

Texas A&M University

18 Characteristics of Texas Public Doctoral Programs

Programs included only if in existence 3 or more years. Program is defined at the 8-digit CIP code level.

Department	College of Veterinary Medicine and Biomedical Scie
Doctoral Degree Program	Veterinary Medicine (DVM)
Contact Name	Kenita Rogers
Contact Phone Number	979-458-2847

1	Number of Degrees Per Year <i>Average, 2012-2015</i> <i>Three-year average of the number of degrees awarded per academic year</i>	2012-2013	129
		2013-2014	133
		2014-2015	128
		3 Year Average	130.0

2	Graduation Rates <i>Starting Cohorts: 2003-2005</i> <i>Three-year average of the percent of first-year doctoral students who graduated within ten years. First-year doctoral students: Those students who have been coded as doctoral students by the institution and have either completed a master's program or at least 30 SCH towards a graduate degree.</i>	% Graduating within 10 Years	95%
		Years with Cohort greater than 0	2003,2004,2005

3	Average Time to Degree <i>Students Starting 2003-2005</i> <i>Three-year average of the registered time to degree[3] of first-year doctoral students within a ten year period. [3] Registered time to degree: The number of semesters enrolled starting when a student first appears as a doctoral student until she completes a degree, excluding any time taken off during graduate study. The number of years is obtained by dividing the number semsters by three.</i>	Average Years to Degree	4.1

4	Employment Profile <i>(In field within one year of graduation). For each of the three most recent years, the number and percent of graduates by year employed, those still seeking employment, and unknown</i>						
		Employed		Still Seeking Employment		Unknown	
		Number	Percent	Number	Percent	Number	Percent
	2012-2013	127	98%	2	2%	0	0%
	2013-2014	132	99%	1	1%	0	0%
2014-2015	128	100%	0	0%	0	0%	

	Admissions Criteria	<i>Description of admission factors</i>
5	<p>Academic Performance - The selections committee uses a point system to evaluate applicants for admission to the program. Academic performance is heavily weighted because it is a predictor of academic success as well as being a reflection of the applicant's work ethic and determination; characteristics that are necessary to be a successful veterinarian.</p> <p>Professional Preparation Criteria - The remaining points are based on professional preparation criteria including: veterinary experience animal experience Honors courses</p> <p>Academic rigor and course loads are based on the rigor of the institution where the student did the majority of his or her undergraduate work, whether or not they took honors courses, the number of credits averaged per semester, and the average number of science courses carried per semester. These criteria are used to evaluate how well prepared the student is for the heavy loads required in veterinary school.</p> <p>Animal and veterinary experience is considered to evaluate the applicant's personal qualities and motivation to be a veterinarian.</p> <p>Animal experience includes caring for and handling animals in a kennel or animal shelter. It also includes any other experience that was not under the direct supervision of a veterinarian, such as FFA and 4-H projects. Veterinary experience is hours spent working under the direct supervision of a veterinarian, whether in a clinical or research environment, paid or volunteer. Applicants must have more than 50 hours (effective for next application cycle, entry Class of 2016 and thereafter, applicants must have over 100 hours) worth of veterinary experience in order to qualify for an interview.</p> <p>Points are assigned based on the number of hours worked and the variety of environments in which the hours were obtained. These two experiences are scored separately, so applicants should obtain experience in both areas. For example, an applicant who worked for a veterinarian should include time spent cleaning stalls or cages as animal experience and time spent with the veterinarian as veterinary experience.</p> <p>Other Factors Texas law requires that socioeconomic factors also be considered. This includes factors such as whether or not the applicant was the first in his or her family to attend college, whether English was the primary language spoken at home, if the applicant had to work to support the family while in high school or was responsible for the care of a sibling. The points assigned for these factors account for less than three percent of the total 300 points.</p> <p>Qualifying for an Interview The above criteria are scored for each applicant, and the scores are added together. The applicants are then ranked based on their total score. Once it is determined how many interviews will be conducted, interviews are scheduled. Interviews are structured in the Multiple Mini Interview(MMI) format. Applicants will participate in a series of short interviews. Each mini interview is typically 6-10 minutes in duration, with two interviewers at each station. Applicants will move through a series of stations. The full circuit of mini interview stations will take approximately an hour to complete. The MMI format is designed to increase fairness to applicants as well as increase the reliability and measurability of characteristics such as communication skills, critical thinking, problem solving, empathy, and ethics.</p> <p>Final Selection The selections committee members who do each interview are also responsible for evaluating that applicant's extracurricular activities, leadership experience, personal statement and letters of evaluation. Extracurricular activities and leadership experience are evaluated to determine the applicant's ability to work with other people, an essential personal characteristic for a veterinarian. Evaluations are an important part of the selections process and should be completed by individuals other than family members who have known the applicant for an extended period of time. The applicants are strongly encouraged to read the questions that are asked on the evaluation form and select as evaluators those individuals who can provide the most thorough answers to the questions. At least one evaluation must be completed by a veterinarian with whom the applicant has worked. The veterinarian should address what the applicant did while working for him or her. They should also honestly evaluate the applicant's strengths and weaknesses. Once the interviews are completed, the weight of the different criteria may be altered to give more weight to criteria that show the applicant is prepared for the rigorous professional curriculum (rigor) and to criteria that can be assessed only by the interview. Applicants who score in the bottom 20% of the interviewed pool will not be considered for admission into the DVM Program. GPA scores are recomputed to include fall semester grades, the total score is obtained and acceptance letters are sent out to the top 122 in-state students based on their score. The next segment of applicants on the ranking are selected as alternates. These students will be offered a spot if one of the applicants originally offered a seat in the class declines the offer.</p>	

6	Percentage Full-time Students <i>FTS/number of students enrolled for the last three fall semesters.</i>	Fall 2012	100.0%
		Fall 2013	100.0%
		Fall 2014	100.0%

7	Average Institutional Financial Support Provided <i>For those receiving financial support, the average monetary institutional financial support provided per full-time graduate student for the prior year, from assistantships, scholarships, stipends, grants, and fellowships. Does not include tuition or benefits.</i>	\$4,387.4
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8	Percentage Full-Time Students with Institutional Financial Support <i>In the prior year, the number of full-time students with at least \$1,000 of annual support/the number of full-time students</i>	94%
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9	Number of Core Faculty <i>Number of core faculty in the prior year</i>	90
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10	Student-Core Faculty Ratio <i>Three-year average of full-time student equivalent (FTSE) /three-year average of full-time faculty equivalent (FTFE) of core faculty. Core Faculty: Full-time tenured and tenure-track faculty who teach 50 percent or more in the doctoral program or other individuals integral to the doctoral program who can direct dissertation research.</i>	5.8																		
11	Core Faculty Publications <i>Three-year average of the number of discipline-related refereed papers/publications, books/book chapters, juried creative/performance accomplishments, and notices of discoveries filed/patents issued per year per core faculty member.</i>	1.96																		
12	Core Faculty External Grants <i>Three-year average of the number of core faculty receiving external funds, average external funds per faculty, and total external funds per program per academic year. All external funds received from any source including research grants, training grants, gifts from foundations, etc., reported as expenditures.</i>	<table border="1"> <tr> <td data-bbox="812 556 1318 598">Average of the Number of Core Faculty receiving</td> <td data-bbox="1318 556 1505 598">21.67</td> </tr> <tr> <td data-bbox="812 598 1318 640">Average External Funds per Faculty</td> <td data-bbox="1318 598 1505 640">\$45,042</td> </tr> <tr> <td data-bbox="812 640 1318 682">Total External Funds</td> <td data-bbox="1318 640 1505 682">\$3,062,877</td> </tr> </table>	Average of the Number of Core Faculty receiving	21.67	Average External Funds per Faculty	\$45,042	Total External Funds	\$3,062,877												
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13	Faculty Teaching Load <i>Total number of semester credit hours in organized teaching courses taught per academic year by core faculty divided by the number of core faculty in the prior year</i>	2.9																		
14	Faculty Diversity <i>Core faculty by ethnicity (White, Black, Hispanic, Other) and gender, updated when changed</i>	<table border="1"> <thead> <tr> <th></th> <th data-bbox="1136 871 1136 913">Male</th> <th data-bbox="1318 871 1318 913">Female</th> </tr> </thead> <tbody> <tr> <td data-bbox="974 913 1136 955">White</td> <td data-bbox="1136 913 1136 955">44</td> <td data-bbox="1318 913 1318 955">41</td> </tr> <tr> <td data-bbox="974 955 1136 997">Black</td> <td data-bbox="1136 955 1136 997">1</td> <td data-bbox="1318 955 1318 997">0</td> </tr> <tr> <td data-bbox="974 997 1136 1039">Hispanic</td> <td data-bbox="1136 997 1136 1039">1</td> <td data-bbox="1318 997 1318 1039">1</td> </tr> <tr> <td data-bbox="974 1039 1136 1081">Other</td> <td data-bbox="1136 1039 1136 1081">1</td> <td data-bbox="1318 1039 1318 1081">1</td> </tr> </tbody> </table>		Male	Female	White	44	41	Black	1	0	Hispanic	1	1	Other	1	1			
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15	Student Diversity <i>Enrollment headcount by ethnicity (White, Black, Hispanic, Other) and gender in program in the prior year</i>	<table border="1"> <thead> <tr> <th></th> <th colspan="2" data-bbox="1136 1134 1136 1176">Fall 2014</th> </tr> <tr> <th></th> <th data-bbox="1136 1176 1136 1218">Male</th> <th data-bbox="1318 1176 1318 1218">Female</th> </tr> </thead> <tbody> <tr> <td data-bbox="974 1218 1136 1260">White</td> <td data-bbox="1136 1218 1136 1260">92</td> <td data-bbox="1318 1218 1318 1260">343</td> </tr> <tr> <td data-bbox="974 1260 1136 1302">Black</td> <td data-bbox="1136 1260 1136 1302">2</td> <td data-bbox="1318 1260 1318 1302">2</td> </tr> <tr> <td data-bbox="974 1302 1136 1344">Hispanic</td> <td data-bbox="1136 1302 1136 1344">13</td> <td data-bbox="1318 1302 1318 1344">34</td> </tr> <tr> <td data-bbox="974 1344 1136 1375">Other</td> <td data-bbox="1136 1344 1136 1375">8</td> <td data-bbox="1318 1344 1318 1375">32</td> </tr> </tbody> </table>		Fall 2014			Male	Female	White	92	343	Black	2	2	Hispanic	13	34	Other	8	32
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16	Date of Last External Review <i>Date of last formal external review, updated when changed</i>	2009 (2016 Review in Progress)																		
17	External Program Accreditation <i>Name of body and date of last program accreditation review, if applicable, updated when changed</i> AVMA Council on Education (COE)																			
18	Student Publications/Presentations <i>For the three most recent years, the number of discipline-related refereed papers/ publications, juried creative/performance accomplishments, book chapters, books, and external presentations per year by student FTE</i>	44.00																		

Comment

As many of the core faculty in the DVM Professional Program are non-research focus (clinical), Core Faculty Grant data were calculated based on the number of core teaching faculty with titles that have an expectation of research, plus those with grants, but that do not have expectation of research. Core Faculty Publications were calculated based on the entire core faculty, as Clinical Faculty do produce other scholarly works, such as book chapters.

Notes:

The sum of #14 (Faculty Diversity) could be less than #9 (Number of Core Faculty) if some faculty have chosen to keep their information confidential.

For this reporting cycle of Academic Year 2014-15, the enrollment data was pulled by G8 Classification, not including the G7 Students whose degree objectives were doctoral. The definition of G7 and G8 classification could be found at <http://catalog.tamu.edu/graduate/academic-expectations-general-degree-requirements/registration-academic-status/>.