

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	Computer Science
Doctoral Degree Program	Computer Science
Contact Name	Duncan M. Walker
Contact Phone Number	979-845-4087

1	Number of Degrees Per Year <i>Average, 2013-2016</i> <i>Three-year average of the number of degrees awarded per academic year</i>	2013-2014	13
		2014-2015	5
		2015-2016	23
		3 Year Average	13.7

2	Graduation Rates <i>Starting Cohorts: 2004-2006</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	48%
		Years with Cohort greater than 0	2004,2005,2006

3	Average Time to Degree <i>Students Starting 2004-2006</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	6.4
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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
	2013-2014	13	100%	0	0%	0	0%
	2014-2015	5	100%	0	0%	0	0%
2015-2016	23	100%	0	0%	0	0%	

	Admissions Criteria	<i>Description of admission factors</i>	
5	<p>Review Process:</p> <p>(A) PhD Admission: Applications collected in OSIS are reviewed in the department. We expect documents like CV, 3 LoRs, SoP, GRE/TOEFL Scores, and transcripts are to be there for a complete application prior to its review. Grad admission chair scrutiny all the applications for completeness and assign them for review by the admission committee members and faculty members when needed. Two admission committee members are assigned to review each PhD application along with one or more faculty members depending on applicant's research interests when mentioned in SoP. Faculty members are also encouraged to volunteer review applications in the OSIS. Faculty members usually indicate their interests to supervise applicant(s) if admitted and then recommend assistantship¹. Applicants with score 4 and above are usually admitted if funding is assured to an applicant to pursue PhD. The assistantship committee looks into award of teaching assistantship.</p> <p>The admission committee uses the following criteria during review process for admissions:</p> <ul style="list-style-type: none"> -Ranking of the school the applicant has graduated from. (School ranks for each country are published.) -CGPA: Usually 3.2/4 or more is considered. -Quality of LoRs (Strong letters) -Publications if any (preferable) -GRE and TOEFL scores: we maintain a cut off depending on demand/supply situation. Applications with lower scores are usually alerted prior to its review. <p>¹ Some of the faculty members recommend many applications so that other faculty members do not like to step in to review those applications further resulting fragmentations.</p> <p>Assistantship: All PhD admissions are subject to availability of funding. GATs, GANTS, GARs and Sponsorship are the sources of funding for PhD admissions.</p> <p>GATs & GANTS: The assistantship committee headed by Associate Head John Keyser decides the list of students to receive departmental assistantship. Top applicants are recommended to receive the assistantships and some of them get multi-year guarantees to recruit strong applicants. The number of assistantships depends on fund availability and departmental needs.</p> <p>GARs: Only faculty members offer GARs and the offer terms are usually for one year to start with. Faculty advisor co-signs offer letter to the prospective graduate student along with the department head.</p> <p>(B) Master Admissions: We apply filters to a large number of applications we receive for our master programs. The features generally applied are: school ranking, CGPA, GRE, TOEFL to start with. (Example: top 30 schools, GPA > 3.5, GREQ > 167/170, GREV >150/170 etc)</p> <p>We reduce number of applications from ~1500+ to ~350 after filtering for further scrutiny & review. All the filtered & completed applications are distributed among admission committee members for further review. The reviewers look into LoRs, SoP and transcripts during the reviews. Then the students with average scores of 5 are admitted first following with a scores of 4 as long as we meet the target.</p> <p>B-1: MS vs. MCS/MEN Applications: MS applications are preferred for admission over MCS/MEN applications due to their higher quality, particularly in the case of International applications. We also know that about 50% of the MS admitted students would change to MCS/MEN after enrollment. Strong MCS/MEN applicants are admitted².</p> <p>B-2: Domestic Students' Applications: The department prefers to admit domestic students over International students in all our programs when qualifying students are available.</p> <p>(C) Sponsored Students Admissions: The admission criteria are similar to regular applicants. Quite often, sponsored applicants contact specific faculty member(s) early in the admission process and get conditional admission letter directly³.</p> <p>(D) Invited Graduate Admission (IGA): The department invites few highperforming senior-undergraduate students from our own undergraduate programs</p> <p>² Number of MCS/MEN applications are increasing each year and with more domestic applicants.</p> <p>³ The admission committee does not review such applications seeking conditional admission when faculty members are contacted directly for admission to our graduate programs. The admission committee approves this list before conditional admissions are offered.</p>		
6	<p>Percentage Full-time Students <i>FTS/number of students enrolled for the last three fall semesters.</i></p>	Fall 2013	87.4%
		Fall 2014	90.7%
		Fall 2015	90.9%
7	<p>Average Institutional Financial Support Provided</p> <p><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></p>	\$21,455.92	
8	<p>Percentage Full-Time Students with Institutional Financial Support</p> <p><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></p>	91%	

9	Number of Core Faculty <i>Number of core faculty in the prior year</i>	36																		
10	Student-Core Faculty Ratio <i>Three-year average of full-time student equivalent (FTSE) /three-year average of full-time faculty equivalent (FTE) 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>	2.4																		
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>	6.4																		
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="812 674 1318 716">Average of the Number of Core Faculty receiving</td> <td data-bbox="1318 674 1505 716">33</td> </tr> <tr> <td data-bbox="812 716 1318 758">Average External Funds per Faculty</td> <td data-bbox="1318 716 1505 758">\$166,469</td> </tr> <tr> <td data-bbox="812 758 1318 800">Total External Funds</td> <td data-bbox="1318 758 1505 800">\$5,493,466</td> </tr> </table>	Average of the Number of Core Faculty receiving	33	Average External Funds per Faculty	\$166,469	Total External Funds	\$5,493,466												
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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>	20.8																		
14	Faculty Diversity <i>Core faculty by ethnicity (White, Black, Hispanic, Other) and gender, updated when changed</i>	<table border="1"> <thead> <tr> <th data-bbox="979 995 1138 1037"></th> <th data-bbox="1138 995 1318 1037">Male</th> <th data-bbox="1318 995 1505 1037">Female</th> </tr> </thead> <tbody> <tr> <td data-bbox="979 1037 1138 1079">White</td> <td data-bbox="1138 1037 1318 1079">15</td> <td data-bbox="1318 1037 1505 1079">5</td> </tr> <tr> <td data-bbox="979 1079 1138 1121">Black</td> <td data-bbox="1138 1079 1318 1121">0</td> <td data-bbox="1318 1079 1505 1121">1</td> </tr> <tr> <td data-bbox="979 1121 1138 1163">Hispanic</td> <td data-bbox="1138 1121 1318 1163">2</td> <td data-bbox="1318 1121 1505 1163">0</td> </tr> <tr> <td data-bbox="979 1163 1138 1192">Other</td> <td data-bbox="1138 1163 1318 1192">12</td> <td data-bbox="1318 1163 1505 1192">1</td> </tr> </tbody> </table>		Male	Female	White	15	5	Black	0	1	Hispanic	2	0	Other	12	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 data-bbox="979 1253 1138 1295"></th> <th colspan="2" data-bbox="1138 1253 1505 1295">Fall 2015</th> </tr> <tr> <th data-bbox="979 1295 1138 1337"></th> <th data-bbox="1138 1295 1318 1337">Male</th> <th data-bbox="1318 1295 1505 1337">Female</th> </tr> </thead> <tbody> <tr> <td data-bbox="979 1337 1138 1379">White</td> <td data-bbox="1138 1337 1318 1379">20</td> <td data-bbox="1318 1337 1505 1379">3</td> </tr> <tr> <td data-bbox="979 1379 1138 1421">Black</td> <td data-bbox="1138 1379 1318 1421">3</td> <td data-bbox="1318 1379 1505 1421">0</td> </tr> <tr> <td data-bbox="979 1421 1138 1463">Hispanic</td> <td data-bbox="1138 1421 1318 1463">4</td> <td data-bbox="1318 1421 1505 1463">3</td> </tr> <tr> <td data-bbox="979 1463 1138 1493">Other</td> <td data-bbox="1138 1463 1318 1493">55</td> <td data-bbox="1318 1463 1505 1493">11</td> </tr> </tbody> </table>		Fall 2015			Male	Female	White	20	3	Black	3	0	Hispanic	4	3	Other	55	11
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16	Date of Last External Review <i>Date of last formal external review, updated when changed</i>	April 2012																		
17	External Program Accreditation <i>Name of body and date of last program accreditation review, if applicable, updated when changed</i> ABET, September 2016																			
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>	2.68																		

Comment

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.

Excluding the distance education students, whom will be included starting from the next year