Disposal of Surplus, Obsolete, or Uneconomically Repairable Inventory*.

Vehicle Fleet Management

The Managing Director of General Services also oversees the **TTUHSC Office of Vehicle Services**, which administers the institution's **fleet expense certification system**. This program defines **guidelines and procedures** intended to increase vehicle use, improve efficiency, and reduce maintenance and operating costs of the TTUHSC fleet. For a full list of components of this program, see *HSC OP 63.03, Vehicle Fleet Management Program*.

Audit and Risk Management

All TTUHSC departments are subject to internal audits by the **Office of Audit Services**, which is an independent unit in the Texas Tech University System (TTU System) that reports directly to the Board of Regents. The mission of the office is to assist the board and other units of the TTU System and its components in identifying, avoiding, and, where necessary, mitigating risks. Each year, the office prepares an **audit plan** based on the results of a formal risk assessment.

The **Office of Risk Management (ORM)** strives to provide service, support, and safety to every member of the TTU System family and to educate faculty, staff, and students so they can be a part of the risk management process. To achieve this process, the ORM requires each department to identify, analyze, and control the risk of human, physical, financial, and/or reputational loss in their specific areas.

ADMINISTRATION AND OVERSIGHT OF FACILITIES AND RESOURCES

TTU System Office of Facilities Planning and Construction

The TTU System **Office of Facilities Planning and Construction (FP&C)**, which is directed by the Vice Chancellor for Facilities Planning and Construction, oversees master planning and capital project management for all campuses in the TTU System. The office is responsible for developing and maintaining capital improvement and master plans that are presented to the TTU System Board of Regents for approval. When conducting system-wide planning projects, FP&C personnel work collaboratively with personnel from TTUHSC, TTUHSC EI

Paso, Texas Tech University, Angelo State University, and Midwestern State University as well as government agencies, community constituents, and appropriate consultants.

FP&C is responsible for the administration, management, and execution of major new construction, repair, and renovation projects with a total projected budget of \$4 million or more. For these projects, FP&C works with each component institution to select and manage design professionals, construction managers, commissioning agents, construction manager agents, and other professional services to deliver a successful project to the component institution. FP&C manages contracts, service providers, project financials, and budgets, sponsors outreach to improve participation and opportunities for historically underutilized businesses, administrates the construction process, and ensures all local, state, and federal regulatory requirements are met.

TTUHSC Office of Facilities and Safety Services

The Vice President and the Assistant Vice President for **Facilities and Safety Services** oversee several departments that maintain TTUHSC's physical facilities and services. These departments include Facilities Operations, Facilities Institutional Support Services, and Safety Services, as illustrated in the attached **organizational chart**. Each department is described in more detail below.

Facilities Operations

Facilities Operations is responsible for normal and routine maintenance of facilities, monitoring facility operations, and scheduling maintenance activities to preserve the useful life of TTUHSC's capitalized assets. Facilities Operations has maintenance staff at each campus. Services provided by Facilities Operations staff include, but are not limited to, the following:

- Provide around-the-clock monitoring of automated building systems, such as environmental control systems and life safety systems (e.g., fire alarms) for all TTUHSC facilities;
- Execute of all **facilities-related work orders** and work performed by the department's various trades (e.g., electrical, plumbing, key/locksmith, carpentry, painting, building automation systems, fire detection/fire suppression, security, and HVAC) that are responsible for facility repairs, routine and preventative maintenance, and small construction;
- When necessary, establish and utilize service contracts with outside vendors to complete specialized work orders and/or to meet departmental and institutional needs;
- Execute routine work orders and requests and provide on-call coverage 24 hours a day to ensure that facilities personnel are available to respond to situations requiring immediate attention;
- Schedule routine, preventive, and predictive maintenance for all major facilities-related equipment, which is based largely on historical data and manufacturers' recommendations; and
- Use condition monitoring and operating measurement assessments (e.g., vibration analysis, ultrasonic analysis, thermal imaging) to avoid unplanned outages of equipment.

For example, the TTU Physical Plant operates and maintains the Central Heating and Cooling Plant II (CHACP II) for TTUHSC. CHACP II, located adjacent to the TTUHSC Lubbock campus, provides steam, chilled water, compressed air, and emergency power to TTUHSC facilities and the associated teaching hospital, which is connected to TTUHSC. Lubbock Operations also maintains two chillers and two boilers that provide utilities to the University Center and also maintains two satellite campuses in Lubbock, the Larry Combest Center and the HSC Southwest Campus. The TTU Physical Plant has consistently provided reliable and cost-effective utilities services.

Facilities Operations personnel also support the administration of **The Maintenance Authority (TMA)**, the computerized maintenance management system utilized by TTUHSC. This system is used to track all work orders, including routine, preventative, and reactive maintenance activities. TMA facilitates work-order management, preventive maintenance scheduling, inventory control, and labor and resource management. TMA also tracks equipment, such as fire protection systems, for the purpose of documenting compliance with relevant state and federal regulations.

Facilities Institutional Support Services

Facilities Institutional Support Services manages five individual aspects: (1) Design & Construction, (2) Energy Management, (3) Facilities Interior Design Services, (4) Facilities Space Administration, and (5) Environmental & Event Planning.

Design & Construction. This section manages minor construction projects, including new construction, repair, capital equipment, and rehabilitation projects with a total projected budget of less than \$4 million. Design & Construction is responsible for developing and implementing design guidelines, standards, and criteria; developing programming and preliminary project budgets; selecting and engaging design professionals; developing and completing construction documents; managing and inspecting construction work; and coordinating and supporting capital projects managed by the **TTU System FP&C**. Furthermore, Design & Construction coordinates construction services for institutionally managed projects, to include obtaining competitive proposals, scheduling construction, and managing smaller or time-critical projects.

Energy Management. This section manages institutional utilities and energy conservation, tracks legislation related to physical facilities, and provides technical guidance on complex facility issues and property support. Energy Management works with utility providers at each TTUHSC campus and is responsible for providing reliable, cost-efficient utility services to all TTUHSC facilities. The department also promotes the practice of energy conservation, including compliance with legislative mandates as promulgated by designated state agencies. Energy Management produces monthly and quarterly **reports** on energy consumption for all campuses and submits annual reports to the Comptroller's Energy Office, including an Energy and Water Management Plan and the Utility Consumption and Costs details outlining institutional energy consumption and describing conservation efforts and projects. Other services include work supporting contracts, providing code review and analysis, and assisting with the lease of other buildings and spaces to support departmental needs and campus growth.

Facilities Interior Design Services. Facilities Interior Design Services is charged with supporting selection, procurement, and approval of all products within our facilities to meet the mission of the institution and its employees per **HSC OP 61.19, Furniture, Floorcovering, Window Treatments, and Wallcovering Approval Process**.

Facilities Space Administration. Facilities Space Administration provides support to Facilities and Safety Services and to TTUHSC in three main areas: Facilities Information Management, Lease Contract Management, and Space Planning Management.

To comply with state mandates, Facilities Space Administration maintains a current and comprehensive database of Facilities Information, using **Archibus space management software**, and submits reports annually to the **Texas Higher Education Coordinating Board (THECB)** and to the **Texas General Land Office (GLO)**, which detail every building and room owned, occupied, and/or used by TTUHSC and all

lands owned by TTUHSC. Space assigned to all TTUHSC departments is **verified annually** by Facilities Space Administration and is checked periodically throughout the year to ensure accuracy; this database is referenced by other departments to verify locations (i.e., property inventory), room assignment (i.e., key requests), and occupancy counts (i.e., scheduling of classrooms and conference rooms). In addition to maintaining current and accurate databases of TTUHSC facilities, the Facilities Information Management component is also responsible for maintaining electronic and physical construction document archives for all TTUHSC spaces, for surveying and updating floor plans for all TTUHSC spaces, for assigning official room numbers, and for assisting any internal or external group with requests related to facilities information.

Another component of Facilities Space Administration, Lease Contract Management, is involved with all TTUHSC leases, whether TTUHSC is the **tenant** or the **landlord**. These leases include facility leases and ground leases for land, parking lots, etc. Where TTUHSC is the tenant, Facilities Space Administration **reviews** the draft unexecuted contract, along with General Counsel, Information Technology, Contracting, and other departments, to ensure compliance with an agreement to those items related to Facilities and Safety Services. In addition to custodial services, medical waste, utilities, life safety, and other facilities and safety items, Facilities Space Administration ensures compliance with **Texas Accessibility Standards** (TAS) and other relevant construction codes and laws. Facilities Space Administration often tours a proposed lease facility along with representatives from Safety Services, Operations, Information Technology and from the occupying department to **identify and document** any concerns prior to entering into lease negotiations. If the space is appropriate for the proposed purpose, Facilities Space Administration coordinates with the landlord and with the occupying department to complete a **TAS inspection** by an outside Registered Accessibility Specialist (RAS) to identify remediations that will be needed to make the space accessible, and to complete and submit the required **State Lease Registration** form with the **Texas Department of Licensing and Regulations (TDLR)**. Facilities Space Administration maintains a listing of all spaces currently leased by TTUHSC with contact information for both the landlord and for the occupying department. For those spaces where TTUHSC is the landlord, Facilities Space Administration is typically involved in identifying spaces to be leased and in developing the agreement/contract by which spaces are leased. In addition to collecting and maintaining information related to leases, Facilities Space Administration also collects and maintains information related to **rentals and short-term agreements** for the use of spaces and keeps track of how and where **TTUHSC's mobile classrooms** are used. This information is validated annually to identify Clery Geography that the TTUHSC Clery Compliance Officer uses to identify which law enforcement agencies need to be engaged to assist with the TTUHSC Clery Report.

As with all organizations, space at TTUHSC is a valuable and mostly finite resource, and thus, policies and procedures guide all construction, renovation, and operation of TTUHSC's physical facilities. For example, **HSC OP 61.21, Institutional Space Allocation Policy** establishes a process to ensure that all TTUHSC spaces are used efficiently. Each TTUHSC physical location has a Campus Space Committee that reviews all space requests and submits recommendations to the People & Operations Council for approval. In addition to serving as a resource on each Campus Space Committee, Facilities Space Administration also actively works to ensure that all TTUHSC administrative, academic, research, and clinical spaces are used efficiently; this component is referred to as Space Planning Management. For instance, for administrative office spaces, all TTUHSC employees are required to submit their work location and workstyle through the Facilities and Safety Services portal. Along with information maintained by Facilities and by Human Resources, this work location and workstyle information builds a database of office utilization. This database is updated whenever a new submission is made and

whenever an ePaf (Electronic Personnel Action Form) is submitted to hire, terminate, or reclassify an employee. Facilities Space Administration staff, with support from other departments including Facilities Operations staff and Texas Tech Police Department staff at each campus, also regularly audit office use to ensure accuracy. More processes for ensuring the efficient use of academic, research, and clinical spaces are being developed in collaboration with the campus space committees and with the appropriate councils.

Environmental Services & Event Planning. Environmental Services & Event Planning supports the functions of TTUHSC by providing a clean environment for all patients, students, visitors, faculty, and staff. This department oversees the outsourced housekeeping contracts for facilities at the Abilene, Amarillo, Lubbock, Odessa, Midland, and Dallas. Housekeeping services at other leased facilities are provided by the landlord. Environmental Services is also responsible for maintaining inventory for event setups and providing direct support for all events held at or in TTUHSC facilities.

Safety Services

TTUHSC takes steps to ensure that its physical facilities provide a safe, healthy, and secure working environment for all members of the campus community. Related activities are coordinated by the TTUHSC **Safety Services** department. Safety Services coordinates safety training across TTUHSC; responds to environmental issues; interprets and enforces codes applicable to fire or life safety; ensures research laboratory compliance with institutional policies and federal regulations; plans, executes, and supervises an occupational safety surveillance program; and protects individuals from unnecessary exposure to sources of radiation. To fulfill these responsibilities, Safety Services works with numerous regulatory agencies, such as the State Fire Marshal's Office, Texas Department of State Health Services, and Texas Department for Environmental Quality (TCEQ). Police activities and support are coordinated by the Texas Tech University Police Department in cooperation with TTUHSC leadership and administrative personnel. Refer to **Standard 13.8, Institutional Environment** for additional information.

FACILITIES AND RESOURCES MANDATED REPORTING

As a state-supported health-related institution (HRI) in Texas, TTUHSC must manage and develop its physical facilities in accordance with the rules and guidelines established by the Texas Higher Education Coordinating Board (THECB). These rules and guidelines are intended to ensure the efficient use of funding and the orderly development of physical facilities to accommodate projected academic, student, clinical, and research growth. The THECB provides guidelines through the **Space Projection Model** for the approximate square footage of instructional space, research space, office space, and support space that a university should occupy based upon student enrollment, the number of full-time employees, research expenditures, and other metrics. Their **formula** ensures the TTUHSC facilities are used efficiently and that TTUHSC students are provided with space for high-quality educational opportunities. Examples of related reports submitted to the THECB include:

- The **Facilities Room Inventory (CBM011)**, which is submitted annually by November, provides detailed information about all of the rooms within TTUHSC's facilities, including the type of space, academic program classification, function of the space, and its condition; and
- The **Facilities Building Inventory Report (CBM014)**, which is submitted annually in November, lists all of the buildings that are either occupied by or are under the control of TTUHSC, whether owned, leased, or free of charge.

TTUHSC now reports deferred maintenance directly to the Texas Tech University Board of Regents through the **Campus Condition Index Report**. TTUHSC tracks, prioritizes, and identifies funding sources to address deferred maintenance. To do this, Facilities Administration and Operation Directors at each TTUHSC campus meet quarterly to review planned Deferred Maintenance funding allocations. Initial allocations are based upon engineered life cycles of building systems forecasted within five years. Adjustments to allocations are made as equipment evaluations are facilitated, prioritizing funding to those items that are anticipated to prematurely fail or to not meet its estimated life cycle. Additionally, Deferred Maintenance funding may be adjusted by unforeseen conditions. Forecasted items within the current or next Fiscal Year will be modified as necessary, prioritizing immediate needs and potentially delaying future allocations past anticipated life cycle.

Per **Title 19 Texas Administrative Code §17.20**, TTUHSC is required to inform and update the THECB prior to initiating property acquisitions and capital improvement projects, including the major construction, repair, or rehabilitation of buildings and facilities, if the cost of those projects exceeds \$10 million. The TTU System FP&C serves as the institution's liaison to the THECB in relation to major construction projects. A listing of current and planned facilities improvement and construction projects is available on the **TTU System Office of Facilities Planning and Construction website**.

In addition to the previously outlined methods for managing space at TTUHSC, many schools or programs also ensure that the allocation and utilization of space are in accordance with the standards set by external accrediting bodies. For instance, via its **most recent reaccreditation approval** through the Accreditation Council for Pharmacy Education, the School of Pharmacy highlighted how TTUHSC has the necessary resources to support research, scholarship, instruction, learning, and academic programs. Their Self-Study includes specific **examples** of how physical facilities are appropriately utilized and meet the school's needs.

INSTITUTIONAL PLANNING

Policies and Procedures

Numerous policies and procedures govern the use of TTUHSC facilities and the minor renovations of such facilities. These policies and related forms are posted online under the **Facilities Management subsection** of the TTUHSC Operating Policies and Procedures. In addition, policies and procedures governing the construction, renovation, and operation of physical facilities at TTUHSC are defined in the TTU System **Section 08, Regents' Rules**. As described in **Section 08.02.2**, campus master plans and accompanying architectural and site design guidelines shall be developed and approved by the Board to guide campus development.

Master Planning

TTUHSC follows a multi-year institutional master plan to support its growth and improve programs, while investing in infrastructure and technology. TTUHSC's planning efforts align academic programs, clinical practices, research endeavors, and facilities with a clear articulation of the institution's vision, operational convergence, and utilization of technology to leverage in the future. Data-driven metrics and benchmarking informed decision-making throughout the process. TTUHSC also involved both internal and external stakeholders in each of its campus communities to participate in visioning exercises and to review and evaluate the initiatives and framework that comprised the master plan. The information gathering, stakeholder discussions, and production of the institutional master plan occurred in 2021-2024.

The **TTUHSC Institutional Master Plan (IMP)** encompasses existing facilities, potential space development, opportunities for consolidating and streamlining operations, projected academic, research and clinical needs, current capabilities, infrastructure enhancements, educational goals, and anticipated resource requirements. One method for analyzing the spaces on campus is a **Condition Assessment** of all TTUHSC-owned campus

buildings. This includes scoring the physical condition of existing building systems based on anticipated renewal and maintenance needs. The assessment also scores the qualitative suitability of buildings, considering factors such as their experience and identity, alignment with programmatic expectations, flexibility to accommodate change and campus context (adjacencies, access and density of development).

Based on classroom and class laboratory scheduling data, including simulation centers, the IMP indicates that existing teaching spaces have sufficient capacity to support current instruction-based academic activity; nonetheless, improvements may be needed to better meet program needs. Per the IMP, this improvement includes targeted enhancement of existing simulation centers and classrooms to better support active learning and larger testing centers to meet cohort sizes and accommodations. It also includes adding more collaboration space with identifiable hubs for interaction, places to eat and drink and a wider range of study spaces, flexible work environments and wellness areas. For instance, the **Lubbock Preston Smith Library**, which completed its renovations in fall 2024, meets many of these improvement needs. The intention for this renovation is to create an epicenter for student activity, including enhanced study space and new wellness space. See *Table 13.7-2* for examples of other recent significant additions and renovations to the institution.

Table 13.7-2. Significant Additions and Renovations

Project Name	Location	Gross Sq. Feet	Primary Use	Project Cost	Year Completed
Dallas 6th Floor	Dallas	18,042	Academic	\$4M	2023
Midland AMSB Expansion	Midland	47,309	Academic	\$12.5M	2023
Lubbock LARC	Lubbock	14,066	Research	\$15M	2025*
Lubbock 5B West Research Lab Renovations	Lubbock	14,233	Research	\$11M	2026*
Lubbock Preston Smith Library	3rd Floor	29,837	Academic	\$7M	2024

**Projected dates of completion*

The initiatives and recommended projects in the IMP seek to enhance TTUHSC's capacity to meet its mission as a comprehensive health sciences center by educating students to become collaborative health care professionals, providing excellent patient care, and advancing knowledge through innovative research. Five core principles are outlined within the IMP and are intended to guide future decision-making regarding facilities and landscapes: cultivate a sense of place and belonging, foster a culture of innovation and collaboration, support personal wellness and resiliency, modernize aging facilities, and create standards for excellence.

TECHNOLOGY

In addition to having adequate physical facilities on each campus, having an appropriate technological infrastructure is also critical to achieving the institution’s mission. The Vice President for Information Technology and Chief Information Officer oversees the data infrastructure, security, and educational tools used throughout TTUHSC. Refer to the Informational Technology **organizational chart** for details.

To ensure convenient, reliable, and secure access to the institution’s data network and associated information, TTUHSC regularly upgrades its network infrastructure and information-management systems to create a unified online campus environment. TTUHSC's network infrastructure consists of a one-to-twenty Gigabit uplink Ethernet Campus LAN environments, with core speeds of ten gigabits (10,000 megabits per

second) and with a WAN connectivity of one or ten gigabit (1,000 megabits per second) to each regional campus. Internet connectivity is secured across redundant, twenty-gigabit uplinks. Data connectivity is provided for students in TTUHSC's labs, classrooms, study areas, student center, and libraries. Faculty, staff, and students have secure wireless access to network resources across all campuses. To ensure that TTUHSC constituents have access to the computer hardware and software they need, the institution has an agreement with Summus/Dell Computers to provide discounted pricing on computer hardware, including laptops, and maintains campus-wide agreements with a number of software vendors to provide commonly used software to all faculty, staff, and students without cost to the individual.

TTUHSC also provides a variety of educational technology tools and services to promote student learning and to support traditional and distance education programs, such as SAKAI, and Canvas. The university is currently migrating to a single Learning Management System (LMS), Brightspace from Desire2Learn (D2L). Additional tools are available such as TechLink, a video conferencing infrastructure that facilitates communication among campuses; clinical simulation centers, equipped with simulation technology to provide students with risk-free hands-on clinical education; and various other educational technologies that facilitate interactive learning experiences. TTUHSC provides convenient, reliable, and secure access to the institution's data network and associated academic and administrative information in a unified online campus environment. In addition, TTUHSC offers a variety of training opportunities for students, faculty, and staff to facilitate effective and appropriate use of educational technology tools.

ASSESSMENT OF FACILITIES AND TECHNOLOGY

In addition to the department-specific assessment strategies already described, TTUHSC also measures satisfaction with physical facilities and technology-related services through regular institution-wide surveys. For example, the **Student Satisfaction Survey (SSS)** is administered to all TTUHSC students across all campuses and modes of delivery. This survey provides opportunities for students to rank their satisfaction with various items related to technology and the physical environment. For most items, students are asked to indicate their satisfaction using a 5-point scale (1=Extremely Dissatisfied, 5=Extremely Satisfied). As can be seen in *Table 13.7-3*, students are overall satisfied with TTUHSC technology. *Table 13.7-4* indicates that students overall are satisfied with the TTUHSC physical environment. For a breakdown of the student opinion by campus/instructional site, see **Appendix C within the SSS**.

Table 13.7-3. 2023-2024 Student Satisfaction Survey Results for Institutional Information Technology

Information Technology	Satisfied
Reliability of the learning management system (i.e. Sakai, Canvas)	89%
Reliability of wireless connection (i.e. HSC-AIR) on my campus	86%
Quality of audio-video equipment used in my classrooms	83%
Availability of TTUHSC IT Solution Center staff to assist my technology needs	88%
Knowledge/skill of TTUHSC IT Solution Center technicians	88%
Usefulness of information provided in SolveIT, TTUHSC's searchable database for common technology questions and solutions	84%
Usability of the TTUHSC website overall	85%
Availability of your school's technology support staff	88%
Knowledge/skill of your school's technology support staff	89%
Usability of your school's website	86%
Overall perception of technology at TTUHSC	90%

Table 13.7-4. 2023-2024 Student Satisfaction Survey Results for Institutional Physical Environment

Physical Environment	Satisfied
General adequacy of classrooms	89%
Adequacy of study facilities, excluding the library	79%
Availability of common spaces for students to congregate between classes	79%
Cleanliness of campus buildings	92%
Safety/security in campus buildings, excluding the library	92%
Safety/security outside of campus buildings, including parking lots	89%
Parking availability	82%

SUMMARY

As the preceding narrative indicates, TTUHSC operates, controls, and maintains physical facilities and resources across several campuses and instructional sites that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities, as evidenced by TTUHSC's compliance with state space and facilities requirements and satisfaction surveys. The construction and maintenance of such facilities is made possible through appropriate planning and assessment processes, an established organizational structure at the TTUHSC and TTU System levels, and accountability to the State of Texas and to the constituents whom the institution serves. For these reasons, TTUHSC is compliant with the requirements of Standard 13.7, Physical Resources.

13.8 Institutional Environment

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

[Note: An institution should also include information about the status of any open or closed investigations by the U.S. Department of Education's Office of Civil Rights related to sexual violence that were active at the time of, or have occurred since, the institution's last comprehensive review. If there have been no such investigations, the institution should indicate as much.]

Judgment

☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Texas Tech University Health Sciences Center (TTUHSC) takes reasonable steps to provide a safe, healthy, and secure environment for all members of the campus community. Health and safety activities are coordinated by the TTUHSC Safety Services Department and security activities are coordinated by the Texas Tech Police Department in cooperation with TTUHSC administrative personnel, as described below. See, for reference, the [TTUHSC Department of Facilities & Safety Services organizational chart](#).

HEALTH AND SAFETY

TTUHSC strives to provide a safe, healthy, and secure working environment for all students, faculty, staff, patients, visitors, and volunteers. Health, safety, and security responsibilities are assigned to various departments within the institution, all of which comply with applicable federal, state, and local rules, regulations, policies, procedures, and guidelines. The [Department of Safety Services](#) at TTUHSC supports this effort. All individuals who have duties and responsibilities associated with campus health, safety, and security are **qualified**.

Safety policies and procedures are identified in various TTUHSC Operating Policies and Procedures. [HSC OP 75.01, TTUHSC Safety Programs](#) establishes the TTUHSC institutional safety programs. In addition, the various TTUHSC Manuals provide guidance and instruction for implementing specific institutional safety programs.

As outlined in [HSC OP 75.01, TTUHSC Safety Programs](#), Safety Services has the authority to halt or abate unsafe conditions or operations within TTUHSC when, in the professional opinion of the Managing Director or respective safety officer(s), the condition or operation constitutes an imminent hazard to life and/or property. Conditions or operations not considered an imminent hazard, but in violation of applicable federal, state, or local rules, regulations, policies, procedures, or institutional policies, will be recommended for correction through appropriate administrative channels.

Department of Safety Services

[Safety Services](#) is responsible for the Emergency Preparedness Programs for TTUHSC. The Emergency Preparedness division works closely with the Office of the President as well as other senior administrators on the regional sites to ensure that all locations are prepared for emergency events. In addition to the Lubbock campus Department of Safety Services, Safety Services offices have been established at the Abilene, Amarillo, Midland, and Odessa branch campuses/sites. The campus safety offices are staffed appropriately to effectively support each campus. For example, Safety Services of Abilene provides safety support for Abilene, Dallas, and Mansfield. The Lubbock-Covenant instructional site is staffed appropriately by the Lubbock campus. Additionally, each Safety Services employee has unique qualifications that are leveraged across the institutional campuses/sites as appropriate. Campus safety offices are responsible for

implementation and maintenance of the various institutional safety programs on the campus sites, under the guidance of the Managing Director of Safety Services.

Applicable safety, health, and environmental requirements are managed as part of accreditation/certification maintenance with **The Joint Commission**, the **Association for Assessment and Accreditation of Laboratory Animal Care (AAALAC)**, and the **College of American Pathologists (CAP)**. Biological, chemical, environmental, fire and life, physical, and radiation safety programs are established and implemented to provide a safe, healthy, and secure work environment. Safety Services is responsible for implementing the overall safety policies at TTUHSC. The department is structured to accomplish its mission and meet its responsibilities through the following branches:

- **Administration;**
- **Emergency Preparedness;**
- **Environmental Protection;**
- **Occupational Safety;**
- **Fire and Life Safety;**
- **Laboratory Safety;**
- **Radiation Protection;** and
- **Safety Education and Training.**

Administration. The **Administration** branch is pivotal in steering, guiding, and offering unwavering support to the department's diverse divisions, campus offices, and institutional stakeholders. The Administration branch is instrumental in developing, managing, and monitoring departmental budgets, extending its purview to include regional offices. It also meticulously processes invoices for various essential services, including, but not limited to, biological waste disposal, chemical waste disposal, radiological waste disposal, and the procurement and distribution of ethanol, among other critical functions. Central to achieving operational excellence within the safety services program is the principle of cross-training. **Cross-training** is not merely a strategy, but a fundamental necessity to ensure the seamless functioning of our safety services. By fostering a culture of versatility and adaptability among our staff, we empower our team to handle a broad spectrum of responsibilities and challenges effectively. This approach enhances our collective skill set and ensures that our division can maintain its high standards of service and responsiveness, even in the face of unforeseen challenges or staff shortages. Ultimately, cross-training is vital in cultivating a resilient, knowledgeable, and versatile team capable of supporting and advancing our mission of ensuring a safe, compliant, and efficient operational environment.

Emergency Preparedness. The **Emergency Preparedness** branch under Safety Services is responsible for the development, implementation, and exercising of emergency preparedness plans for all sites and campuses. Services include, but are not limited to the following:

- Maintaining and exercising the **Emergency Operations Center (EOC)**, which is physically located on the Lubbock campus but flexible enough to respond to the needs of an emergent event as a remote or virtual space and identifying and **training EOC staff** who may have EOC roles in an emergent event.
- **STAT! Alert Emergency Notification System** training for authorized users. This training is provided by the vendor and is facilitated by Emergency Preparedness. The training provides new users with the access, tools, and skills necessary to effectively send an emergency message in a timely

manner. Training also serves as a refresher for seasoned users as well as providing technical support and updates to the system.

- Conducting **exercises and drills** specific to the institutional sites to test plans and response to emergent situations. TTUHSC has adopted the **National Incident Management System (NIMS)** and **Incident Command System (ICS)**. The Emergency Preparedness office provides training for NIMS and ICS.
- Updating and maintaining the institutional emergency management planning through the **TTUHSC Emergency Management Plan** and through Emergency Action Plans (EAPs) and Emergency Action Guides (EAGs)
 - These action plans and guides are **scenario-based** and **location-based** (for individual units, sites, or campuses), as needed.
- Maintaining liaison with local Emergency Management agencies (city/county) and the Texas Division of Emergency Management (TDEM).

TTUHSC emergency management guidelines can be found in **HSC OP 76.01, Emergency Management Plan**. The TTUHSC Emergency Management Plan is NIMS-compliant and is tested using tabletop and real-time exercises and drills.

TTUHSC has developed **Continuity of Operations Plans (COOPs)** at the school and department levels for all campuses and sites. A COOP is a meticulously crafted framework to ensure an organization's essential functions remain operational during and after a disruptive event. The COOP addresses critical points such as risk assessment and analysis where potential threats, including natural disasters, cyberattacks, or pandemics, are identified and analyzed for their impact. The COOP also entails identifying and prioritizing essential functions based on their criticality to operations. A key point of conversation covers strategies for continuity, including crucial activities such as setting up alternate work locations or implementing remote work capabilities. Communication protocols are established to facilitate coordination among staff, stakeholders, and external partners. Adequate resource allocation, including personnel, equipment, and supplies, is vital for sustaining operations. Regular training and exercises help familiarize staff with COOP procedures and identify areas for improvement. Integration with emergency response plans ensures seamless coordination during crises. Regular **review and maintenance** keep the plan up-to-date and effective. By addressing these key points, TTUHSC can enhance its resilience and ability to navigate unforeseen disruptions while safeguarding its mission and stakeholders.

Environmental Protection. The **Environmental Protection (EP)** branch is responsible for developing and implementing methods necessary to ensure TTUHSC is environmentally responsible. Its primary focus is the **disposal** of chemical, biological, and other hazardous wastes in accordance with applicable federal, state, and local rules, regulations, policies, procedures, and guidelines. Additionally, EP personnel support hazardous clean-up response and evaluation of potentially hazardous equipment for proper disposal and also provides assistance and supervision to mitigate issues arising from construction to storm water protection, landfill requirements, asbestos, and mold while maintaining all required records as necessary to be in compliance with the EPA.

Occupational Safety. The **Occupational Safety (OS)** branch is responsible for employee-related hazard awareness and evaluation. Aspects of OS include analysis of potential hazards, incident/injury and hazard investigations, processing for corrective recommendations, coordination and promotion of safe working conditions, and incident reports. Ergonomic consultations, supporting mask fit testing,

management of the Unit Safety Officer (USO) Program, indoor air quality measurements, monitoring in-building water quality, and compliance to industry specific safety training requirements are additional responsibilities of this branch.

Fire and Life Safety. The **Fire and Life Safety (FLS)** branch is responsible for ensuring that fire and life safety requirements within the institution meet currently acceptable codes and standards. The FLS:

- Conducts ongoing fire prevention activities, including oversight of fire detection, response, and life safety. The Division reports, at least monthly, all fire alarm system notification device activations in all applicable facilities whether they are fire related and/or nuisance events, including fire emergency forces response to the State Fire Marshal's Office.
- Investigates, documents, and makes reports of all fire-related incidents at all facilities and reports to the State Fire Marshall's Office. See, for example, the investigation of the **2024 Urology Clinic fire** in Lubbock.
- Provides liaison with outside agencies such as the Office of the State Fire Marshal, institutional insurance provider FM Global, and Joint Commission on the Accreditation of Clinics on matters relating to fire, life safety, property protection, risk and loss prevention including weather, flood, and exposure. See, for example, the State Fire Marshal's Office 2023 **inspections** of the Dallas and Lubbock campuses, FM Global 2023 **risk reports** for the Amarillo campuses, and Joint Commission 2023 **audit** of Lubbock Clinics.
- Serves as the authority having jurisdiction (AHJ) reviewing all construction, renovation, and remodel plans and monitoring construction installation processes, including field acceptance testing to ensure fire and life safety requirements are adequately implemented. See the following examples:
 - **Field acceptance testing** for Dallas, Midland, Amarillo, and Lubbock
 - **New construction project** in Midland
 - Kitchen grease duct and plenum installation, acceptance, and quarterly **cleaning** in Lubbock
- Conducts periodic **walk-through inspections** of all TTUHSC facilities, at all locations.
- Manages and critiques all fire drills at all campuses and clinics.
- Reports to the TTUHSC Environment of Care in regard to drills involving clinics.
- Responds to all alarms and system faults including Fire Watch activations, which can include fire suppression system impairments due to weather.
- Trains and assists fire response personnel with their respective **facility floor plan**, which documents the building's fire barriers, doors, dampers, wall and floor penetrations, smoke ventilation, and other physical safety measures as needed.
- Provides fire and life safety **training** at all campuses.

Laboratory Safety. The **Laboratory Safety** branch is responsible for implementation of the policies, procedures, and guidelines related to laboratory safety as established by federal, state, and local rules, regulations, policies, procedures, and guidelines and as established by the various TTUHSC Safety Committees. Laboratory Safety works intimately with the TTUHSC Institutional Biosafety Committee (IBC) and the Institutional Animal Care and Use Committee (IACUC). Laboratory Safety responsibilities include, but are not limited to, the following:

- Conducting laboratory safety surveys, audits, and inspections.

- Inspecting and testing of laboratory safety equipment such as **eye washes**, **safety showers**, and **chemical fume hoods**. See a sample **lab inspection** for the TTUHSC Lubbock campus.
- Will support PIs with verification, reconciliation, and maintenance of laboratory chemical inventories for the institution.
- **Laboratory safety training** is developed and presented (electronically or live, as appropriate) by the Laboratory Safety division.
- Managing procurement and distribution of industrial-use alcohol under the institutional Tax-Free Industrial Alcohol Permit granted by the U.S. Department through the Treasury, Alcohol and Tobacco Tax and Trade Bureau (TTB). Under this program, alcohol is distributed for use in research and clinical laboratories at significant cost savings to the institution due to the tax-free status of the permit, which does not require that federal excise tax be paid on the alcohol. The Tax-Free Industrial Alcohol Permit is available in hard copy format on-site in Lubbock.

Radiation Protection Services. The **Radiation Protection Services (RPS)** branch is responsible for implementing the policies and procedures established by TTUHSC and applicable federal, state, and local rules, regulations, policies, procedures, and guidelines for ensuring that radioactive material and machine sources of ionizing radiation are safely and appropriately used, stored, and disposed. A copy of, or link to, the **TTUHSC Radiation Safety Manual** must be in each laboratory or facility using or producing ionizing and/or non-ionizing radiation.

RPS performs routine monthly and quarterly **inspections** and **audits** of institutional radiation facilities. See, for reference, a **Radiation Safety Inspection** example. RPS is responsible for the proper disposition of all radioactive material wastes, using the most cost-effective methods available. Disposals will meet the applicable requirements of federal, state, local, and institutional rules, regulations, policies, procedures, and guidelines.

Safety Education and Training. The **Safety Education and Training** branch is responsible for the coordination of safety education and training programs as required by federal, state, and local rules, regulations policies, procedures, and guidelines or as necessary to promote reduction of incidents and exposures to TTUHSC faculty, staff, students, patients, visitors, and volunteers. The division is responsible for providing first-level safety education and training through the **New Employee Safety Orientation Program (NESOP)**. Level two (site specific procedures, hazards, and protective measures) training and level three (demonstrated ability to safely perform job duties) training are the responsibility of immediate supervisors. Level four (refresher) training is conducted by Safety Services in coordination with Unit Safety Officers (USOs) and supervisors. Refresher training is provided annually in online format to meet the needs of institutional stakeholders. This division is also responsible for training recordkeeping and documentation for all levels of safety training. In addition to NESOP training for all new employees, the division also provides safety training for new students and volunteers. All incoming students are required to complete the **Safety Training and Education Program for Students (STEPS)** upon registering as a new student. Volunteers are required to complete the Volunteer Safety Orientation Program (VSOP) upon registering with Volunteer Services as a volunteer.

Institutional Unit Safety Officer Program

The **Unit Safety Officer (USO)** program was established as a liaison between departments to Safety Services. The USO's responsibilities include assisting the Department Head in implementing and managing the Safety Program within their respective department. Essential duties of the USO include the following:

- Coordinate accident reporting and investigation procedures and report to the risk management portal accidents which involve employees and students within their department.
- Coordinate the safety training of employees and students within their department.
- Coordinate departmental planning, dissemination, and execution of emergency plans, under the direction of the Department Chair/Director.
- Coordinate other duties as required.
- Safety programs are audited and monitored periodically by third-party auditing teams and/or federal, state, or local agencies for accuracy and appropriateness to the situation. These teams may be internal or external auditors.

Institutional Safety Committees. Safety Service members are part of a wide variety of institutional committees. Their primary function is to provide support and expertise to the committee chairs and members and maintain knowledge of potentially hazardous effects with the goal of mitigation during committee discussions and while in the field.

Institutional Compliance Risk Council

The **Institutional Compliance Risk Council (ICRC)** is established for the purpose of investigating and reviewing TTUHSC policies, procedures, and issues and the formulation and implementation of recommendations to improve overall institutional compliance. The ICRC provides guidance and direction on matters of institutional concern falling outside of the scope or responsibilities for the various Safety Services.

Environment of Care Committee

The Environment of Care (EOC) Committee **meets** regularly to ensure that the institution follows and complies with the requirements of The Joint Commission accreditation. **Committee membership** includes individuals from clinical operations, plant operations, environmental services (housekeeping), safety, and security. The committee establishes benchmarks for performance and clinic operations policies. The primary areas of responsibility include:

- Safety Management;
- Security Management;
- Hazardous Materials and Waste Management;
- Emergency Preparedness Management;
- Medical Equipment Management; and
- Utility Systems Management.

Safe Campus Committee

The **Safe Campus Committee (SCC)** is responsible for ensuring that concerns about personal safety are appropriately addressed in a timely manner. The committee hosts campus walks to identify areas of concern on campus and offers information regarding training or other services to better prepare stakeholders to protect themselves. Committee membership includes students, faculty, staff, physical plant, safety, and security.

Campus Carry Working Group

The **Campus Carry (CC)** Working Group is responsible for making recommendations to the TTUHSC president regarding the implementation of the Campus Carry legislation. The committee recommends the areas that will be restricted from concealed carrying of a handgun and recommends exceptions or

exclusions that may be necessary to accommodate the implementation of the law. Committee membership includes students, faculty, staff, physical plant, safety, and security.

Research Oversight Committees

The **Research Integrity Office (RIO)** is responsible for research compliance and ethical conduct of research for research activities through TTUHSC. RIO monitors compliance with applicable laws, regulations, Regent Rules, and TTUHSC policies related to the appropriate conduct of research activities. RIO works closely with Safety Services to ensure the health and safety of those utilizing laboratories or clinics for research by ensuring that the required training and licenses are up to date for those conducting or interacting in research-designated spaces. To support this work, TTUHSC has established Research Oversight Committees, each with specific areas of responsibility. In coordination with the Senior Director of Safety Services, the Senior Vice President for Research, and the Institutional Compliance Officer, membership to each separate committee is appointed and responsibilities delegated. The term of committee appointment is typically from September 1 to August 31 of the following year. The following institutional committees are established by **HSC OP 75.02, TTUHSC Safety Committees**:

- Institutional Biosafety Committee (IBC), including recombinant or synthetic nucleic acid molecules and a Radiation Safety Committee (RSC)
- Institutional Review Boards (IRB), including service as the Privacy Board
- Infection Control Committee (ICC)
- Institutional Animal Care and Use Committee (IACUC)
- *Ad Hoc* Research Compliance Sub-Committees
- Embryonic Stem Cell Research Oversight Committee (ESCRO)
- Clery Compliance and Drug and Alcohol Prevention Program Committee
- Quality Improvement Review Board

Institutional Biosafety Committee

The **Institutional Biosafety Committee (IBC)** is responsible for research involving hazardous chemicals, biological materials, and recombinant or synthetic nucleic acid molecules as well as for the development of protocols designed to ensure that safe work practices are followed when working with biologically or chemically hazardous materials (infectious agents, biohazards, or recombinant/synthetic nucleic acid molecules). This program is facilitated under the Research Integrity Office and supported by the Department of Safety Services. The committee is responsible for the following biological concerns:

- Reviewing research protocols involving microbial agents and/or recombinant or synthetic nucleic acid molecules;
- Monitoring biological agents and select agent inventories;
- Providing specialized biological safety training programs;
- Reviewing research protocols involving hazardous chemicals;
- Providing licensure to approved labs to ensure appropriate research and safety practices.

And, supporting the Department of Safety Services by:

- Ensuring proper and updated Reviewing of Material Data Sheets (MDS);
- Assisting in laboratory relocation and safety clearances;
- Evaluating chemical inventories; and

- Supporting the conduct of laboratory safety inspections.

The **IBC Bylaws** are used to ensure laboratory compliance with biological and chemical utilization safety protocols and to ensure that safe work practices are followed when working with biologically or chemically hazardous materials. **HSC OP 73.05, Research Involving Hazardous Chemical and Biological Materials, and Recombinant or Synthetic Nucleic Acid Molecules** addresses IBC responsibilities. Hazardous waste disposal services are facilitated by Safety Services for chemical, biological, and radioactive materials. For example, biological waste employees contact Safety Services to schedule hazardous waste pickups.

Institutional Review Board

The primary administrative responsibility for the day-to-day operation of the Human Research Protection Program lies with the TTUHSC Research Integrity Office and the **Institutional Review Board (IRB)**. IRB review is required for all research projects categorized as human subjects research under the federal regulations. **HSC OP 73.06, Research Involving Human Subjects** addresses IRB responsibilities. TTUHSC has an accredited **Human Research Protection Program** consisting of two IRBs, located in Lubbock and Amarillo.

Radiation Safety Committee

The Radiation Safety Committee (RSC) formulates policies and procedures for the safe procurement, storage, utilization, and disposal of radioactive material for non-human uses. This committee was established through **HSC OP 73.11, Research Involving Radioactive Material** to ensure institutional compliance with applicable federal, state, and local rules regarding radioactive materials. The **TTUHSC Radiation Safety Manual** serves as a guidance document for compliance with federal, state, local, and institutional rules, regulations, policies, and procedures concerning the safe handling and use of radioactive material only. The primary function of the RSC is to ensure that the principles outlined in the Radiation Safety Manual are followed; to monitor the Radiation Protection Services (RPS) (also known as Radiation Safety Services); to review licensing of individual research laboratory Principal Investigators; to formulate or revise policies so that radiation protection procedures are ensured; and to take corrective or disciplinary action when appropriate. The Committee supports and encourages the principles of ALARA (as low as reasonably achievable) in all radiation activities.

Infection Control Committee

The Infection Control Committee (ICC) monitors and reviews infectious disease reports and potential exposures to personnel. Oversight of the ICC is held in the Department of Safety Services. The **committee** recommends preventive measures and post-exposure surveillance of affected personnel.

Institutional Animal Care and Use Committee

The **Institutional Animal Care and Use Committee (IACUC)** is the committee charged to perform the review of TTUHSC animal protocols, animal facilities, and utilization of animals in research, as applicable under current regulatory guidelines. Responsibilities of the IACUC include the following:

- Review and make a determination on all proposed activities involving animals prior to the start of the activity;
- Conduct continuing review of previously approved ongoing activities every six months;
- Conduct semi-annual inspections of facilities where animals are being used; review and investigate complaints of noncompliance;

- Report any serious or continuing non-compliance with federal, state, local, or TTUHSC rules, regulations, policies, procedures, or guidelines to the Institutional Official (IO); and
- Report any corrective actions taken in response to noncompliance to the IO.

Additional information regarding the IACUC can be found in *HSC OP 73.03, Animal Care and Use*.

Ad Hoc Research Compliance Sub-Committees

The Research Oversight Committees and/or the Research Integrity Officer may appoint *ad hoc* sub-committees of subject matter experts to advise on specific issues and concerns related to research activity conducted at or through TTUHSC. The sub-committees may review and discuss research compliance issues, new research rules, regulations, and guidelines to ensure that research activities are conducted within applicable rules, regulations, guidelines, and best practices. See *HSC OP 73.14, Research Compliance*.

Embryonic Stem Cell Research Oversight Committee

TTUHSC has established an **Embryonic Stem Cell Research Oversight (ESCRO) Committee** via *HSC OP 73.19, Human Pluripotent Stem Cell Research* that provides local oversight of ethical issues related to deviation and research of these types of cells in experiments expected to yield gametes or with the intent to integrate these cells in the central nervous system of animals. This oversight is completed through review and approval of all proposed uses of human embryonic stem cells prior to their use in research conducted by TTUHSC Principal Investigators. The **committee's** review will be conducted in accordance with general principles expressed in the National Academies' Guidelines for Human Embryonic Stem Cell Research and the NIH Guidelines on Human Stem Cell Research that became effective July 7, 2009.

Clery Compliance Drug and Alcohol Committee. This **committee** established policies and procedures in accordance with current requirements established by the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act).

Jeanne Clery Act

The Jeanne Clery Act (Clery Act) is a consumer protection law that requires all colleges and universities receiving federal funding to share information about certain crimes which occur on and around campus as well as institutional efforts to improve campus safety. This information is made **publicly** accessible through the **TTUHSC Annual Security Report (ASR)**. The ASR is a valuable and informative tool to assist students, faculty, and staff in maintaining personal safety and security. The ASR provides both current and prospective students and employees information on campus policies, procedures, reporting options, and resources included in this report.

The ASR provides important crime statistics specific to the TTUHSC Lubbock, Abilene, Amarillo, Dallas, Midland, and Odessa locations by each Clery Act-identified geographical location. TTUHSC encourages students, faculty, and staff to read the information provided within this report to gain a better understanding of the specific crimes being reported. Policies and practices pertaining to campus security, crime reporting, alcohol and drugs, victim assistance programs, student and employee discipline policies, campus security resources, community safety alerts and warnings, crime prevention, and access to campus facilities and properties are contained in this report. Additionally, personal safety tips are provided in the report. TTUHSC maintains a Clery Act Compliance webpage which includes links to our ASR and other helpful information.

TTUHSC has had zero (0) investigations by the U.S. Department of Education’s Office of Civil Rights for possible violations alleging sexual violence since the last SACSCOC comprehensive review. Furthermore, TTUHSC has had zero (0) investigations that were open as of 2019.

PHYSICAL SECURITY

TTUHSC annually measures student satisfaction with safety and security across campuses and locations through the [Student Satisfaction Survey](#). In the survey, students are asked to indicate their satisfaction using a 5-point scale (1=Extremely Dissatisfied, 5=Extremely Satisfied). Findings listed in *Table 13.8-1* show that students feel 'Satisfied' or 'Extremely Satisfied' with the safety and security on each campus or location.

Table 13.8-1. 2023-2024 Student Satisfaction Survey Results for Safety & Security

Physical Environment	TTUHSC		ABL		AMA		COV		DAL		LBB		MAN		MDL		ODS		DE	
Safety/security in campus buildings, excluding the library	4.52	0.68 881	4.47	0.77 64	4.54	0.66 76	4.44	0.50 9	4.32	0.73 63	4.57	0.63 435	4.00	0.58 6	4.66	0.54 32	4.00	0.58 6	4.46	0.71 162
Safety/security outside of campus buildings, including parking lots	4.43	0.76 881	4.33	0.82 63	4.49	0.68 76	4.22	0.92 9	4.19	0.83 63	4.49	0.72 434	4.00	0.58 6	4.59	0.65 32	4.00	0.58 6	4.44	0.72 165

Each campus/site has access to local police, fire, and emergency medical services (EMS) via 911. For leased facilities, the building owners have security clauses included in the lease agreements with TTUHSC. [HSC OP Section 76, Security](#) describes physical security compliance in more detail. For additional details of the security offered at each campus, refer to the brief summaries below. Off-campus locations follow the same procedures as their respective campuses and fall under associated municipality services.

Abilene

The security department on the Abilene campus is staffed by one police captain and three security guards, with operational oversight by the Texas Tech Police Department. They patrol the campus and buildings at random times during each shift and escort students, faculty, and staff to the parking lot after hours, as requested. Hendrick Medical Center Security Services monitor cameras 24/7, 365 days a year and also patrol the campus. Access is controlled through an electronic access system and a security system is used to monitor the doors. Additional information regarding security operations in Abilene is provided on their Emergency Preparedness [webpage](#).

Amarillo

The police and security department on the Amarillo campus is staffed by one police lieutenant and ten security guards, with operational oversight by the Texas Tech Police Department. Access to TTUHSC buildings in Amarillo is controlled through electronic access systems and exterior cameras are used to monitor the doors. Additional information regarding security operations in Amarillo is provided on their Emergency Preparedness [webpage](#).

Covenant

Covenant is a leased location with the Covenant Health System in Lubbock. The Lubbock Police Department has jurisdiction and responds as appropriate. Safety Services from the Lubbock Campus responds and coordinates as appropriate. This facility is under 24/7 video surveillance and is badge-secured 24/7; only those faculty/staff/students who have been granted access are able to enter this facility.

Dallas

In Dallas, TTUHSC maintains a facility on the North Texas Veterans Affairs campus and owns the Texas Tech University Health Sciences Center building near the University of Texas Southwestern Medical Center. The

North Texas Veterans Affairs campus employs security guards who are the first responders to any type of security needs at TTUHSC's facility on the Veterans Affairs campus. Access to the facility is controlled through an electronic access system and exterior cameras are used to monitor the doors. The Texas Tech University Health Sciences Center building in Dallas is staffed by one senior security guard and one security guard with operational oversight by the Abilene campus lieutenant. Access to the facility is controlled through an electronic access system and exterior cameras are used to monitor the doors. Additional information regarding security operations in Dallas is provided on their Emergency Preparedness [webpage](#).

Lubbock

TTUHSC contracts with Texas Tech Police Department (TTPD) to provide the appropriate number of officers and guards at each location daily. The TTPD is responsible for the [police and security presence](#) on the HSC campus. Currently, a police sergeant and two officers are assigned to provide police presence and patrol the campus. Additionally, there are 12 security guards who ensure a security guard presence in the TTUHSC building 24 hours a day, seven days a week. Emergency response services are dispatched from the Texas Tech Police Department. Access to the TTUHSC building in Lubbock is controlled through an electronic access system with interior and exterior control points. Interior and exterior cameras are used to monitor the building. Additional information regarding security operations in Lubbock is provided on their Emergency Preparedness [webpage](#).

Mansfield

Mansfield is a leased location on the campus of Mansfield Methodist Hospital and the security for Mansfield Methodist Hospital is present on-site. Additionally, the Mansfield Police Department/Emergency Services are available upon request. Safety Services for Abilene/Dallas will respond as appropriate. This facility is also secured by badge and is accessible outside of normal hours only by those who have been granted access. Additional information regarding security operations in Mansfield is provided on their Emergency Preparedness [webpage](#).

Midland

In Midland, TTUHSC maintains facilities on both the Midland College campus and at Midland Memorial Hospital. The Midland College Police Department monitors activity on the campus. The TTUHSC building on Midland Memorial campus has a staffing of two security guards with operational oversight by the Lieutenant at the Odessa campus, Monday through Friday from 8:00 a.m. to 5:00 p.m. The facility is closed on weekends and holidays and security services are not provided. Additional information regarding security operations in Midland is provided on their Emergency Preparedness [webpage](#).

Odessa

The police and security department on the Odessa campus is staffed by one police lieutenant and four security guards, with operational oversight by the Texas Tech Police Department. Access to Odessa facilities is controlled through an electronic access system. Additional information regarding security operations in Odessa is provided on their Emergency Preparedness [webpage](#).

SUMMARY

As evidenced above, the Texas Tech University Health Sciences Center takes reasonable steps to provide a safe, healthy, and secure working environment for all members of the campus community. Health and safety activities, safety education and training, and emergency preparedness are coordinated by the TTUHSC Safety Services Department. Safety Services departmental personnel serve on a wide range of safety-related institutional committees, often acting as subject matter experts in support of committee responsibilities.

Physical security responsibilities and activities are coordinated by the Texas Tech Police Department in cooperation with TTUHSC administrative personnel as well as the Safety Services department to provide a safe and secure institutional environment. As noted in the narrative, TTUHSC has no open or closed investigations by the U.S. Department of Education's Office of Civil Rights related to sexual violence that were active at the time of, or have occurred since, the institution's last comprehensive review. For these reasons, TTUHSC is compliant with the requirements of Standard 13.8, Institutional Environment.

14.1 Publication of Accreditation Status

The institution (a) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy; and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation depends on the continued accreditation of the parent campus.

Judgment

☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Texas Tech University Health Sciences Center (TTUHSC) accurately represents its accreditation status and ensures all branch campuses indicate a clear affiliation with the institution.

PUBLICATION OF SACSCOC INFORMATION

In accordance with Commission requirements and federal policy, TTUHSC publishes the name, address, and telephone number of the Southern Association of Colleges and Schools Commission on Colleges using the following statement:

"Texas Tech University Health Sciences Center is accredited by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) to award baccalaureate, masters, doctoral, and professional degrees. Texas Tech University Health Sciences Center also may offer credentials such as certificates and diplomas at approved degree levels. Questions about the accreditation of Texas Tech University Health Sciences Center may be directed in writing to the Southern Association of Colleges and Schools Commission on Colleges at 1866 Southern Lane, Decatur, GA 30033-4097, by calling (404) 679-4500, or by using information available on SACSCOC's website (www.sacscoc.org)."

By publishing this statement, TTUHSC assists the Commission in protecting the general public from fraudulent practices in higher education and provides an avenue for anyone to inquire about the accreditation status of the institution or file a relevant complaint against the institution. Because of its importance, the required information is published in several resources, including the [TTUHSC website](#), [TTUHSC Student Handbook](#), and individual school catalogs: (1) [Graduate School of Biomedical Sciences](#), (2) [School of Health Professions](#), (3) [School of Medicine](#), (4) [School of Nursing](#), (5) [Jerry H. Hodge School of Pharmacy](#); and (6) [Julia Jones Matthews School of Population and Public Health](#).

BRANCH CAMPUS AFFILIATION

In addition, TTUHSC ensures all branch campus webpages include the name of the institution and make it clear that their accreditation is dependent on the continued accreditation of the institution. Each branch campus webpage includes the name of the institution at the top of the page with the name of the campus below it. An accreditation statement on each campus webpage further clarifies the relation of the branch campus to TTUHSC, including an explanation that the continued accreditation of the campus is contingent upon the continued accreditation of TTUHSC. Refer to the following webpages: (1) [Abilene](#), (2) [Amarillo](#), (3) [Dallas](#), (4) [Odessa](#).

SUMMARY

Based on the preceding narrative and related documentation, the institution accurately represents its accreditation status and ensures all branch campuses and sites indicate a clear affiliation with TTUHSC. For

these reasons, TTUHSC is compliant with the requirements of Standard 14.1, Publication of Accreditation Status.

14.3 Comprehensive Institutional Review

The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites.

Judgment

☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

Texas Tech University Health Sciences Center (TTUHSC) applies appropriate standards and policies to its distance education programs, branch campuses, and off-campus instructional sites. As noted in the *Institutional Summary*, TTUHSC was authorized to offer distance education when it obtained separate accreditation from Texas Tech University (TTU) in 2004. At that time, distance education programs were offered through the School of Health Professions (SHP) and School of Nursing (SON). Today, the same schools continue to offer distance education programs as does the Julia Jones Matthews School of Population and Public Health. Refer to *Table 14.3-1* to view a list of distance education programs by school.

Table 14.3-1. Distance Education Programs by School

Certificate/Degree Program
School of Health Professions
Post-Baccalaureate Certificate in Medical Laboratory Science
Bachelor of Science in Medical Laboratory Science (Second Degree)
Bachelor of Science in Healthcare Management
Graduate Certificates in Healthcare Administration - All Concentrations
Master of Science in Addiction Counseling
Master of Science in Clinical Mental Health Counseling
Master of Science in Clinical Rehabilitation Counseling
Master of Science in Healthcare Administration
Doctor of Science in Rehabilitation Sciences
Doctor of Science in Physical Therapy ^a
Post-Profess. Doctor of Occupational Therapy
School of Nursing
Bachelor of Science in Nursing (Traditional)
Bachelor of Science in Nursing (Accelerated: Second Degree and Veteran to BSN)
Bachelor of Science in Nursing (RN to BSN)
Master of Science in Nursing - All Tracks
Post-Graduate Certificates - All Concentrations ^b
Doctor of Nursing Practice - All Tracks
School of Population and Public Health
Graduate Certificate in Public Health
Master of Public Health

^aTeach-out in progress

^bFormerly referred to as Post-Master's Certificates

In addition to distance education, TTUHSC offers coursework toward its educational programs at three off-campus instructional sites and multiple branch campuses. *Table 14.3-2* provides a list of secondary locations at which students can earn credits toward certificate and/or degree programs. Please note that all locations,

excluding Abilene, Covenant Health System, and Mansfield, existed when TTUHSC obtained separate accreditation from TTU in 2004. Abilene, Covenant Health System, and Mansfield were approved in 2007, 2015, and 2021, respectively.

Table 14.3-2. Programs by Campus/Site

Location	
Off-Campus Instructional Site	
25-49% of program instruction offered	
Covenant Health System	Doctor of Medicine
Mansfield	Bachelor of Science in Nursing
50% or more of program instruction offered	
Midland	Master of Physician Assistant Studies
Branch Campus	
50% or more of program instruction offered	
Abilene	BS, Nursing Grad. Cert. in Public Health ^a Master of Public Health ^a MS, Biotechnology Doctor of Pharmacy PhD, Pharm. Sciences
Amarillo	BS, Nursing MS, Pharm. Sciences PhD, Pharm. Sciences Doctor of Medicine Doctor of Pharmacy Doctor of Physical Therapy
Dallas	Doctor of Pharmacy
Odessa	BS, Nursing Doctor of Medicine Doctor of Physical Therapy

^aTeach-out in progress for face-to-face traditional program

To demonstrate TTUHSC's compliance with the current standard, the following narrative is organized according to **Appendix C: Guidelines for Addressing Distance Education and Correspondence Education, Off-Campus Instructional Sites, and Branch Campuses**, which is located in the SACSCOC Resource Manual (2024 edition).

STANDARDS WITH CLEAR REFERENCE TO DISTANCE EDUCATION OR CAMPUS/SITE LOCATIONS

Standard 10.6 (Distance Education)

TTUHSC ensures that a student who registers in a distance education course or program is the same student who participates in and completes the course or program. The narrative also describes the written procedure for protecting the privacy of students enrolled in distance education courses or programs and how they are notified of any additional student charges associated with verification of student identity.

Standard 10.7 (Policies for Awarding Credit)

TTUHSC's response to Standard 10.7 outlines how the institution publishes and implements policies for

determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. The same institutional policies apply to traditional courses, regardless of campus, and to distance education courses.

Standard 13.7 (Physical Resources)

TTUHSC has adequate physical facilities and resources that serve the needs of the institution's educational programs, support services, and other mission-related activities across all branch campuses and off-campus instructional sites. TTUHSC's response to Standard 13.7 provides campus maps, photographs, and descriptions of key buildings in Abilene, Amarillo, Dallas, Lubbock, Mansfield, Midland, and Odessa. The response also references the technological infrastructure to support distance education and campus/site operations at each location.

Standard 14.1 (Publication of Accreditation Status)

The university's response to Standard 14.1 provides evidence that TTUHSC accurately represents its accreditation status and ensures that all its branch campuses include the name of the institution and make it clear that its accreditation depends on the continued accreditation of the parent campus.

STANDARDS WITH POTENTIAL REFERENCE TO DISTANCE EDUCATION OR CAMPUS LOCATIONS

Faculty

Standard 6.2.c (Program Coordination). TTUHSC assigns appropriate responsibility for program coordination for each of its educational programs. The institution uses the same qualifications for program coordinators, regardless of location or modality in which the program is offered. In general, the organizational structure and curricular oversight processes differ for each TTUHSC school based on the nature of the programs offered. However, the structure and oversight processes in each school remain the same for distance education and programs in other locations.

Student Achievement

Standard 8.1 (Student Achievement). TTUHSC describes multiple measures to document student success at the institutional level. For example, tracking on-time graduation rates enables TTUHSC to evaluate the relationship between the number of students who matriculate and those who actually persist toward degree completion within a specified timeframe. Not only does TTUHSC track these rates by school, but it also calculates these rates by degree level, mode of delivery, campus/site, race/ethnicity, and sex. Another key indicator of student success at TTUHSC is first-time pass rates on certification/licensure exams. As noted in Standard 8.1, there are no programs, at any location or mode of delivery, which have consistently failed to meet the established minimum annual targets.

Standard 8.2.a (Student Outcomes: Educational Programs). TTUHSC presents detailed information about the institution's process to identify expected outcomes, assess the extent to which those outcomes are achieved, and provide evidence of improvement based on analysis of the results, regardless of the location or modality in which the programs are offered. The response includes links to annual assessment plans for all educational programs for three reporting years. Distance education programs are included in this process. In addition, specific examples of student learning outcomes, assessment methods, and use of assessment results are provided in the narrative. Some of these examples were selected from distance education programs and are noted appropriately in the narrative.

Educational Policies, Procedures, and Practices

Standard 10.2 (Public Information). TTUHSC's academic policies are consistent across educational programs,

regardless of method of delivery or geographical location. More specifically, TTUHSC's response to Standard 10.2 describes how the institution makes current academic calendars, grading policies, cost of attendance, and refund policies available to students and the public. Because this information is posted online, it is readily available to students in traditional programs at all locations and to distance education students.

Cooperative Academic Arrangements

Standard 10.9 (Cooperative Academic Arrangements). As stated in the narrative for Standard 10.9, TTUHSC does not offer programs through cooperative academic arrangements.

Academic and Student Support Services

Standard 12.1 (Student Support Services). Providing appropriate academic and student support programs, services, and activities is critical to the institution's mission to educate students to become collaborative healthcare professionals. This includes undergraduate, graduate, and professional students who are enrolled in traditional academic programs across campuses/sites and those enrolled in distance education programs. In some cases, whenever face-to-face interaction is not possible, faculty and staff rely on various communication methods, such as videoconferencing, social media, email, and telephone, to provide academic and student support. In other cases, comparable services are available on multiple campuses/sites. Refer to Standard 12.1 for more detailed information about available academic and student support programs, services, and activities.

Written Student Complaints

Standard 12.4 (Student Complaints). TTUHSC publishes clear and appropriate procedures for addressing written student complaints and demonstrates that it follows these procedures when resolving them. As described in the university's response to Standard 12.4, related policies and procedures are published online in various resources, such as the **TTUHSC Student Handbook**. The web address for the student handbook is also distributed to students in traditional and distance education programs as a component of their orientation materials. Therefore, all students can access appropriate information about their rights to file written complaints, regardless of the location or modality of their academic program.

Physical Resources

See the Standard 13.7 (Physical Resources) sub-section earlier in this narrative and the **Standard 13.7** narrative.

Institutional Environment

Standard 13.8 (Institutional Environment). TTUHSC takes reasonable steps to provide a healthy, safe, and secure environment for all campus community members, regardless of location. The TTUHSC Department of Safety Services, in conjunction with the campus safety services offices, ensures compliance with the institution's safety policies through multiple divisions, such as emergency preparedness, fire and life safety, laboratory safety, radiation protection, and safety education and training. The response also describes the physical security offered at each campus/site through security guards and/or police presence. In addition, each location has access to local police, fire, and emergency medical services via 911. The STAT! Alert Emergency Notification System notifies all students, including those at an off-campus site and those located via distance of weather closures and emergencies.

SUMMARY

TTUHSC applies appropriate standards and policies to its distance education programs, branch campuses, and off-campus instructional sites. Much detail has been presented throughout the full report and cross-

references to related standards have been provided for reference in the preceding narrative. For these reasons, TTUHSC is compliant with the requirements of Standard 14.3, Comprehensive Institutional Review.

14.4 Representation to Other Agencies

The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC's policy *Accrediting Decisions of Other Agencies*.)

[Note: Institutions responding to part (a) of this standard should provide evidence (e.g., appropriate portion of the most recent self-study, report from the other accreditor, etc.) that demonstrates the accurate representation to other U.S. DOE recognized agencies with regard to such things as institutional purpose, governance, programs, and finances.]

Judgment

☒ Compliance ☐ Non-Compliance ☐ Not Applicable

Narrative

As a health-related institution, Texas Tech University Health Sciences Center (TTUHSC) offers many degree programs that are accredited by specialized accrediting agencies. These include programs in five schools: (1) School of Health Professions, (2) School of Medicine (3) School of Nursing (4) Jerry H. Hodge School of Pharmacy, and (5) Julia Jones Matthews School of Population and Public Health. Our sixth school, the Graduate School of Biomedical Sciences, does not offer degree programs that are accredited by specialized accreditation agencies.

ACCURATE REPRESENTATION

Table 14.4-1 identifies all **federally recognized agencies** that accredit TTUHSC's degree programs. For each accreditor, the table provides the date of the most recent accreditation, anticipated expiration date for the current accreditation period, and excerpts from the most recent report in which the program/school describes itself and the institution to the accreditor. Please note that the format and reporting requirements vary widely across program accreditors. Nonetheless, program administrators strive to provide comprehensive and accurate information in the spirit of transparency. A comprehensive list of all TTUHSC accreditors, including those not recognized by the U.S. Department of Education, is also provided for reference. These accreditors are also listed on the **TTUHSC website** for public view.

Table 14.4-1. Federally Recognized Program Accreditors for TTUHSC

Program(s) by School	Accrediting Body	Last Review	Expiration	Self-Study Excerpts to Demonstrate Accurate Representation
School of Health Professions				
M.S, Speech-Language Pathology Doctor of Audiology	Council on Academic Accreditation in Audiology and Speech-Pathology	2024	2031	Section 1
Doctor of Occupational Therapy	Accreditation Council for Occupational Therapy Education	2023	2029/2030	Overview

Doctor of Physical Therapy	Commission on Accreditation in Physical Therapy Education	2020	2030	Preface
School of Medicine				
Doctor of Medicine	Liaison Committee on Medical Education	2017	2025	Standard 1
School of Nursing				
Bachelor of Science in Nursing Master of Science in Nursing Doctor of Nursing Practice Post-Graduate APRN Certificate	Commission on Collegiate Nursing Education	2015	2025	Standard 1
Master of Nursing (APRN-Nurse Midwifery)	Accreditation Commission for Midwifery Education	2018	2028	Criterion 1
Jerry H. Hodge School of Pharmacy				
Doctor of Pharmacy	Accreditation Council for Pharmacy Education	2020	2028	Mission and Goals
Julia Jones Matthews School of Population and Public Health				
Master of Public Health	Council on Education for Public Health	2023	2031	Introduction

In addition, each accrediting body lists information about TTUHSC on its directory of accredited programs. Refer to the [Screenshots from Accreditor Websites](#) to view those descriptions.

CHANGE OF ACCREDITATION STATUS

No agencies terminated accreditation, and no negative actions were taken by any of the accrediting bodies listed in *Table 14.4-1* after the most recent reviews. However, in January 2023, the Accreditation Council for Occupational Therapy Education acknowledged the **voluntary withdrawal of accreditation from the Master's in Occupational Therapy program as the final step** in the transition to the newly accredited Doctor of Occupational Therapy program. In the event that a negative action is taken from a program accreditor, the dean of the appropriate school is expected to notify the provost and chief academic officer of the action. The Office of the Provost is responsible for notifying the accrediting bodies of any changes in accreditor status.

SUMMARY

Although the format and reporting requirements vary widely across program accreditors, TTUHSC aims to provide comprehensive and accurate information to its program accreditors during regularly scheduled reviews. Each accreditor also lists general information about TTUHSC and the relevant program's accreditation status on its website. This information is intended to facilitate open and honest communication with the public. For these reasons, in alignment with the SACSCOC Policy Statement "Accrediting Decisions of Other Agencies", TTUHSC is compliant with the requirements of Standard 14.4, Representation to Other Agencies.

TEXAS TECH UNIVERSITY



HEALTH SCIENCES CENTER™