

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	Mechanical Engineering
Doctoral Degree Program	Mechanical Engineering
Contact Name	Dr. Daniel A. McAdams
Contact Phone Number	979-458-3315

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	38
		2014-2015	31
		2015-2016	33
		3 Year Average	34.0

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	72%
		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 semesters by three.</i>	Average Years to Degree	5.2

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	0	0%	0	0%	38	100%
	2014-2015	3	10%	2	6%	26	84%
2015-2016	13	39%	5	15%	15	45%	

5	Admissions Criteria	<i>Description of admission factors</i>
	Admissions are based on degree appropriateness, grade point average, quality of institution(s) from which applicant holds degree(s), and technical interest and expertise as it aligns to departmental needs. Also, evidence of future success as technical leader is considered as evidenced by publications or similar scholarly activity. Similarly, evidence of future success as an institutional or societal leader as evidenced by leadership in student organizations or similar is also considered. In cases in which the applicant speaks English as a second language, TOEFL scores or similar evidence of the ability to be successful in courses taught in English is considered. GRE scores are also noted. The admissions process is highly competitive. Approximately 20% of applicants are admitted.	

6	Percentage Full-time Students <i>FTS/number of students enrolled for the last three fall semesters.</i>	Fall 2013	92.6%
		Fall 2014	91.2%
		Fall 2015	91.0%

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>	\$20,051.98
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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>	91%																		
9	Number of Core Faculty <i>Number of core faculty in the prior year</i>	58																		
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>	3.9																		
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>	11																		
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="808 789 1318 827">Average of the Number of Core Faculty receiving</td> <td data-bbox="1318 789 1505 827">49</td> </tr> <tr> <td data-bbox="808 827 1318 865">Average External Funds per Faculty</td> <td data-bbox="1318 827 1505 865">\$269,944</td> </tr> <tr> <td data-bbox="808 865 1318 903">Total External Funds</td> <td data-bbox="1318 865 1505 903">\$11,787,557</td> </tr> </table>	Average of the Number of Core Faculty receiving	49	Average External Funds per Faculty	\$269,944	Total External Funds	\$11,787,557												
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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>	20.1																		
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="976 1108 1138 1146"></th> <th data-bbox="1138 1108 1318 1146">Male</th> <th data-bbox="1318 1108 1505 1146">Female</th> </tr> </thead> <tbody> <tr> <td data-bbox="976 1146 1138 1184">White</td> <td data-bbox="1138 1146 1318 1184">24</td> <td data-bbox="1318 1146 1505 1184">3</td> </tr> <tr> <td data-bbox="976 1184 1138 1222">Black</td> <td data-bbox="1138 1184 1318 1222">0</td> <td data-bbox="1318 1184 1505 1222">0</td> </tr> <tr> <td data-bbox="976 1222 1138 1260">Hispanic</td> <td data-bbox="1138 1222 1318 1260">2</td> <td data-bbox="1318 1222 1505 1260">0</td> </tr> <tr> <td data-bbox="976 1260 1138 1297">Other</td> <td data-bbox="1138 1260 1318 1297">23</td> <td data-bbox="1318 1260 1505 1297">2</td> </tr> </tbody> </table>		Male	Female	White	24	3	Black	0	0	Hispanic	2	0	Other	23	2			
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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="976 1371 1138 1409"></th> <th colspan="2" data-bbox="1138 1371 1505 1409">Fall 2015</th> </tr> <tr> <th data-bbox="976 1409 1138 1446"></th> <th data-bbox="1138 1409 1318 1446">Male</th> <th data-bbox="1318 1409 1505 1446">Female</th> </tr> </thead> <tbody> <tr> <td data-bbox="976 1446 1138 1484">White</td> <td data-bbox="1138 1446 1318 1484">31</td> <td data-bbox="1318 1446 1505 1484">2</td> </tr> <tr> <td data-bbox="976 1484 1138 1522">Black</td> <td data-bbox="1138 1484 1318 1522">0</td> <td data-bbox="1318 1484 1505 1522">2</td> </tr> <tr> <td data-bbox="976 1522 1138 1560">Hispanic</td> <td data-bbox="1138 1522 1318 1560">6</td> <td data-bbox="1318 1522 1505 1560">0</td> </tr> <tr> <td data-bbox="976 1560 1138 1598">Other</td> <td data-bbox="1138 1560 1318 1598">170</td> <td data-bbox="1318 1560 1505 1598">32</td> </tr> </tbody> </table>		Fall 2015			Male	Female	White	31	2	Black	0	2	Hispanic	6	0	Other	170	32
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16	Date of Last External Review <i>Date of last formal external review, updated when changed</i>	Fall 2014																		
17	External Program Accreditation <i>Name of body and date of last program accreditation review, if applicable, updated when changed</i> SACS – Southern Association of Colleges and Schools																			
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>	0.00																		

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