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# Chapter 12

## First Year Student Career Path Survey

# Table of Contents

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<b>Introduction.....</b>	<b>3</b>
<b>Methodology.....</b>	<b>4</b>
<b>Overall Findings.....</b>	<b>6</b>
<b>Respondent Demographic and Animal Experience Profile.....</b>	<b>9</b>
<b>Experiences Prior to Veterinary College.....</b>	<b>25</b>
<b>Satisfaction, Significant Others, and Commitment to Occupational Area.....</b>	<b>30</b>
<b>Career Prestige.....</b>	<b>36</b>
<b>• Career Area Decision Factors.....</b>	<b>37</b>
<b>Factor Analysis of Career Decision Factors.....</b>	<b>70</b>
<b>Regression Analysis Predicting Career Area Selection.....</b>	<b>78</b>

# Introduction

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**The purpose of this study is to create a demographic profile of incoming students and study the consumer decision process for different career paths in veterinary medicine. This information will be useful for the development of strategies that can be used to identify and attract students most likely to enter food animal veterinary careers. Data from this study are used to identify the key demographic and career decision factors influencing students' decisions to initially go into FSVM versus other career options.**

# Methodology

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## Sample Design

**The Deans at all 32 colleges of veterinary medicine in the United States and Canada were contacted and asked to participate in the survey by supplying email contact information for their first year veterinary students.**

**Tremendous support was received with 19 colleges providing email listings directly to us and another 13 colleges agreeing to send out the survey directly to their students. The survey was administered in April of 2005. Three waves of a pretested questionnaire were sent out in one week increments.**

**The survey was sent to 1,183 valid email addresses with 719 students responding, resulting in a 61% response rate. Responses were received from students at all 32 colleges of veterinary medicine in the United States and Canada. The questionnaire was approved by the FSVMC and AAVMC.**

**Faculty were also asked to respond to the same set of career decision factors, representing their perspective on what factors influence students to select particular career paths. The results of the faculty analysis are reported in Food Supply Veterinary Career Survey: Employment Selection and Career Commitment.**

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# Contact and Measurements

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## Cover letter / Survey / Constructs

**First year veterinary students were sent an email message from the research team that explained the purpose of the research, identified the sponsoring organizations, and invited them to participate in the study. A web URL was included in the email message that linked to the online survey. The survey was pretested and sent out in three waves separated by one week increments in order to increase response rates. A variety of constructs were measured in this research instrument including planned occupational area, satisfaction and commitment to occupational area, likelihood of switching from occupational area, others views of occupational area, past experience with animals, multiple career decision influences, level of career knowledge, and measures of career prestige.**

**Survey items were developed based on insights gained from the focus group data, specifically the 9 career decision factors identified from the focus group data, and an extensive review of the veterinary career literature and general human resource/career selection literature.**

# Overall Findings from First Year Student Career Path Survey

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- **Overall, these first year veterinary students primarily grew up in suburban areas and large communities, but a sizable group (12%) are from ranches and farms. Twenty nine percent of those students who plan to spend 1/3<sup>rd</sup> to 2/3<sup>rd</sup> of their time working with food animals grew up on a farm or ranch. Forty two percent of those students planning to spend 2/3<sup>rd</sup> or more of their time working with food animals grew up on a farm or ranch. Thus, those first year students most interested in working with food animals grew up in rural backgrounds. To expand on this idea, 66.3% of those students planning to spend 2/3<sup>rd</sup> or more of their time working with food animals grew up in a community with a population under 10,000. While 62.5% of those students planning to spend 1/3<sup>rd</sup> to 2/3<sup>rd</sup> of their time working with food animals grew up in a community with a population under 10,000. Comparably, 19.5% of students *not* planning to work with food animals grew up in a community with a population under 10,000; while 59.2% of these students grew up in either a suburb of a large city or a community larger than 50,000 (16% grew up in a city larger than 500,000).**

# **Overall Findings from First Year Student Career Path Survey (continued)**

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- **Those students planning to enter food animal careers were more likely than other students to have (1) worked for a food animal veterinarian prior to veterinary school, (2) been actively involved with food animals in 4H in their youth, and (3) had a good role model in food animal production when growing up.**
- **Those students planning to spend the largest percentage of their time working with food animals after graduation report a greater sense of commitment to their planned occupational area and a lower likelihood of changing occupational areas within 5 years than students planning to spend less or no time working with food animals.**
- **Across all first year respondents, the prestige of various veterinary career options were rated. The following five career areas are listed from highest to lowest in terms of prestige: small animal medicine, public health, government, food animal medicine, and industry.**

# **Overall Findings from First Year Student Career Path Survey (continued)**

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- **In terms of career area decision factors, those students planning to go into a food animal career report being less concerned about salary and material goods, flexible work hours, on-call hours, and working nights or weekends than those that planned non-food animal careers.**
- **A principal components analysis was performed upon the group of career decision factor questions. Six factors emerged that were subsequently used, along with several single item measures, in two separate regression equations to predict students selection of a particular career area. This analysis found that those students planning to work with food animals after graduation (1) have higher levels of food animal experience prior to entering veterinary college (2) have a desire to live in smaller sized communities, (3) perceive that they will be able to fully utilize their veterinary knowledge in food animal medicine, (4) believe that small animal medicine is not prestigious, (5) have a production animal orientation, (6), tend to have a significant other, (7) are uncertain about the future of food animal medicine, (8) are not concerned about the physical aspects of food animal medicine, and (9) tend to be male.**

# Respondent Demographic and Animal Experience Profile

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- Respondents primarily came from suburban areas and large communities. A sizeable group (12%), however, are from ranches or farms.
- Respondent undergraduate degrees are primarily from the biological sciences and agriculture.
- Over 60% of the respondents are 20 to 24 years in age with 84% being female and 89% being Caucasian.
- Those respondents reporting a desire to work with food animals upon graduation were more likely to have had a variety of food animal related experiences prior to entering veterinary college.

# Food Animal Student Demographic Profile

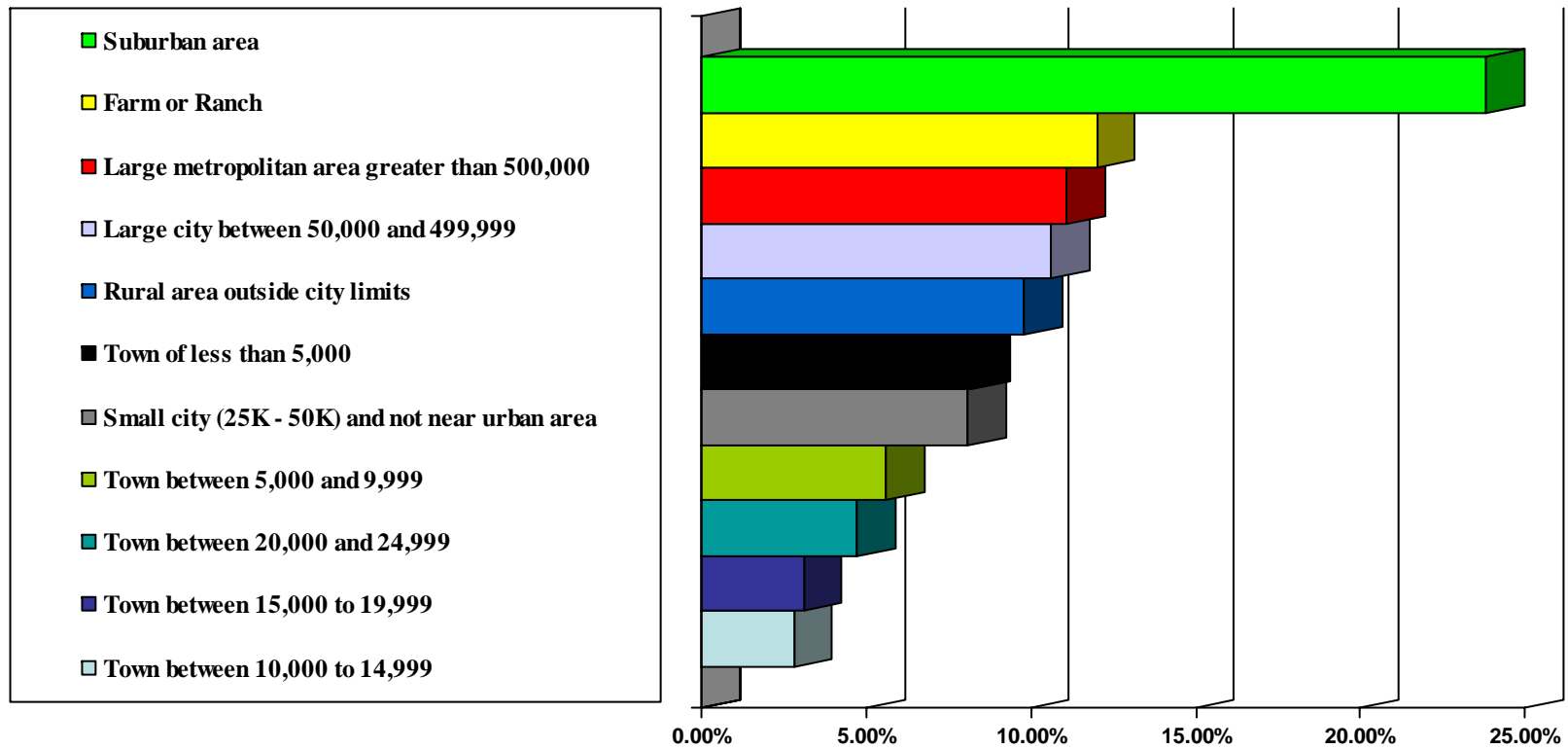
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Among students planning to spend 67% or more of their time working with food animals

- **Those students planning to spend 2/3 or more time working with food animals primarily grew up on ranches or farms (42%) with another 20% of these food animal students growing up in rural areas or in towns with populations under 5000.**
- **In rating their ideal place to live following graduation 42% of food animal students indicated they would prefer to live on a farm or ranch and another 24% indicated a preference for living in a rural area outside of the city limits.**
- **Undergraduate degrees for food animal student respondents are primarily in agriculture (51%) and the biological sciences (31%).**
- **Over 62% of the food animal student respondents are 20 to 24 years in age with 46% being male and 89% being Caucasian.**

# Childhood Community Size

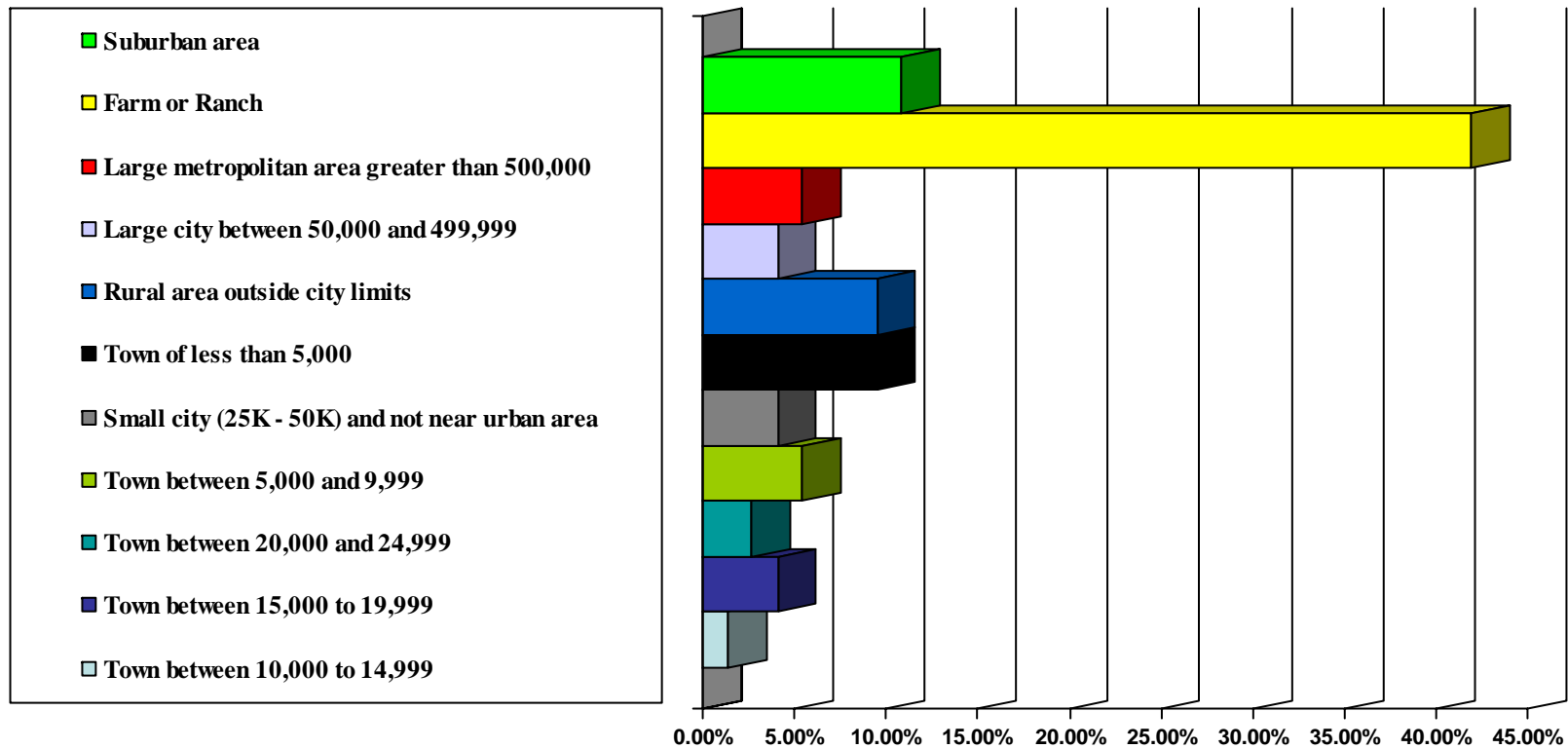
Among all first year veterinary student respondents



Q104: What is the size of the community in which you spent the majority of your childhood?

# Childhood Community Size

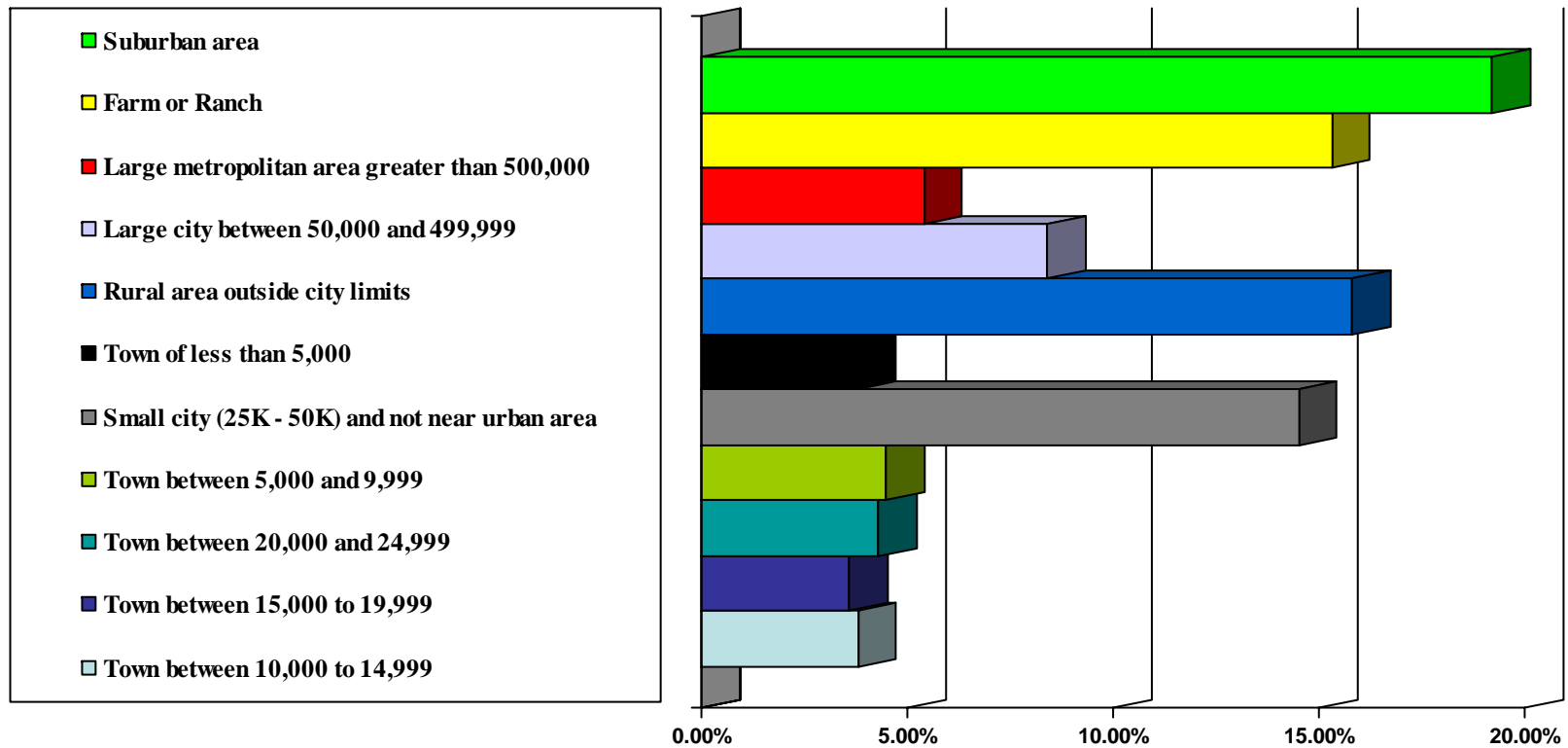
Among students planning to spend 67% or more of their time working with food animals



Q104: What is the size of the community in which you spent the majority of your childhood?

# Ideal Community Size to Live in the Future

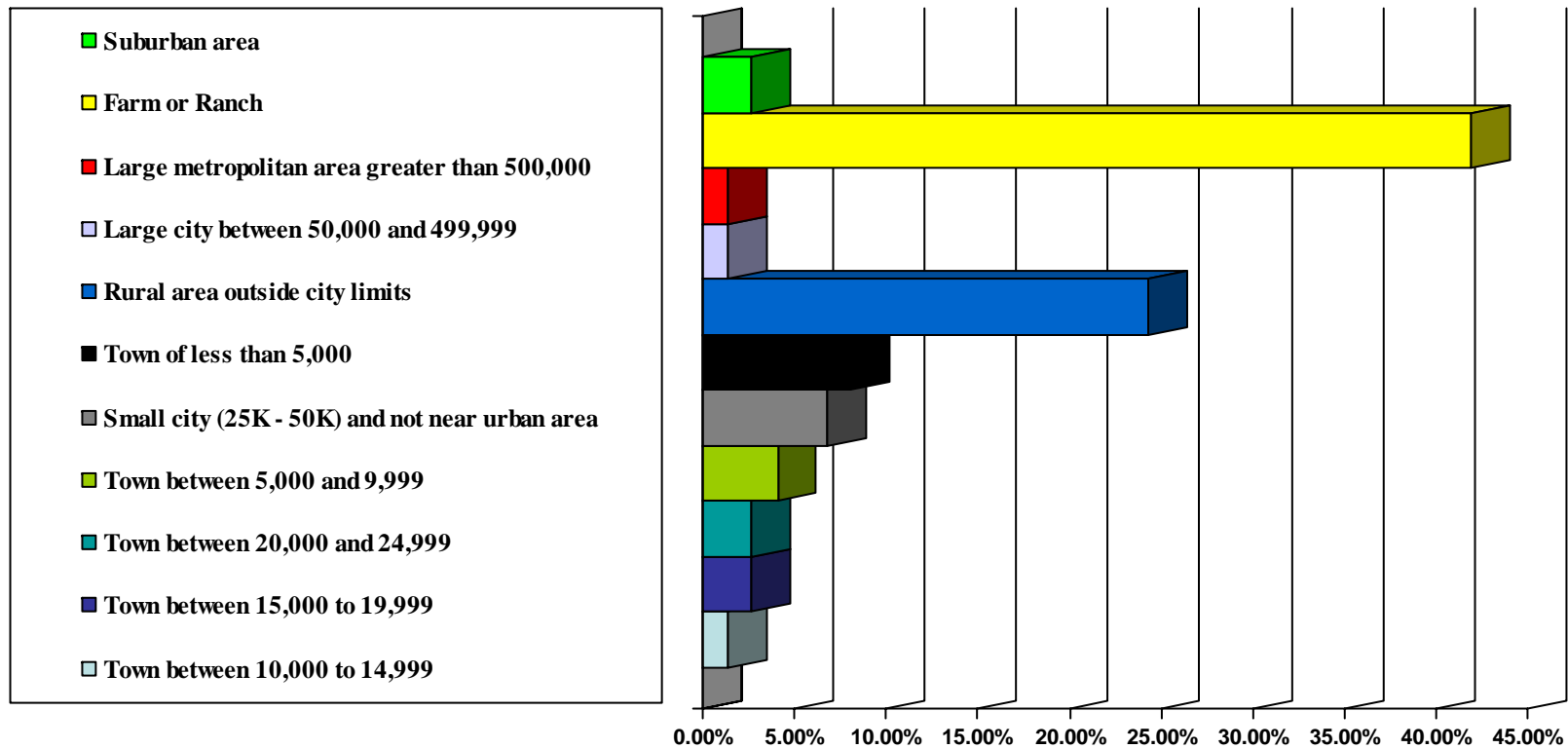
Among all first year veterinary student respondents



105. What is the size of the community where you would ideally like to live?

# Ideal Community Size to Live in the Future

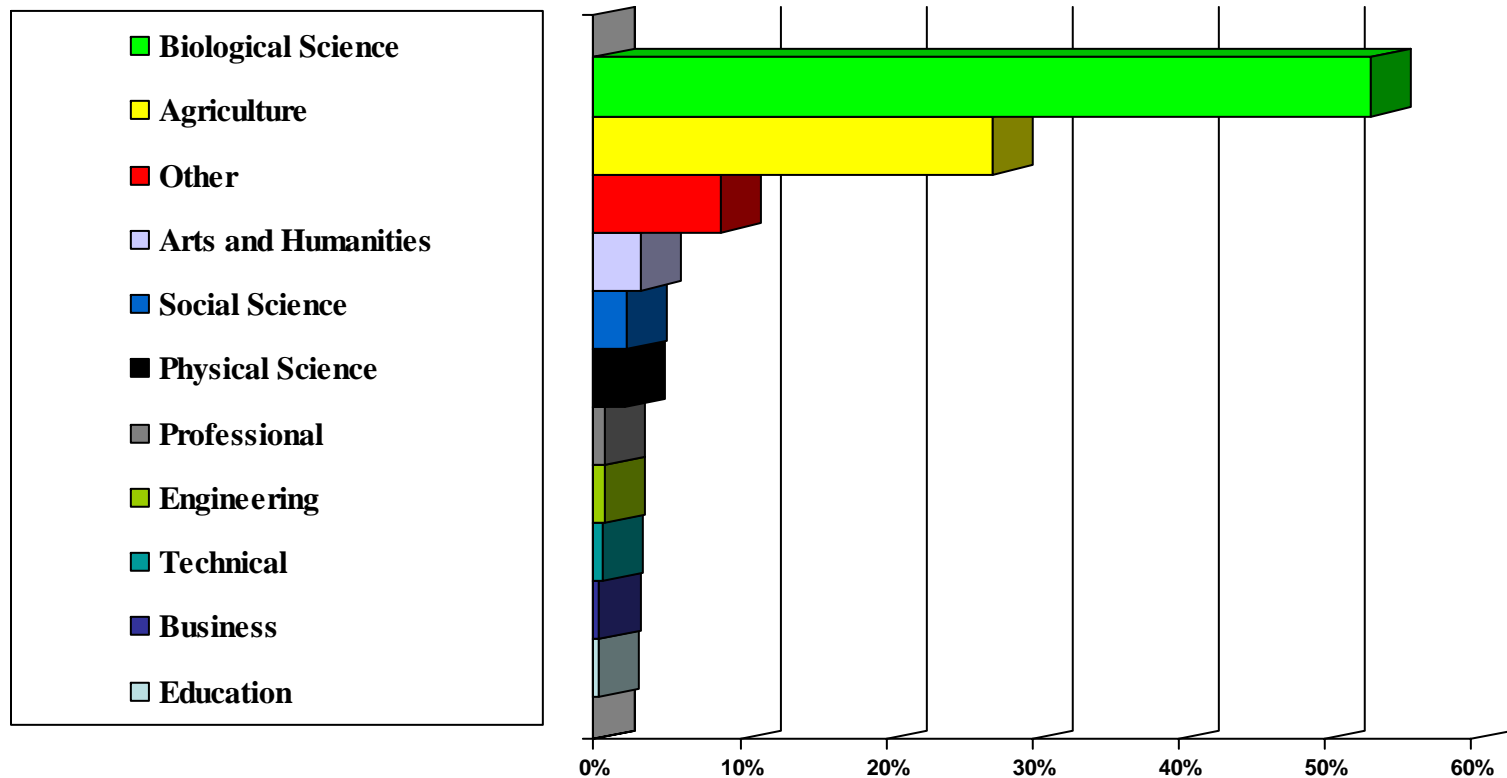
Among students planning to spend 67% or more of their time working with food animals



105. What is the size of the community where you would ideally like to live?

# Undergraduate Major

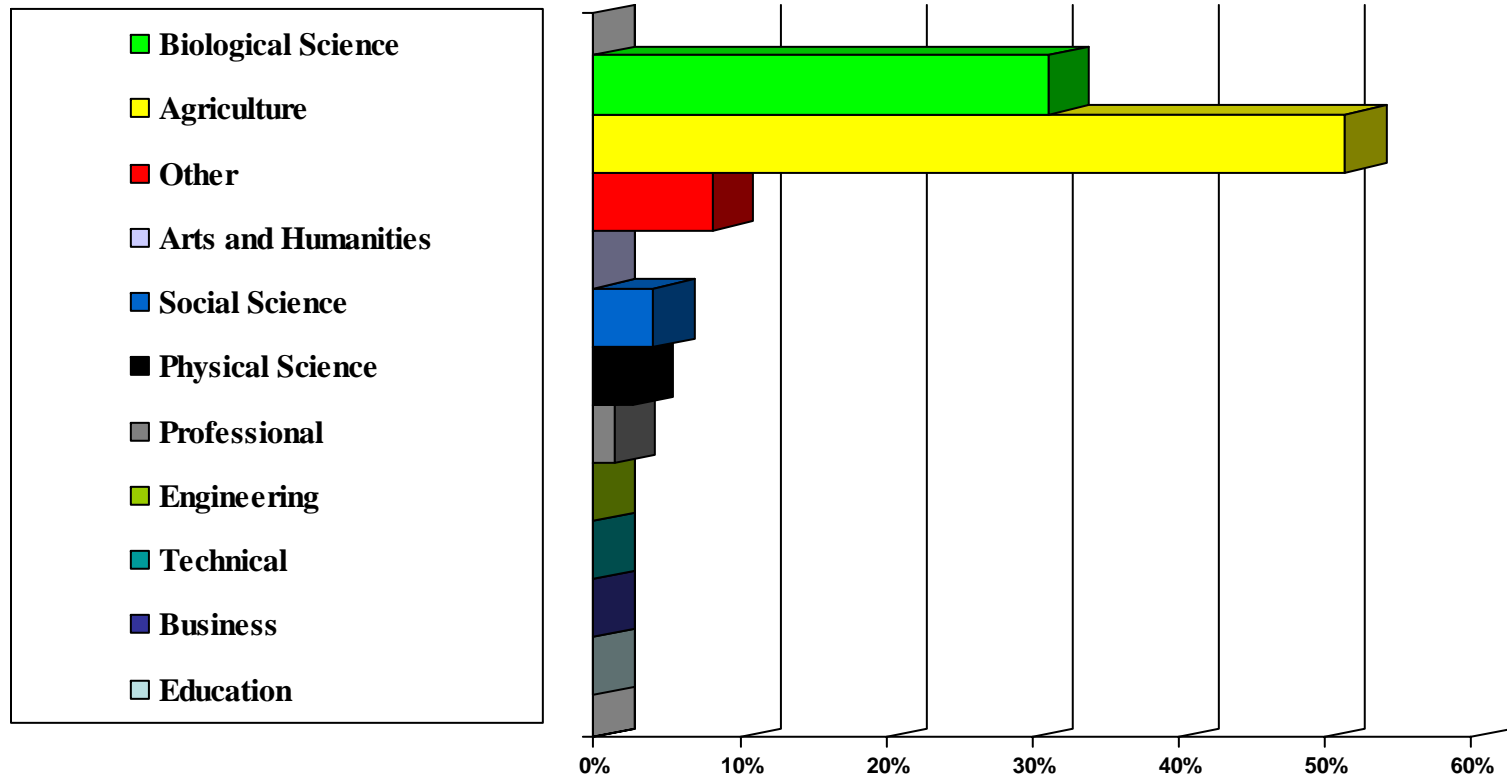
Among all first year veterinary student respondents



Q110: In which area was your undergraduate major?

# Undergraduate Major

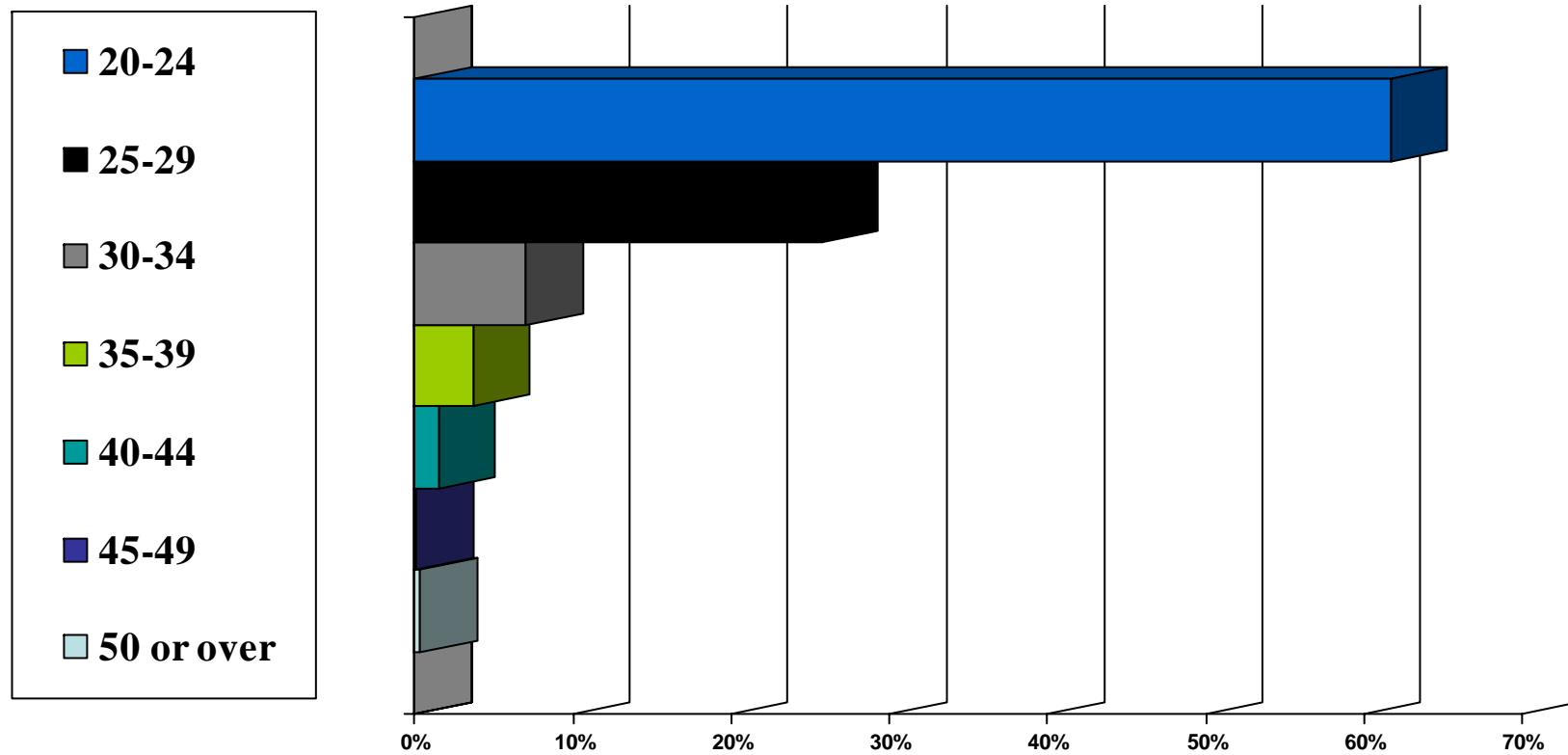
Among students planning to spend 67% or more of their time working with food animals



Q110: In which area was your undergraduate major?

# Respondent Age

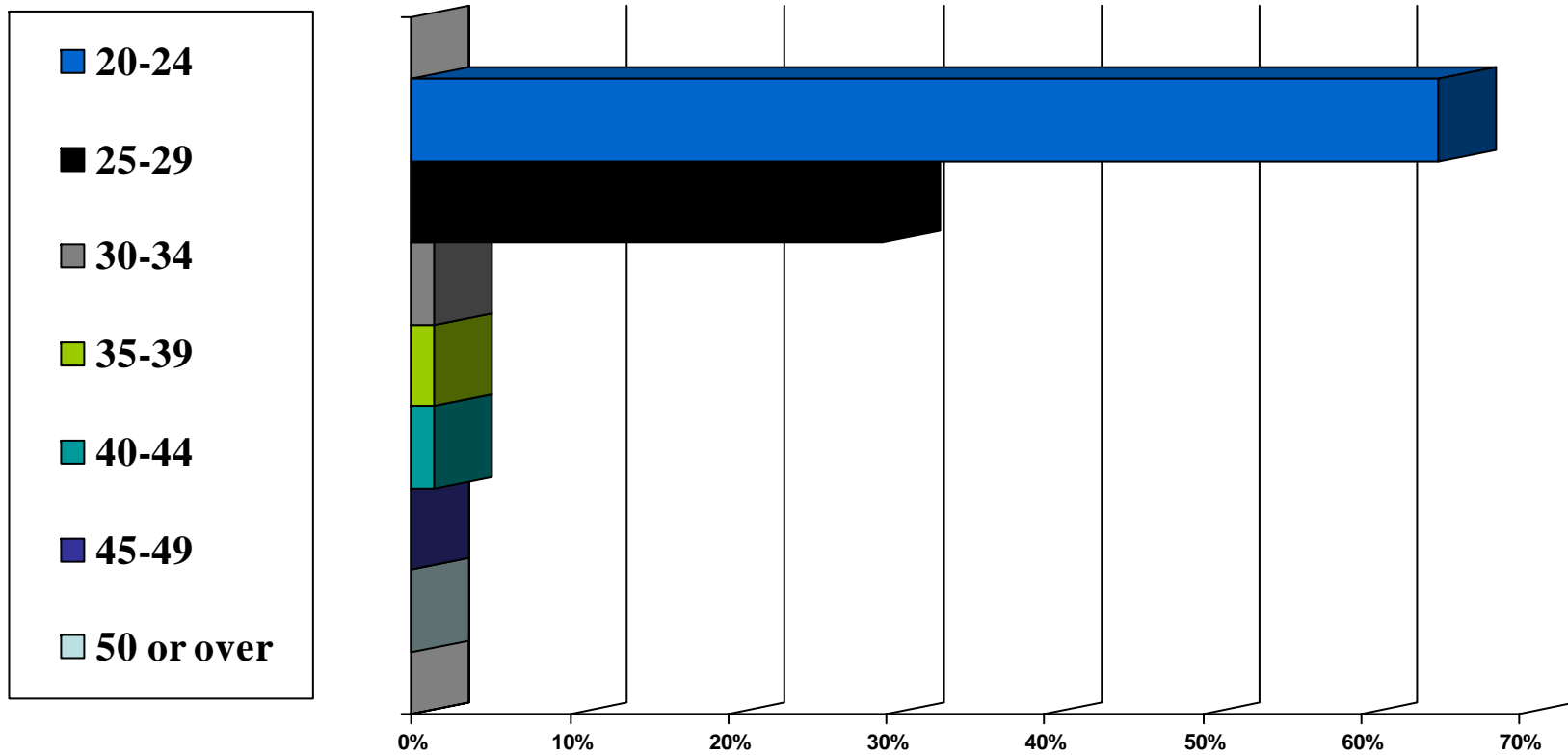
Among all first year veterinary student respondents



Q111: What is your current age ?

# Respondent Age

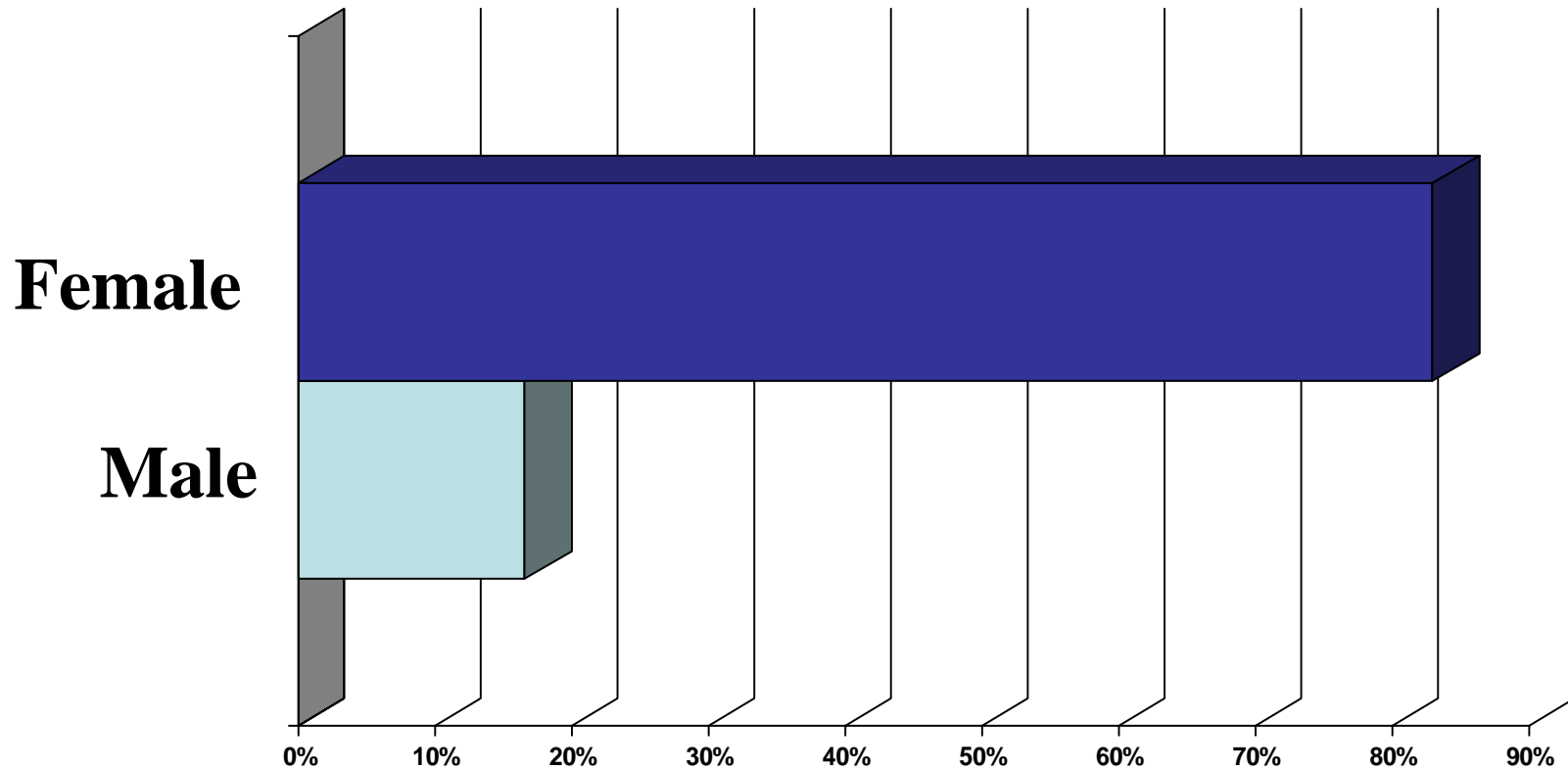
Among students planning to spend 67% or more of their time working with food animals



Q11: What is your current age ?

# Respondent Gender

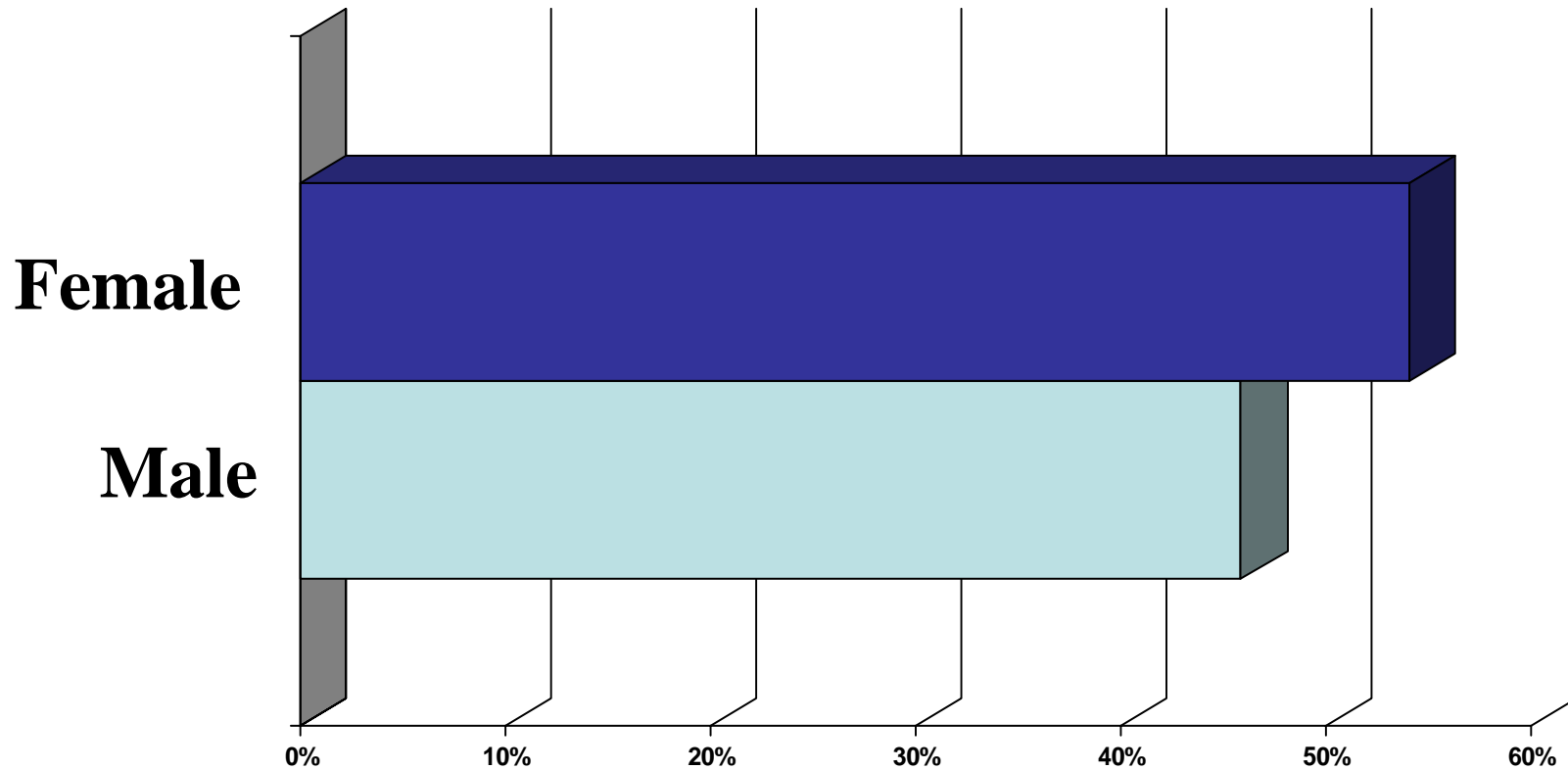
Among all first year veterinary student respondents



Q112: What is your gender?

# Respondent Gender

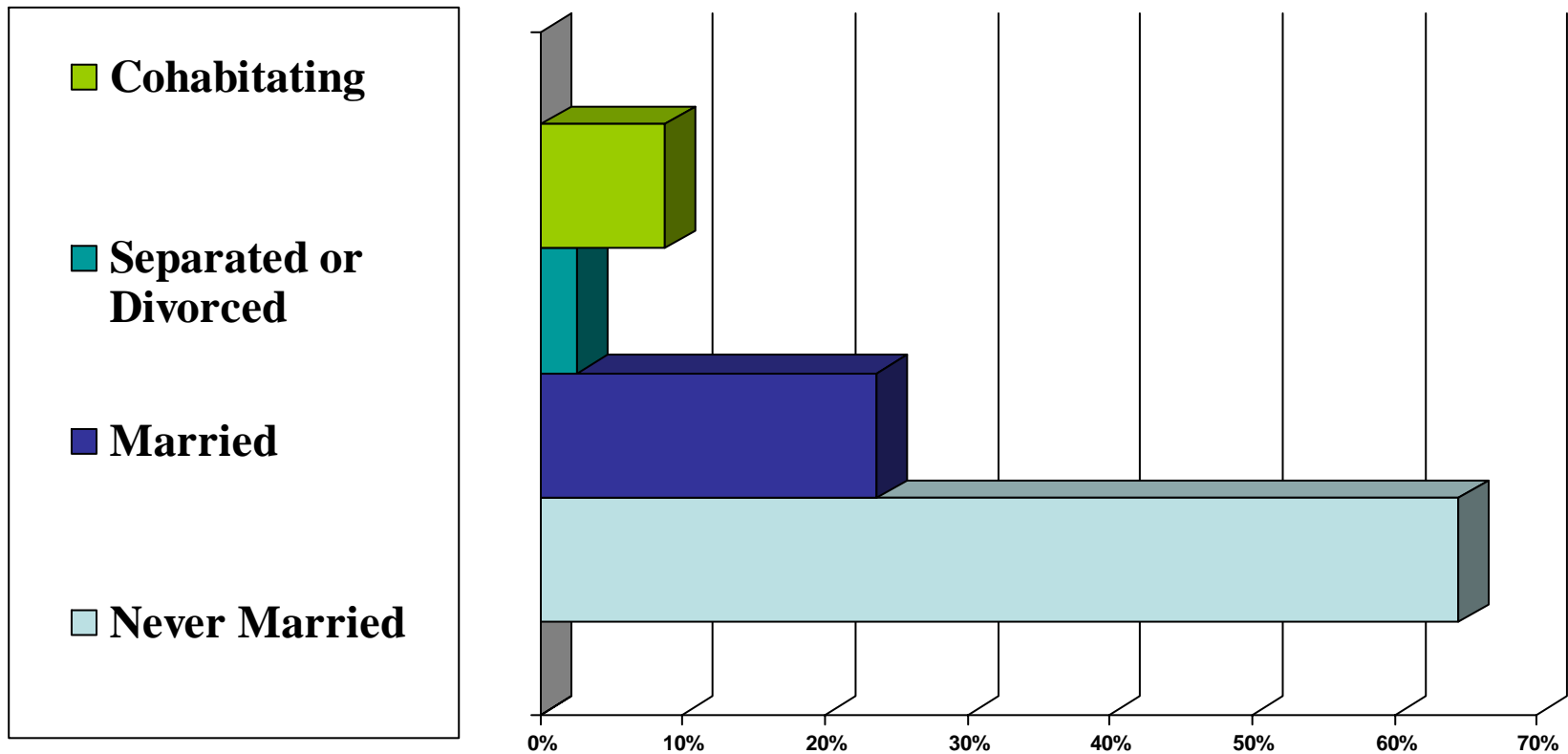
Among students planning to spend 67% or more of their time working with food animals



Q112: What is your gender?

# Respondent Marital Status

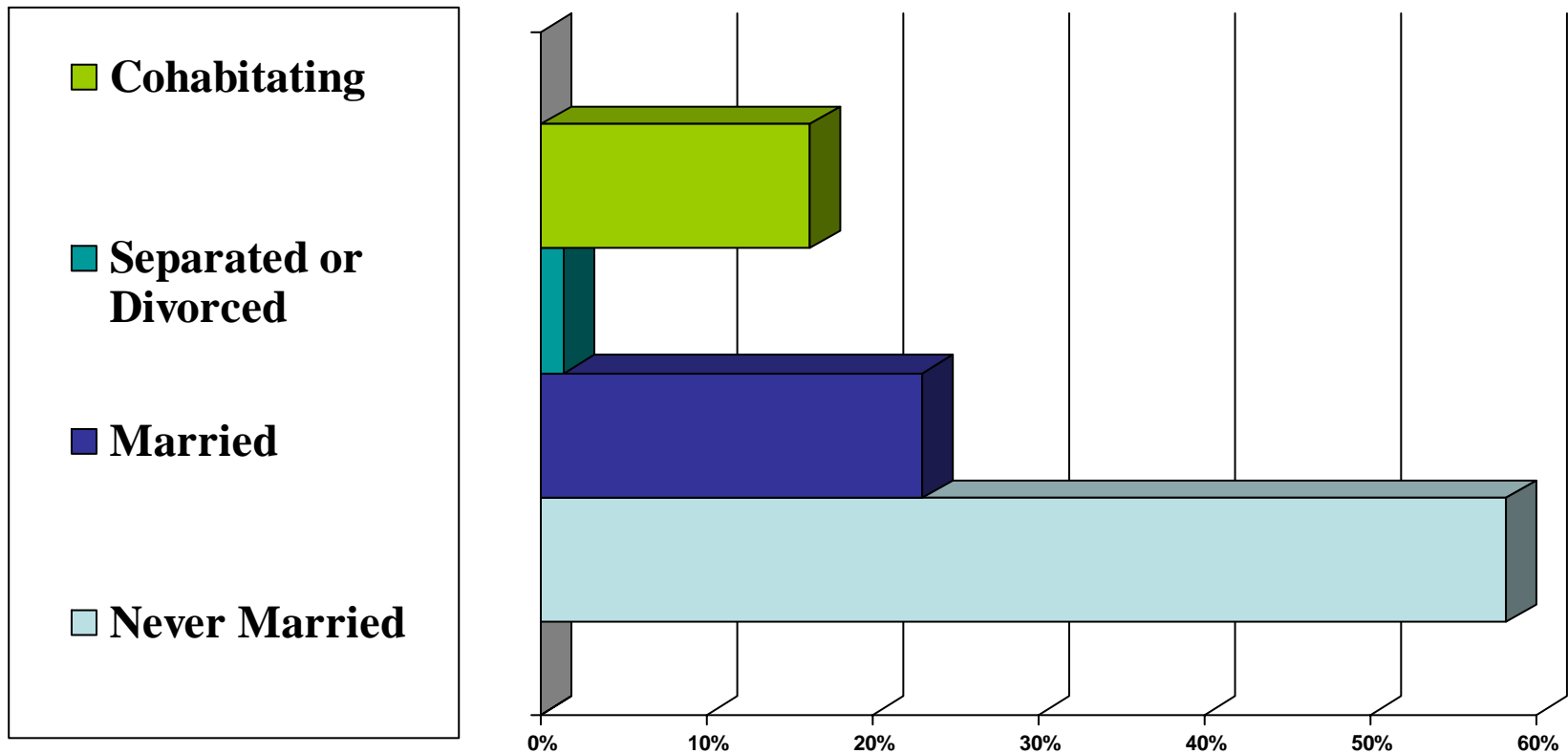
Among all first year veterinary student respondents



Q113: What is your marital status?

# Respondent Marital Status

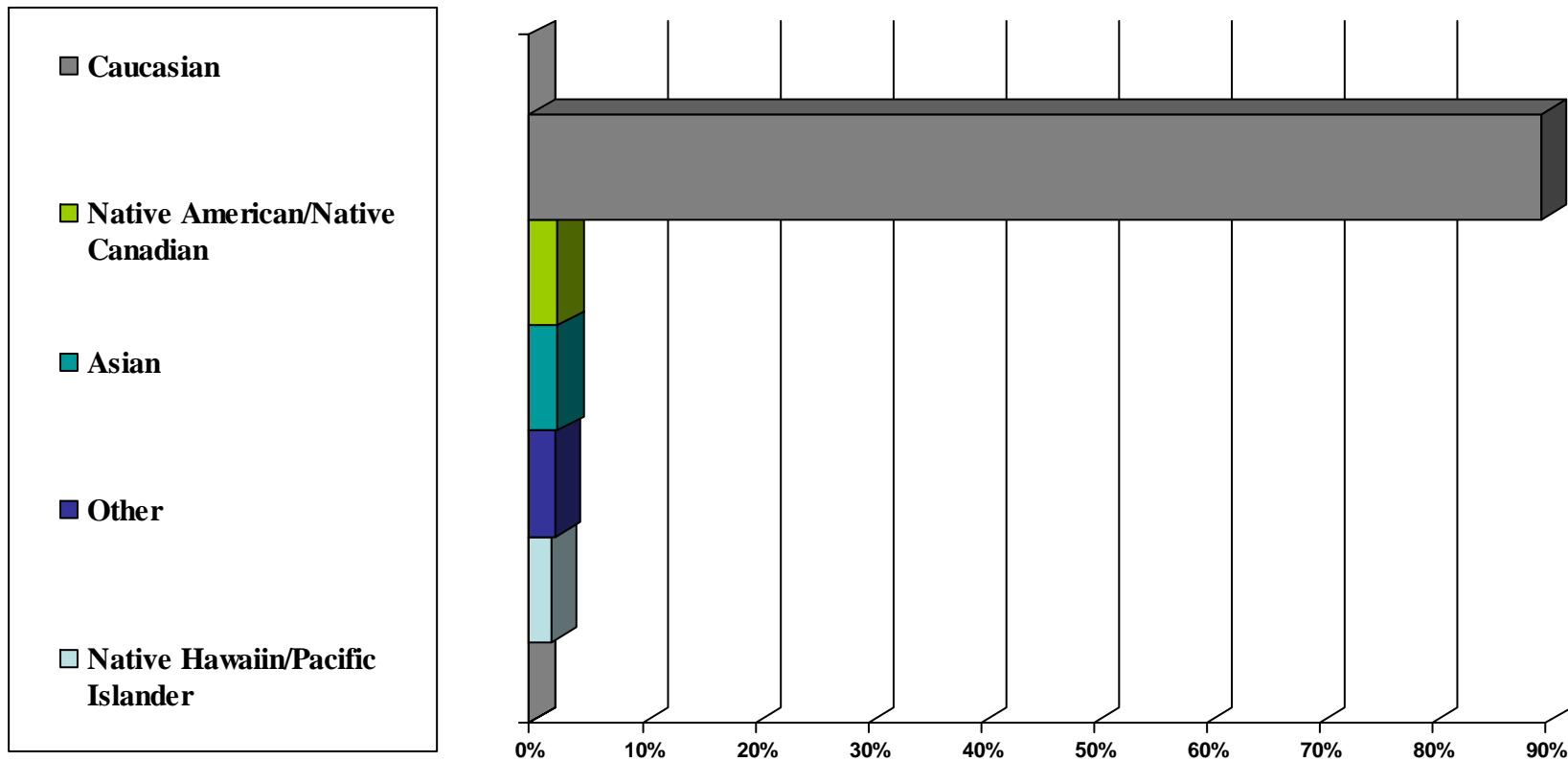
Among students planning to spend 67% or more of their time working with food animals



Q113: What is your marital status?

# Respondent Racial / Ethnic Background

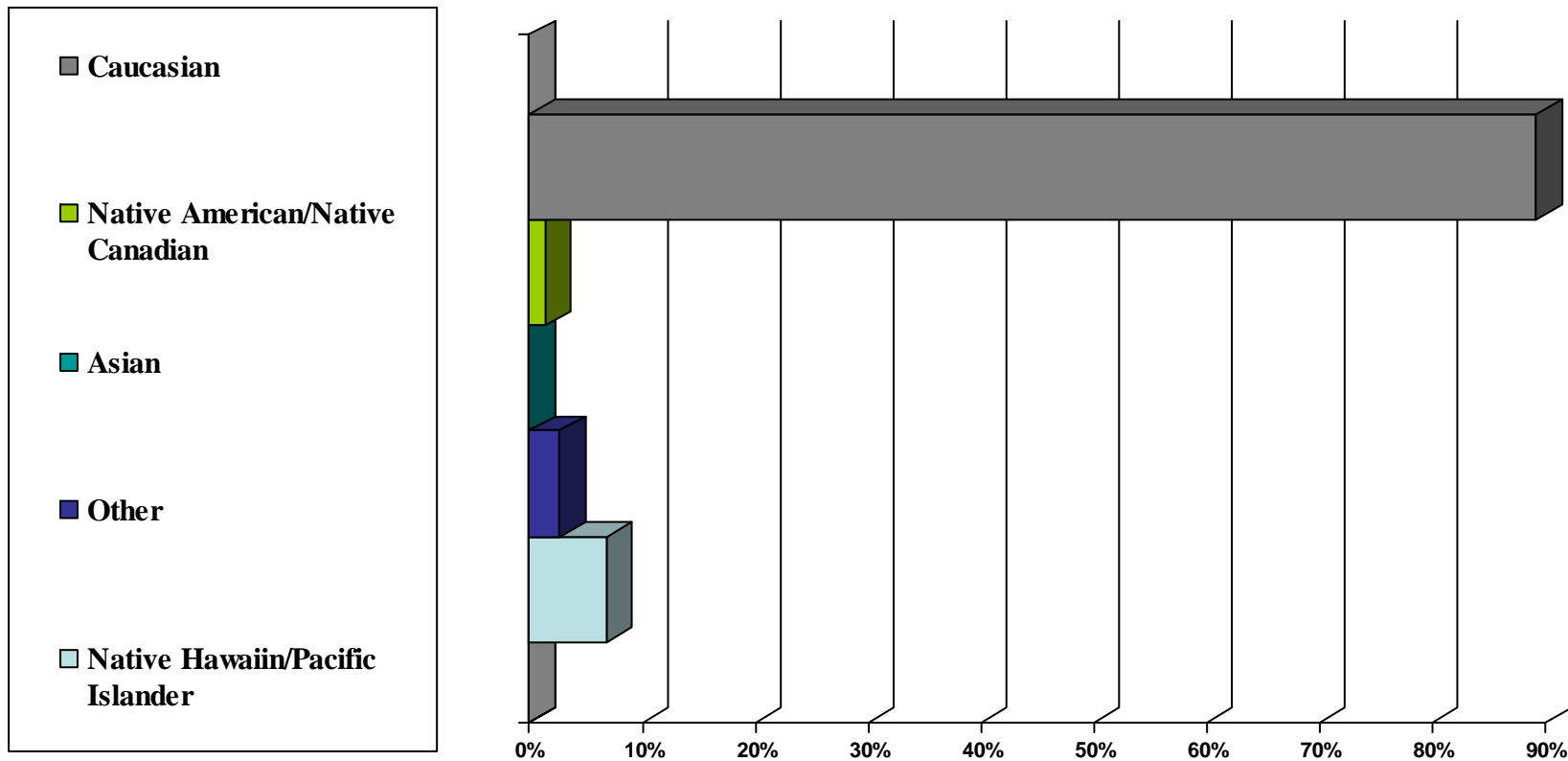
Among all first year veterinary student respondents



Q113: Which of the following best describes your racial or ethnic background?

# Respondent Racial / Ethnic Background

Among students planning to spend 67% or more of their time working with food animals



Q113: Which of the following best describes your racial or ethnic background?

# Experiences Prior to Veterinary College

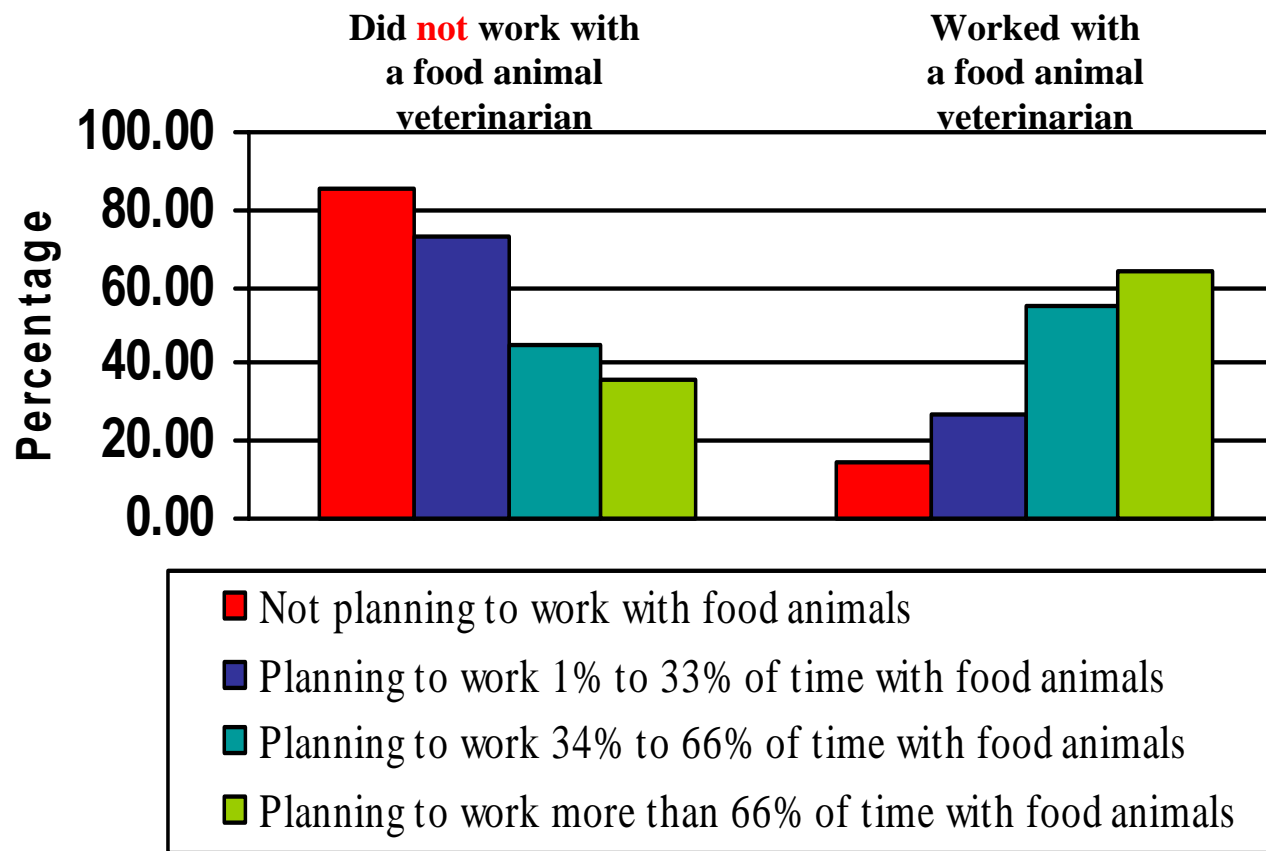
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Among all first year veterinary student respondents

- **Students that expected to work with food animals were more likely to have worked with a food production veterinarian prior to entering veterinary college.**
- **Students that plan to spend a greater percent of their time working with food animals were more likely to have been in 4H prior to attending veterinary school.**
- **Those students planning to work the most with food animals report having a good role model in food animal production during their childhood whereas students going into companion animal medicine were more likely to have had a companion animal veterinarian for a role model.**

**The students planning to work the most with food animals were more likely to have worked with a food animal veterinarian prior to college.**

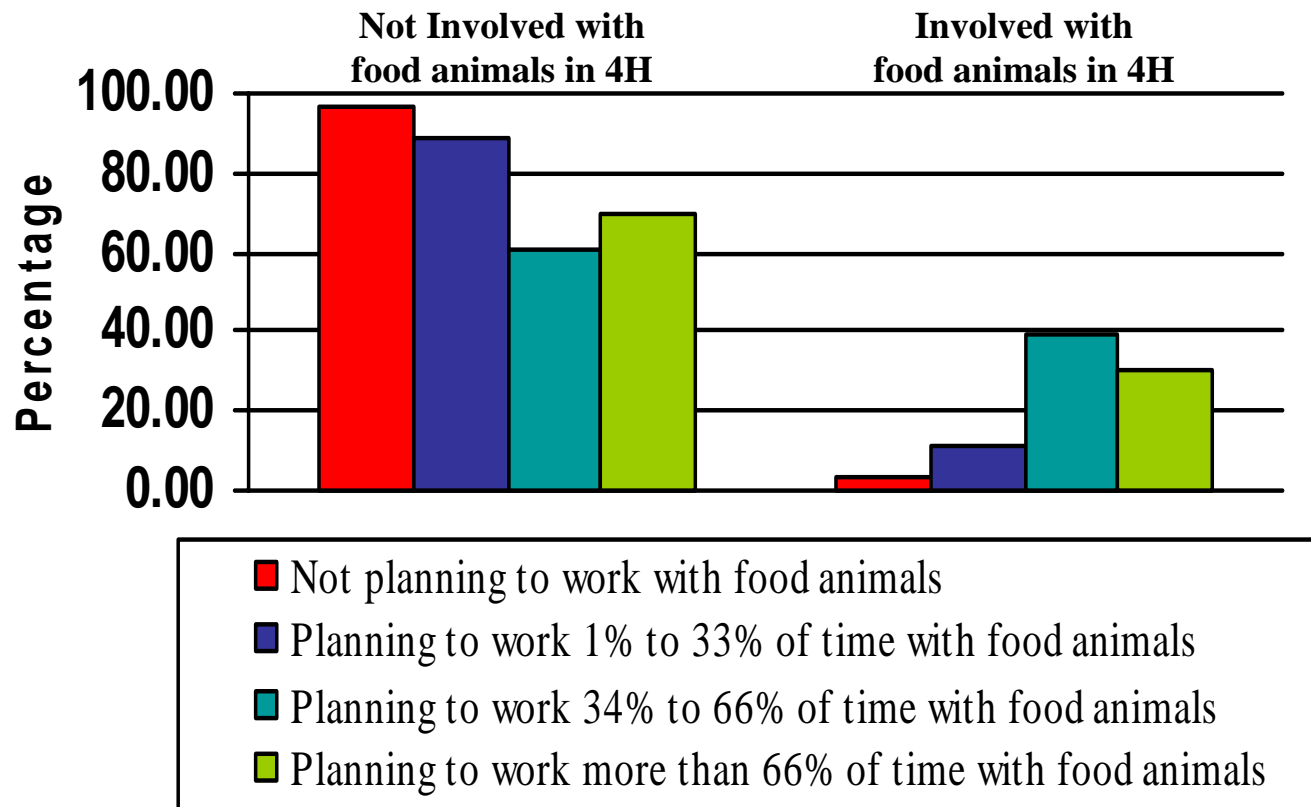
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**Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q11 (I worked for a food animal veterinarian before I was admitted to veterinary school).**

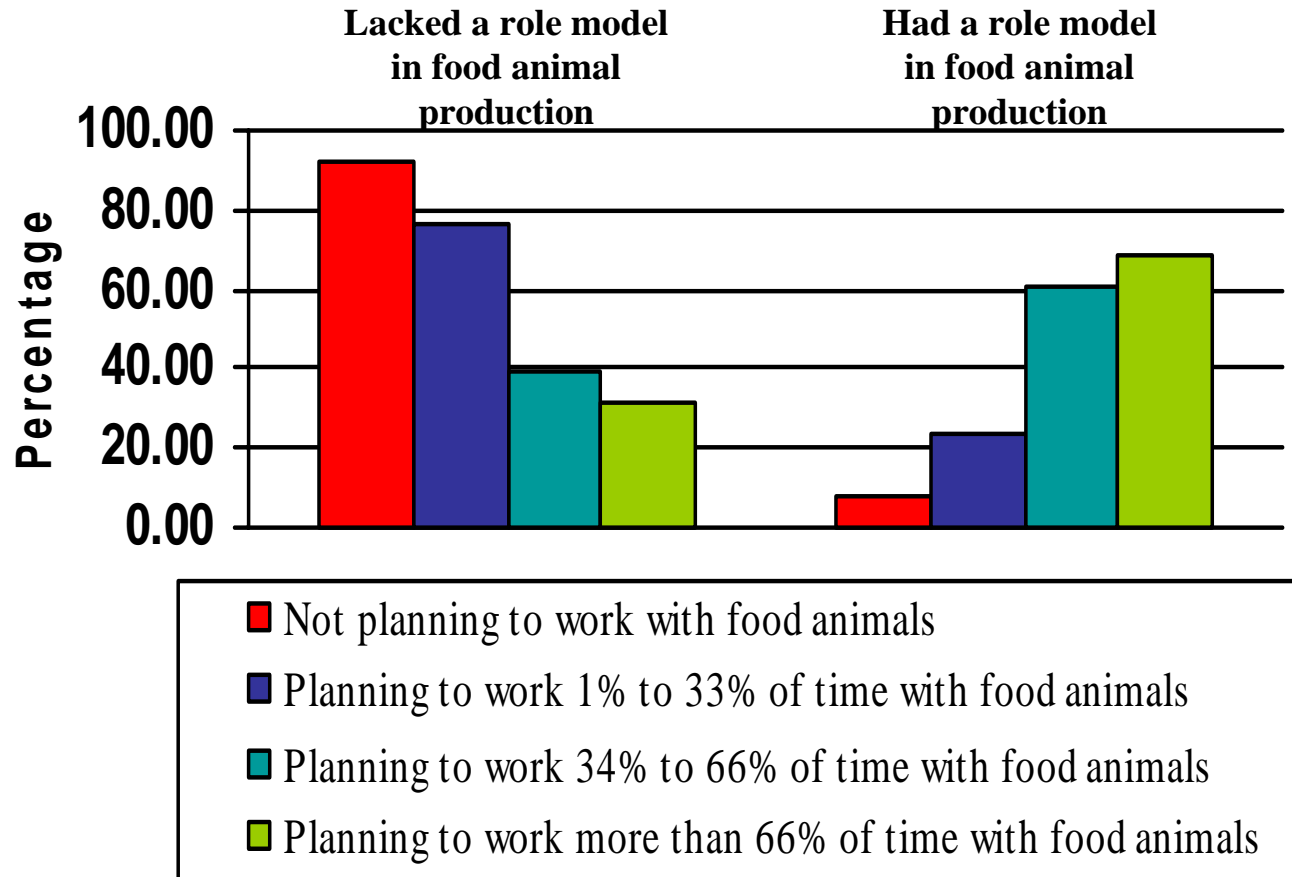
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**The students planning to work the most with food animals were more likely to have had been involved with food animals in 4H.**



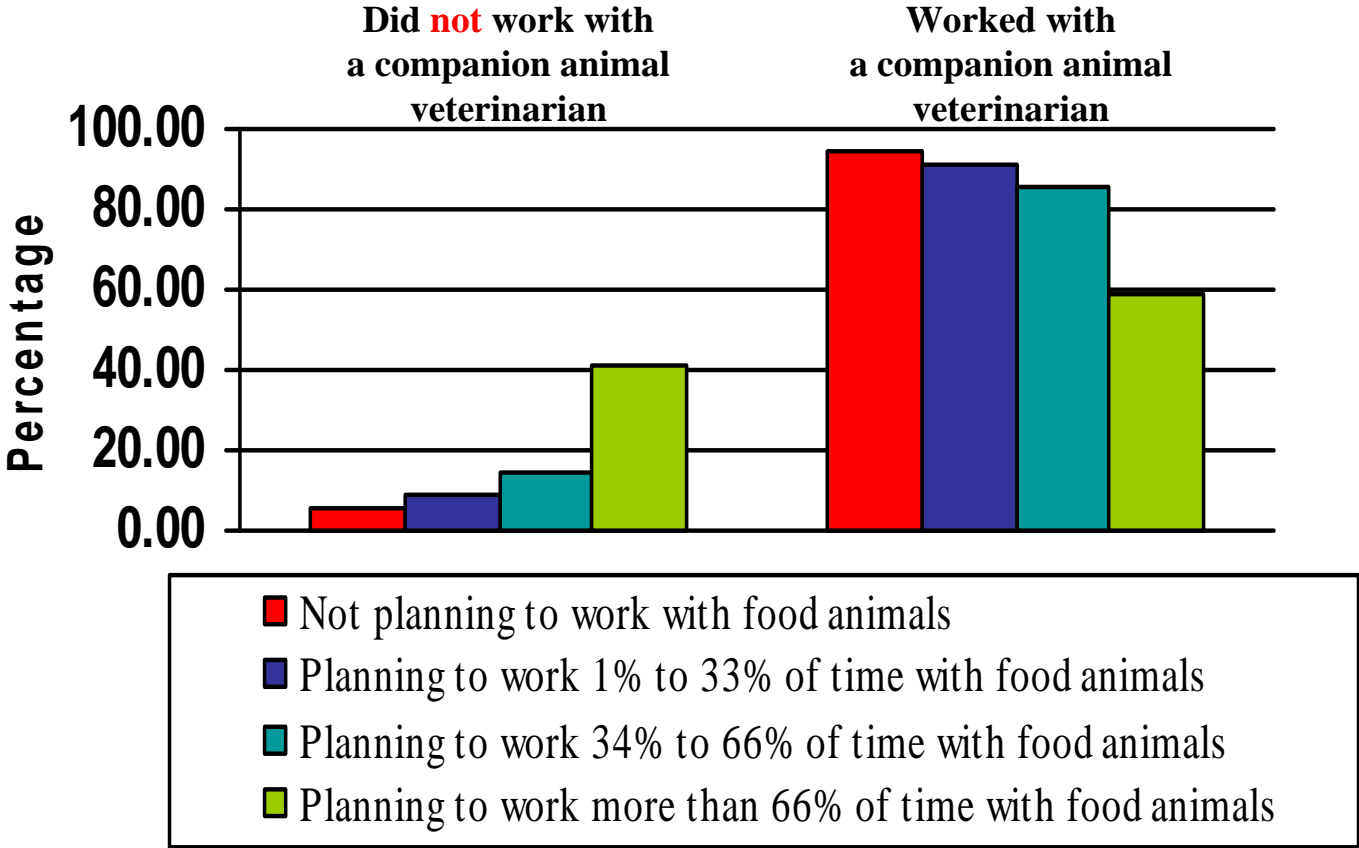
**Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q10 (I was actively involved with food animals in 4H when I was young).**

**The students planning to work the most with food animals had a good role model in food animal production.**



**Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q9 (I had a good role model who was involved in food animal production when I was growing up).**

**The students planning to work with companion animals were more likely to have worked with a companion animal veterinarian.**



**Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q12 (I worked for a companion animal veterinarian before I was admitted to veterinary school).**

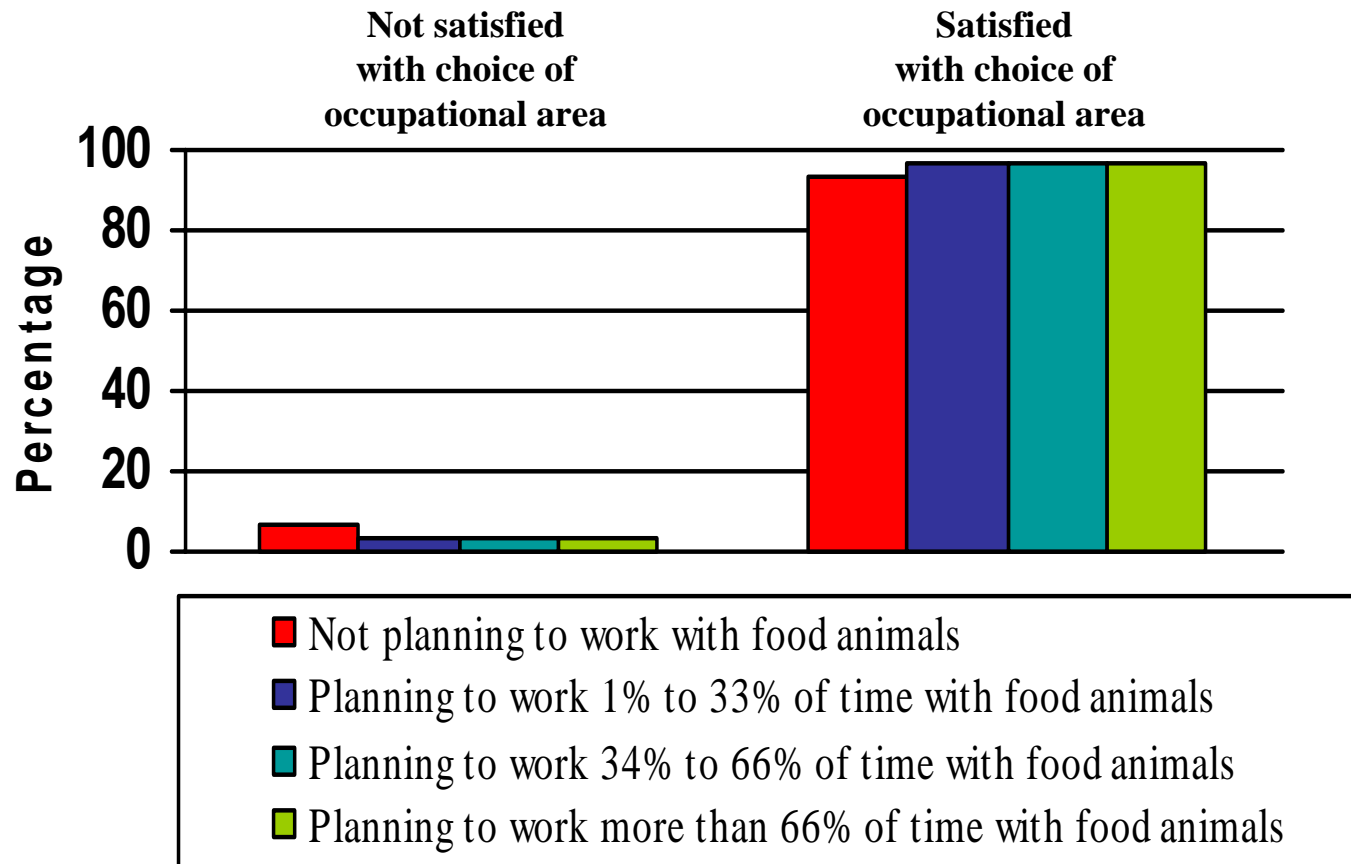
# Satisfaction, Significant Others, and Commitment to Selected Occupational Area

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Among all first year veterinary student respondents

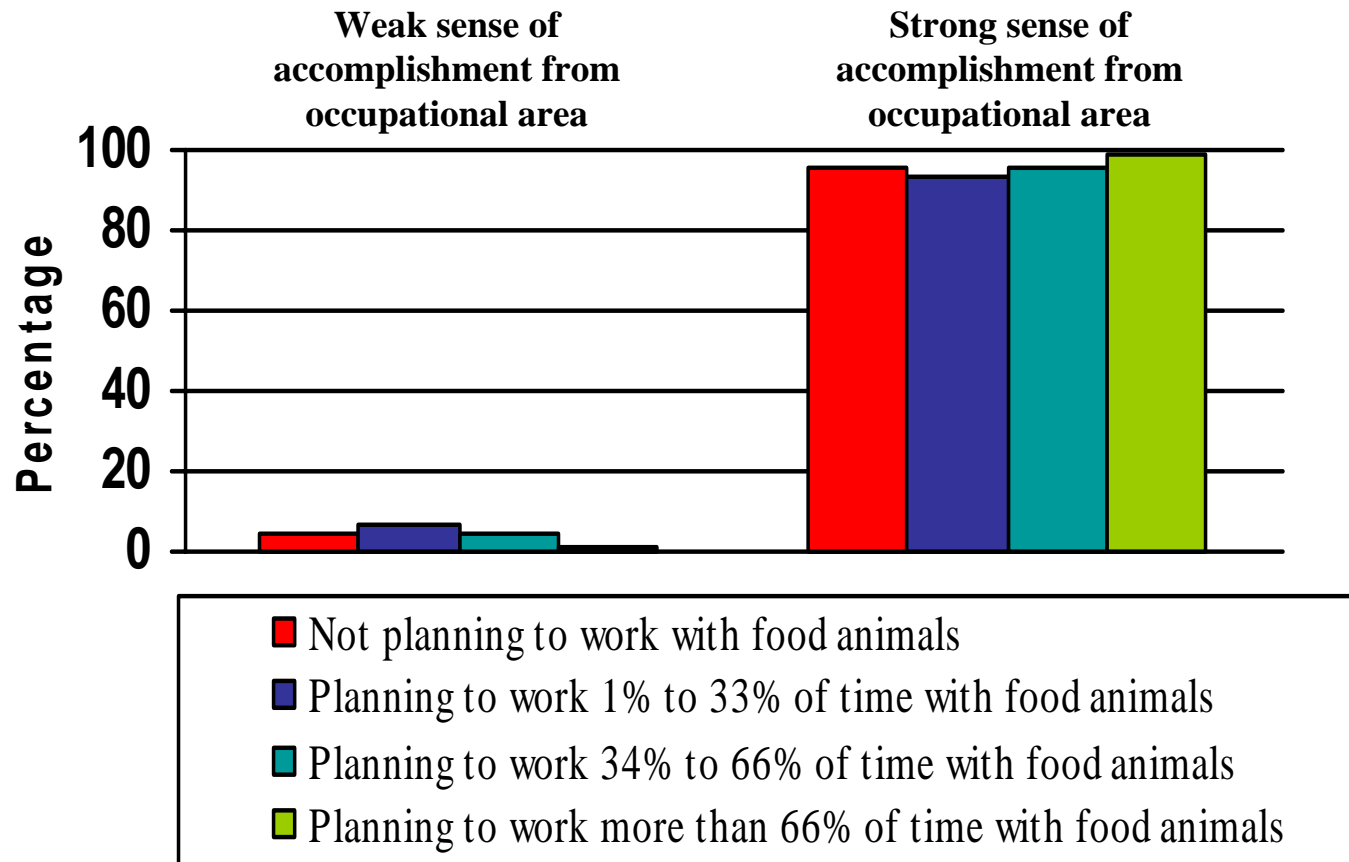
- **All students report high levels of satisfaction with their planned occupational area in veterinary medicine and they anticipate a strong sense of accomplishment in their selected careers.**
- **Students also report that people important to them view their planned occupational area favorably.**
- **Those students planning to work the most with food animals report a greater sense of commitment to their planned occupational area and a lower likelihood of changing occupational areas within 5 years.**

# Students are satisfied with their choice of occupational area and the level of satisfaction is not significantly different between groups.



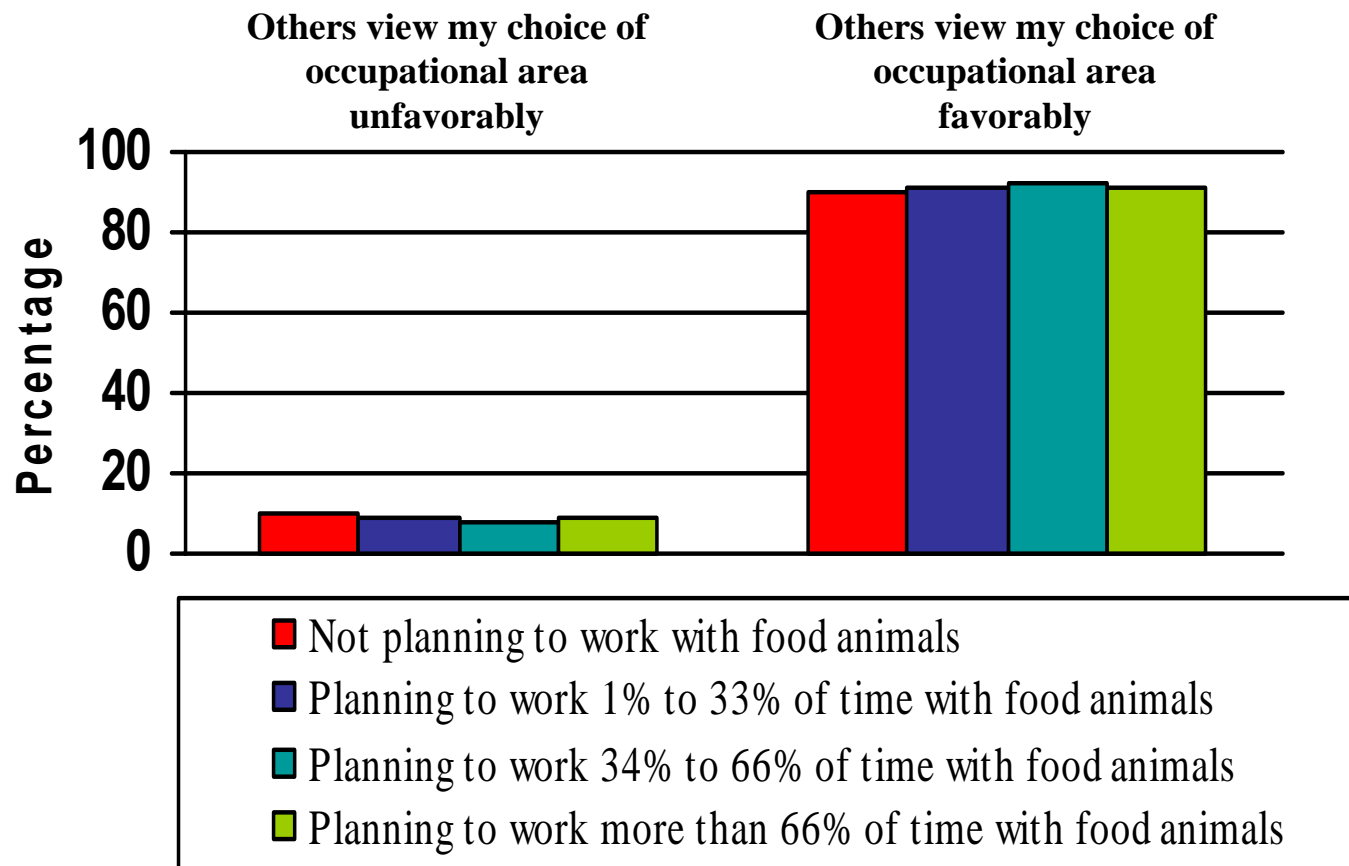
**Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q3 (I am very satisfied with choosing this occupational area in veterinary medicine).**

## Students anticipate a strong sense of accomplishment from their chosen occupational area and the level is not significantly different between groups.



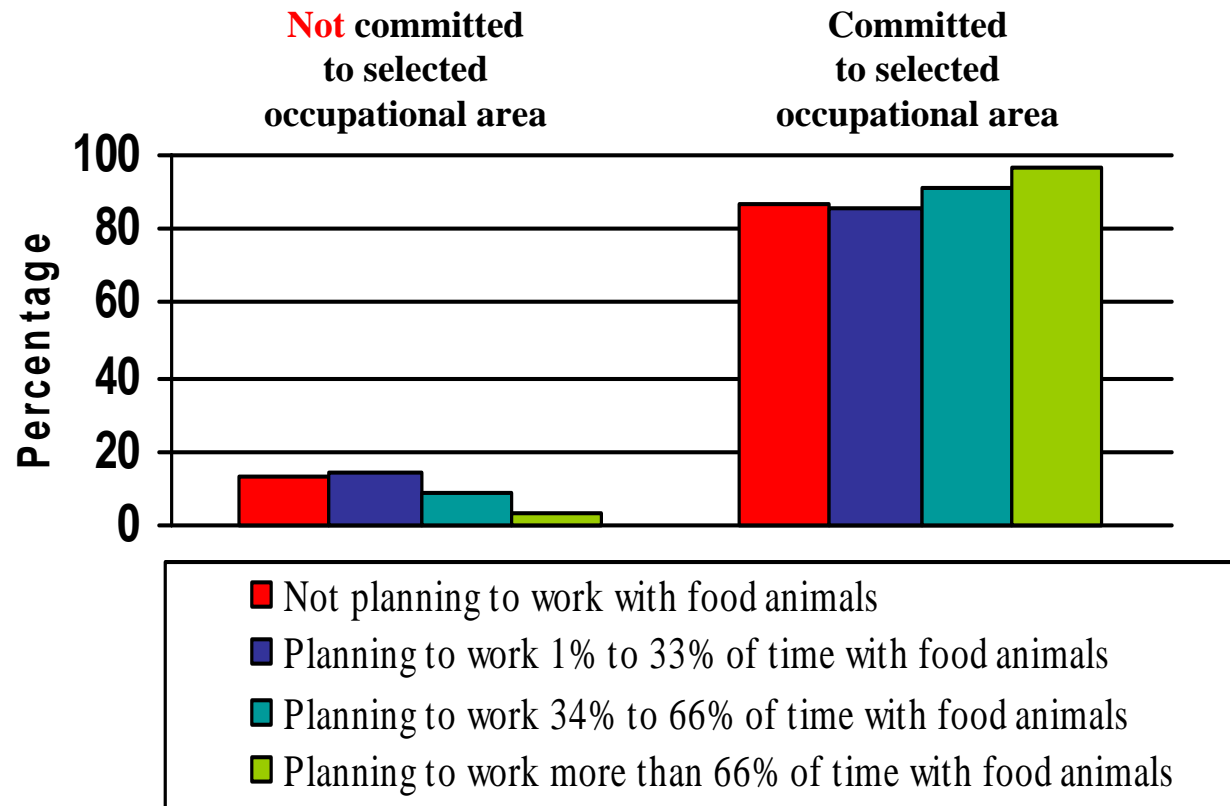
**Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q6 (My planned occupational area in veterinary medicine will give me a strong sense of accomplishment).**

**Students report that their planned occupational area is viewed favorably by people important to them and the level is not significantly different between groups.**



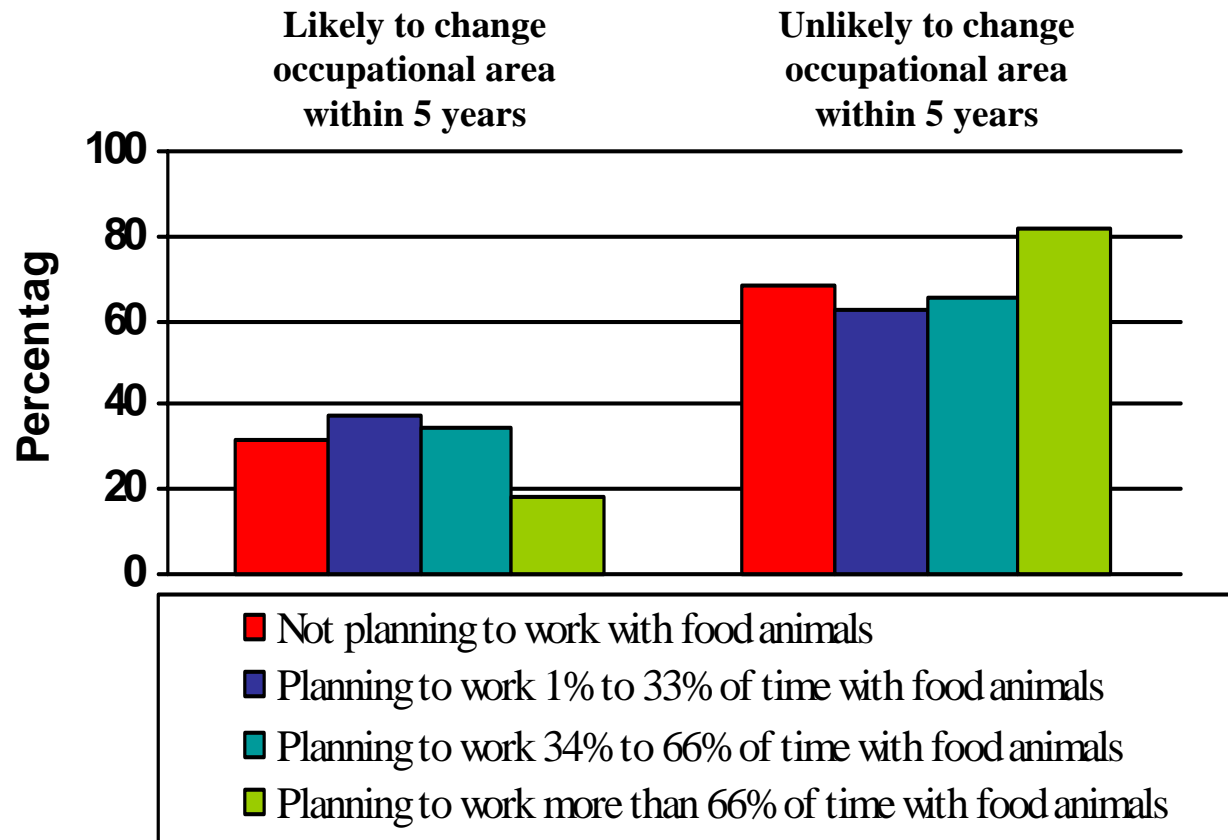
**Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q7 (People that are important to me view my choice of occupational areas in veterinary medicine favorably ).**

**Overall commitment to occupational area is high, but students planning to work with food animal students report being more committed to that occupation than non-food animal students' level of commitment to their selected area.**



**Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q4 (I am very committed to this occupational area in veterinary medicine for the next five years).**

**Overall predicted occupational area switching rates are low, but students planning to work the most with food animals report being less likely to change career areas than students planning non-food animal careers.**

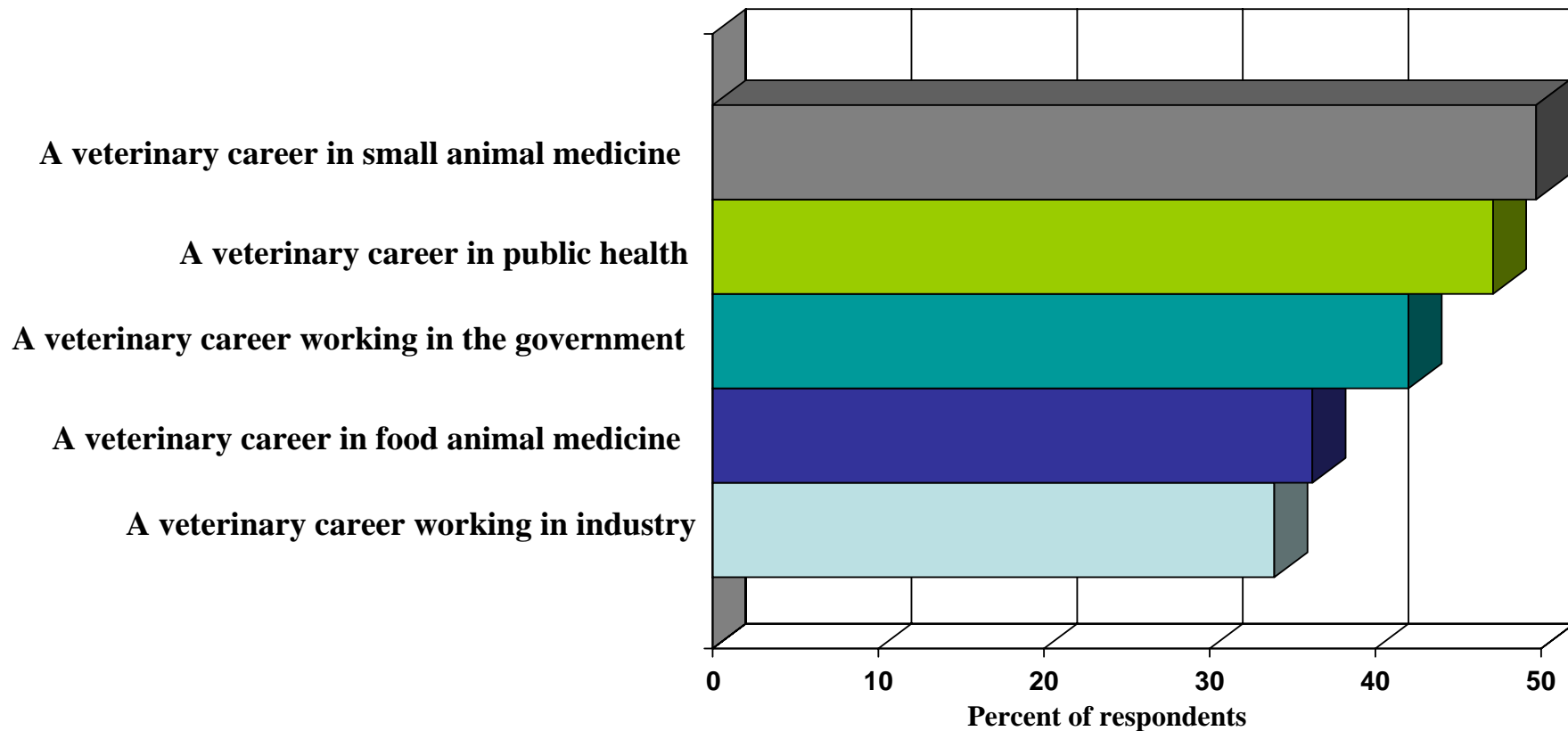


**Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q5 (I am unlikely to change to another occupational area in veterinary medicine in the next five years).**

# Career Area Prestige

Among all first year veterinary student respondents

% of respondents indicating “agree” and “very strongly agree” that the career area is very prestigious



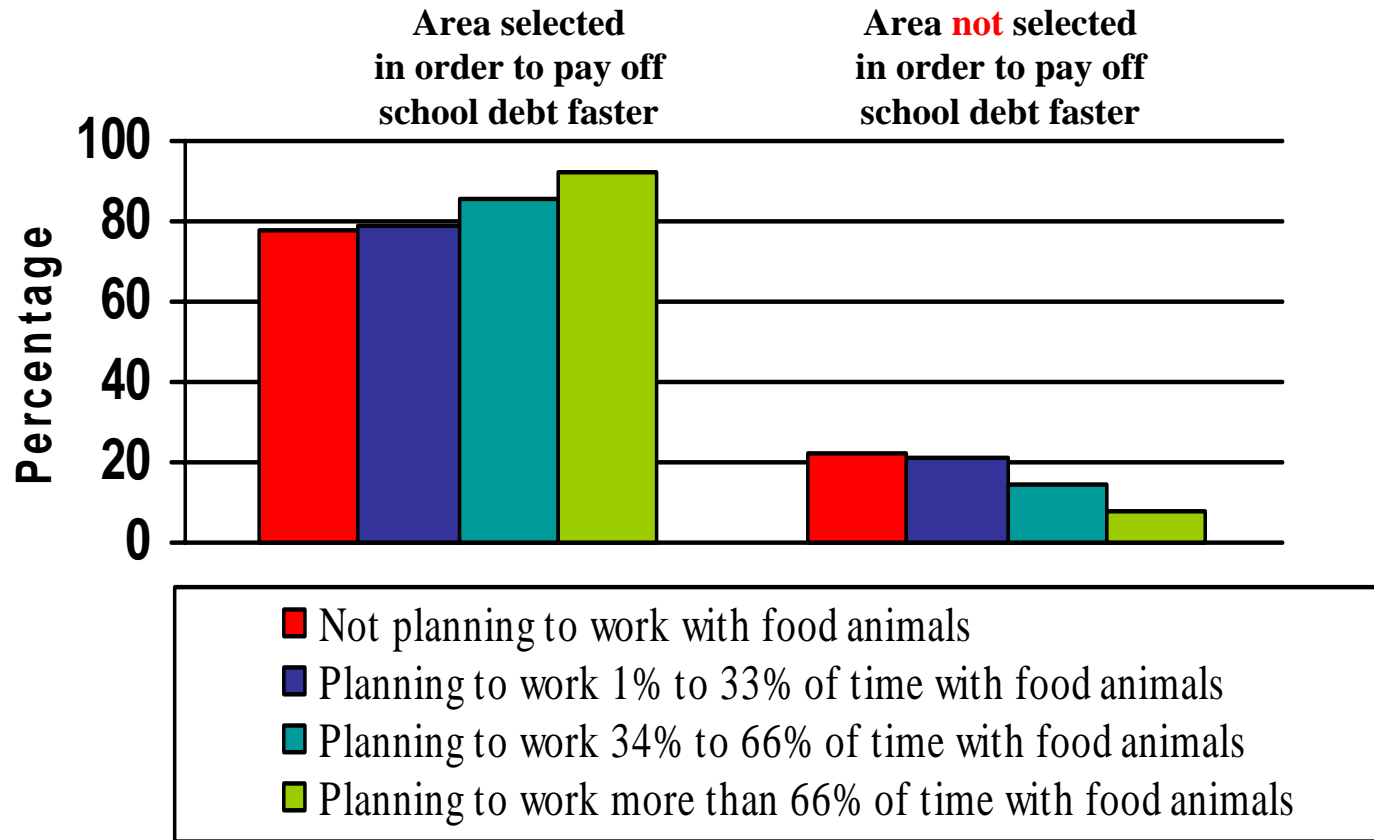
# Career Area Decision Factors

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Among all first year veterinary student respondents

- **In general, students planning to go into a food animal career were less concerned about money related issues and less materialistic than non-food animal students.**
- **Students perceiving that food animal veterinary medicine would limit the use of their medical skills and training were more likely to plan non-food careers.**
- **Students planning food animal careers were less concerned about flexible work hours, on call hours, working nights and weekends, and vacation time than non-food animal students.**
- **Students not attracted to a rural lifestyle were more likely to plan a non-food animal career.**
- **Negative perceptions of the amount of physical work and chance for injury involved with food animal medicine are associated with students who plan non-food animal careers.**
- **Students concerned about animal welfare and who perceive food animal medicine as too profit oriented were more likely to be planning non-food animal careers.**

**The students planning to work the most with food animals report being less likely to have selected their planned occupational area because it allowed them to pay off their student debt faster.**

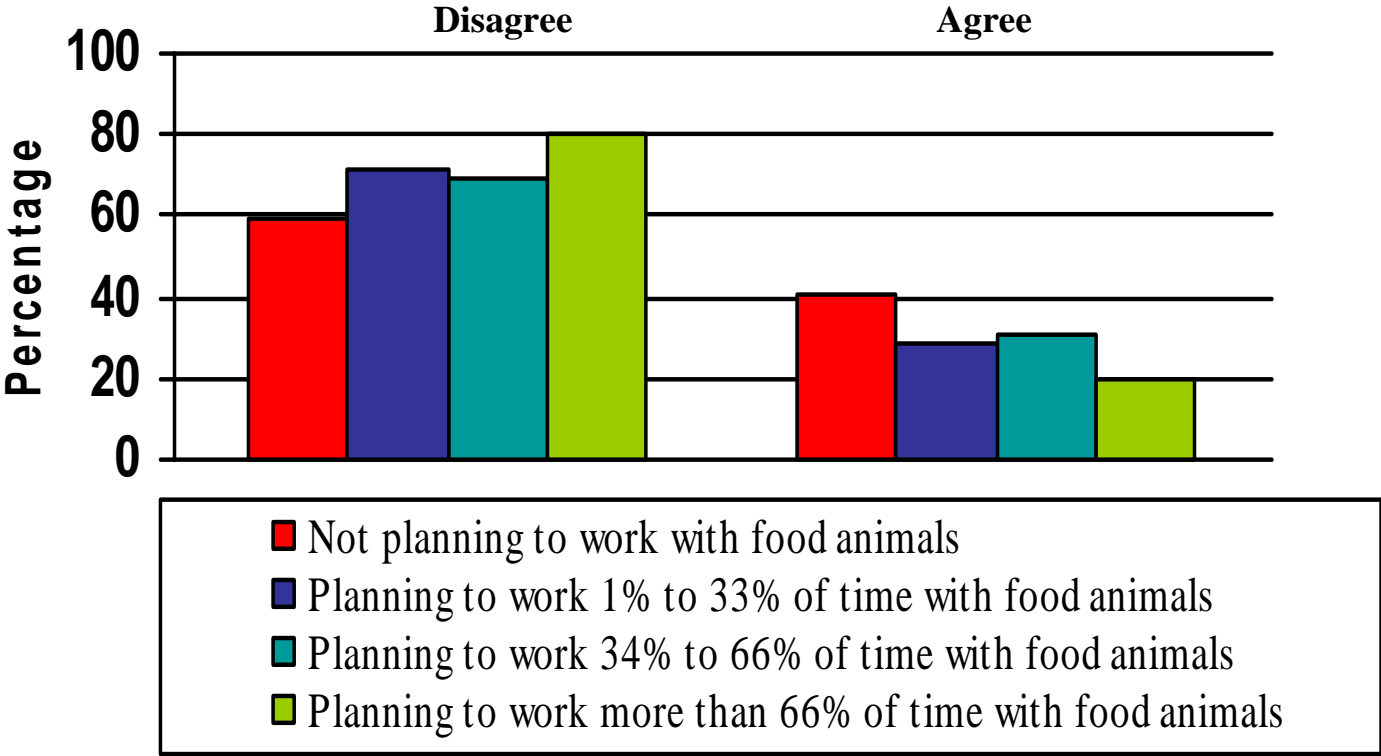


**Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q14 (I selected an occupational area in veterinary medicine because it allows me to pay my veterinary school debt off faster).**

**The students planning to work the most with food animals report requiring lower salary levels in order to live the lifestyle they want.**

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“The lifestyle I want to lead requires that I make much more than the average veterinarian”

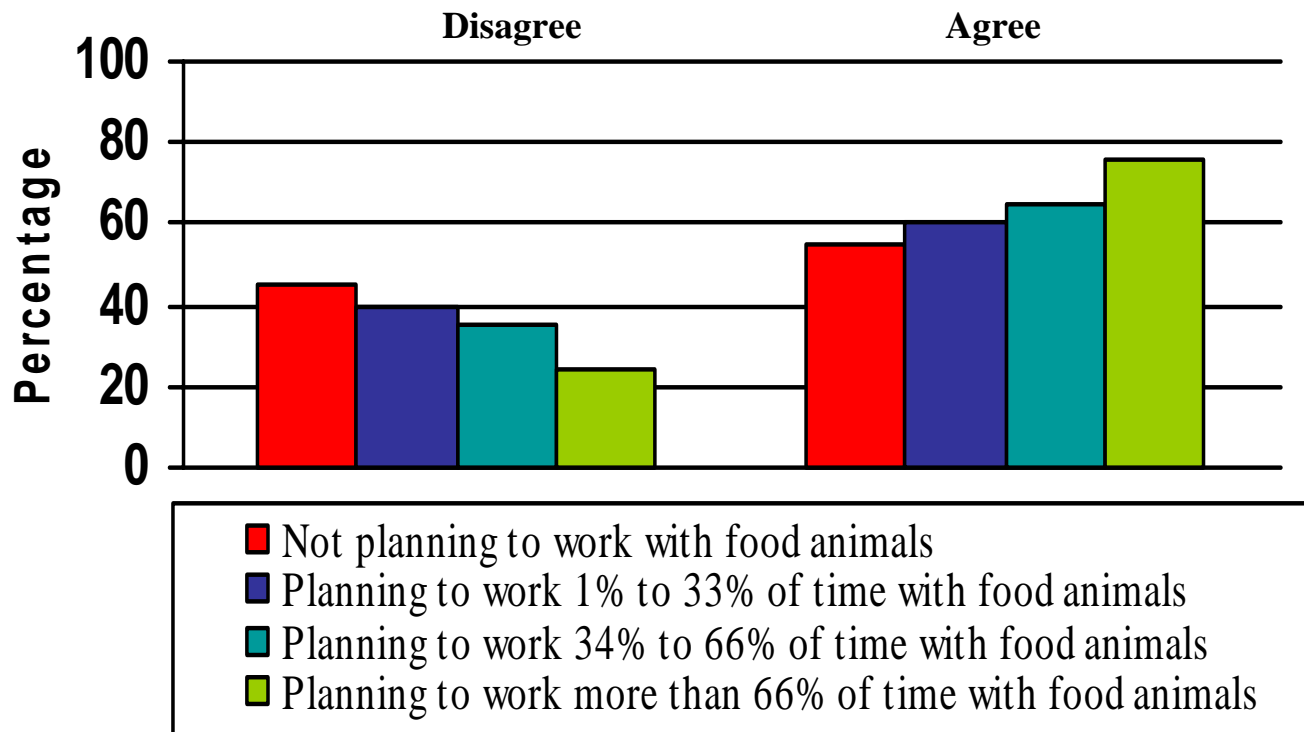


**Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q15 (The lifestyle I want to lead requires that I make much more than the average veterinarian).**

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# The students planning to work the most with food animals report being less materialistic.

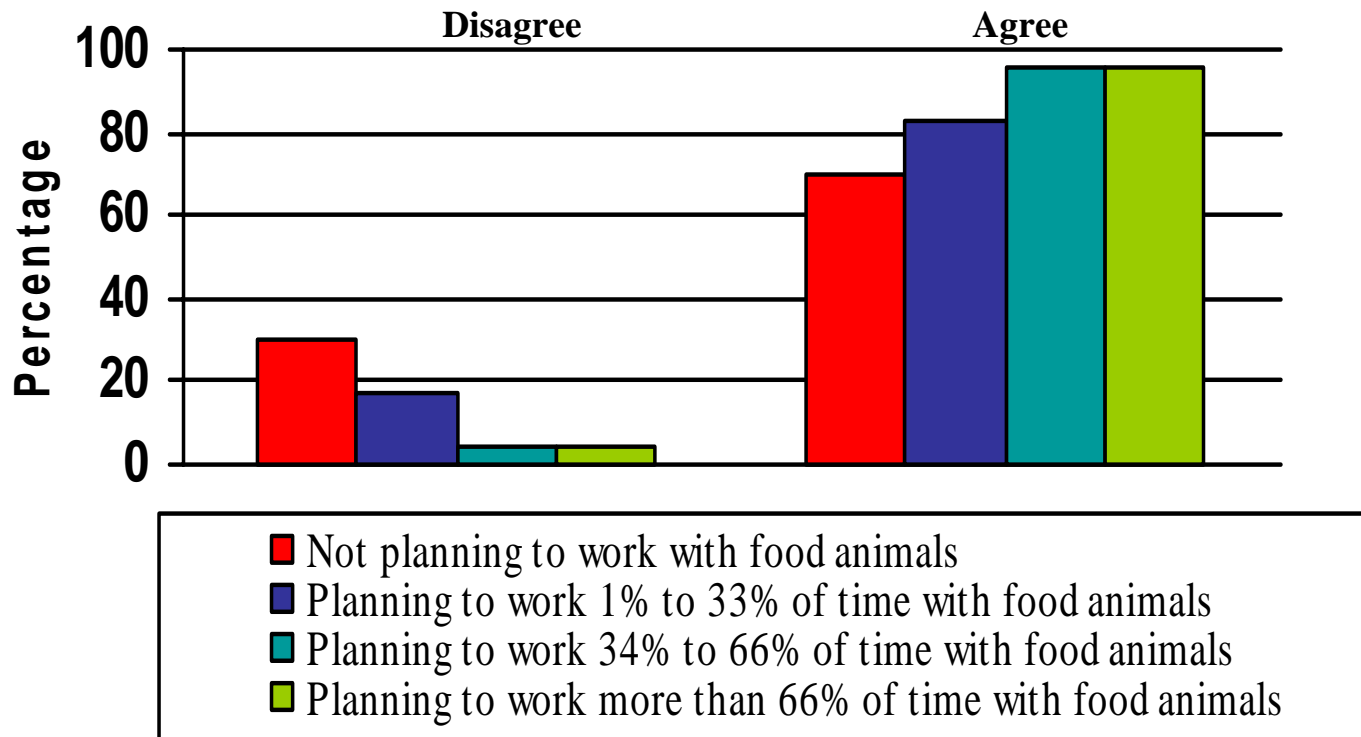
“I put much less emphasis on material things than most people I know ”



**Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q16 (I put much less emphasis on material things than most people I know).**

## Students not planning to work with food animals are more likely to perceive food animal medicine as less intellectually challenging than companion animal medicine.

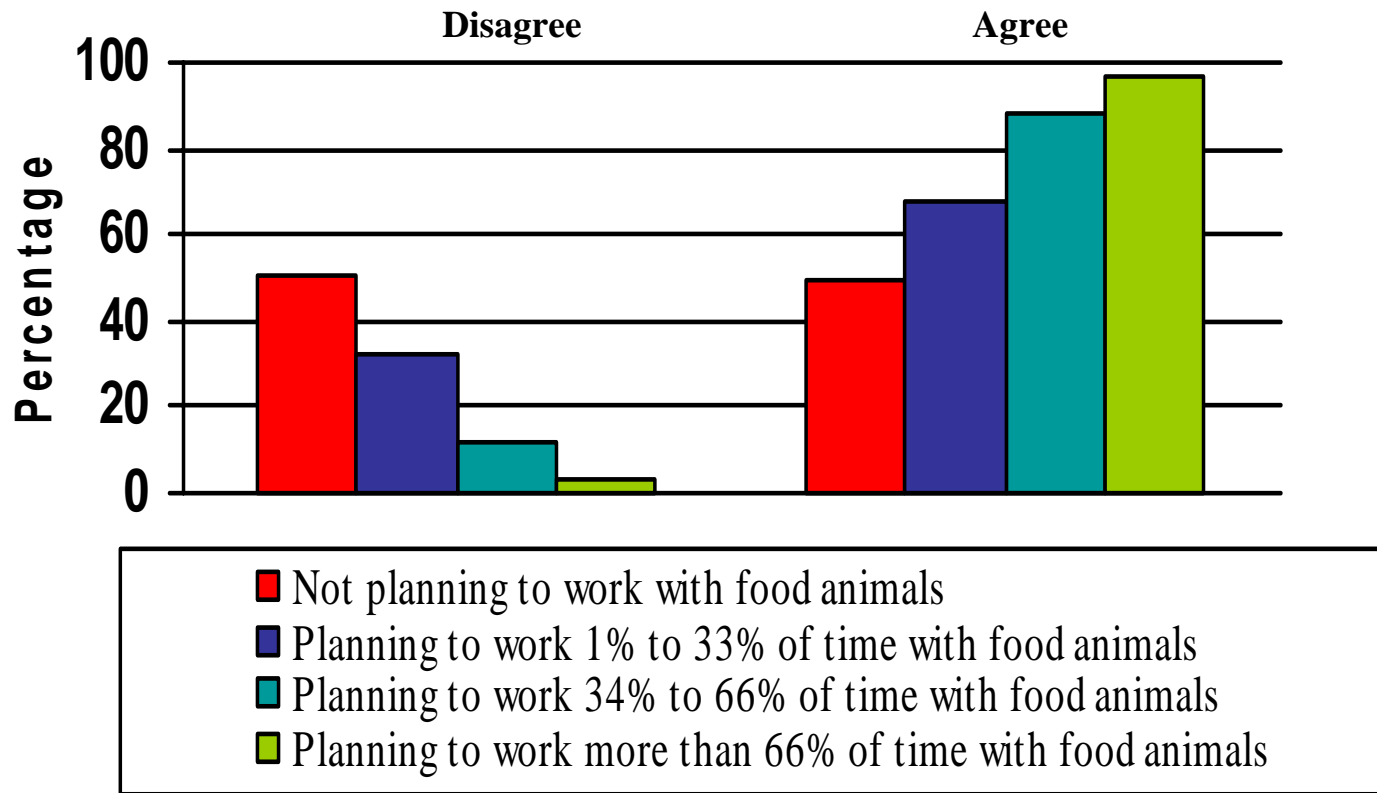
“A career in food animal medicine is as intellectually challenging as companion animal medicine”



**Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q23 (A career in food animal medicine is as intellectually challenging as companion animal medicine).**

# Students avoiding work with food animals are more likely to perceive food animal medicine as not using their full breadth of medical knowledge.

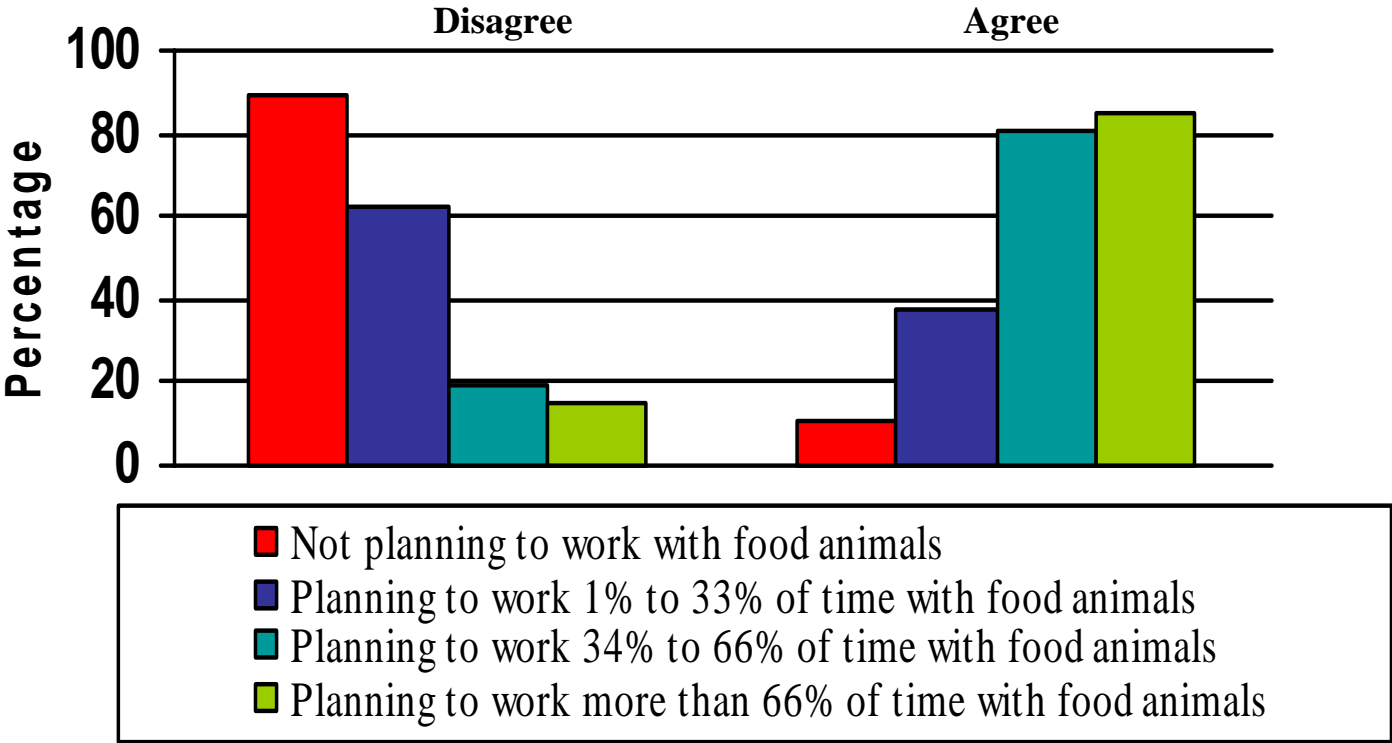
“Food animal veterinary medicine would allow me to fully utilize my medical knowledge ”



Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q24 (Food animal veterinary medicine would allow me to fully utilize my medical knowledge).

**Students planning to work with food animals are more likely to desire a veterinary career involving the protection of the nation’s food supply.**

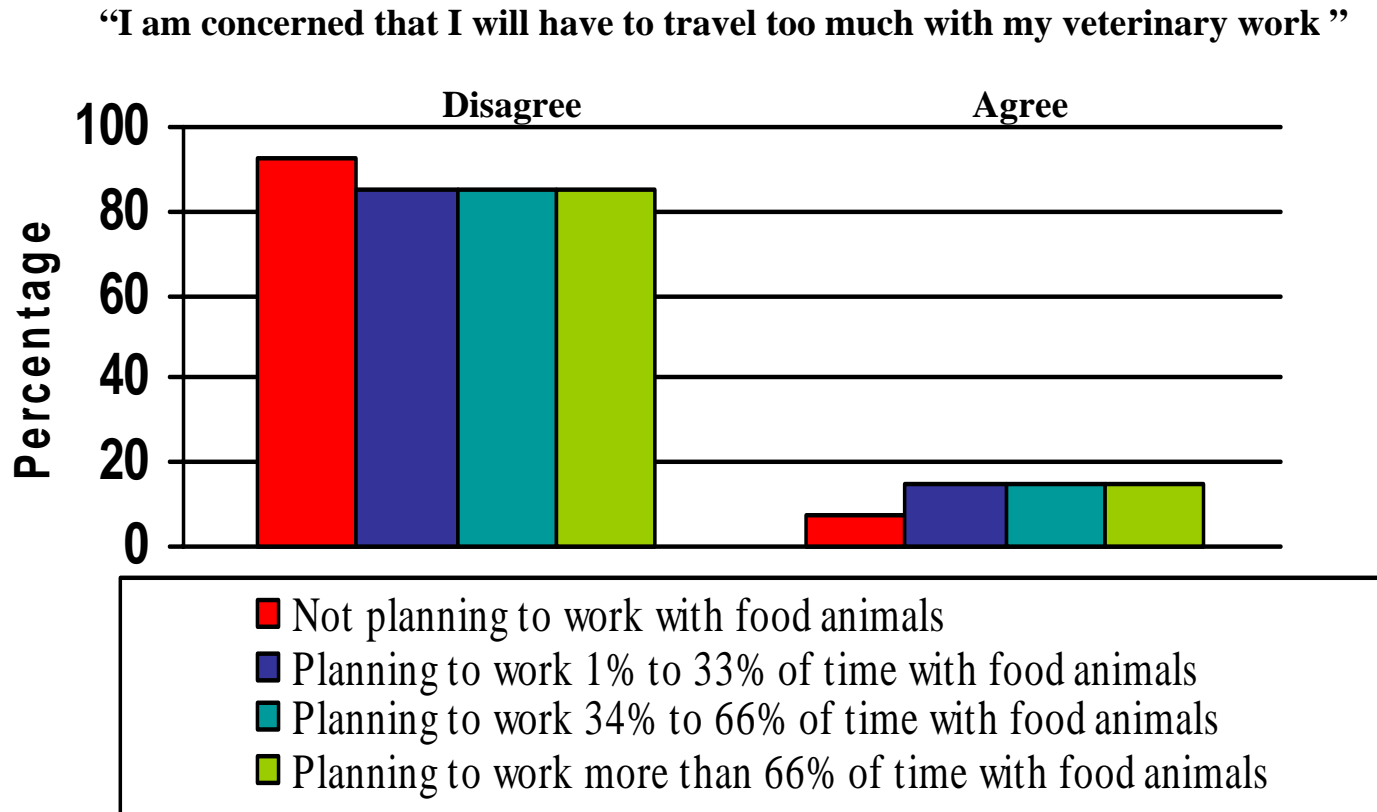
“I desire a job that allows me to help protect the nation's food supply ”



**Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q25 (I desire a job that allows me to help protect the nation's food supply ).**

## Students not planning to work with food animals are less likely to be concerned about work related travel.

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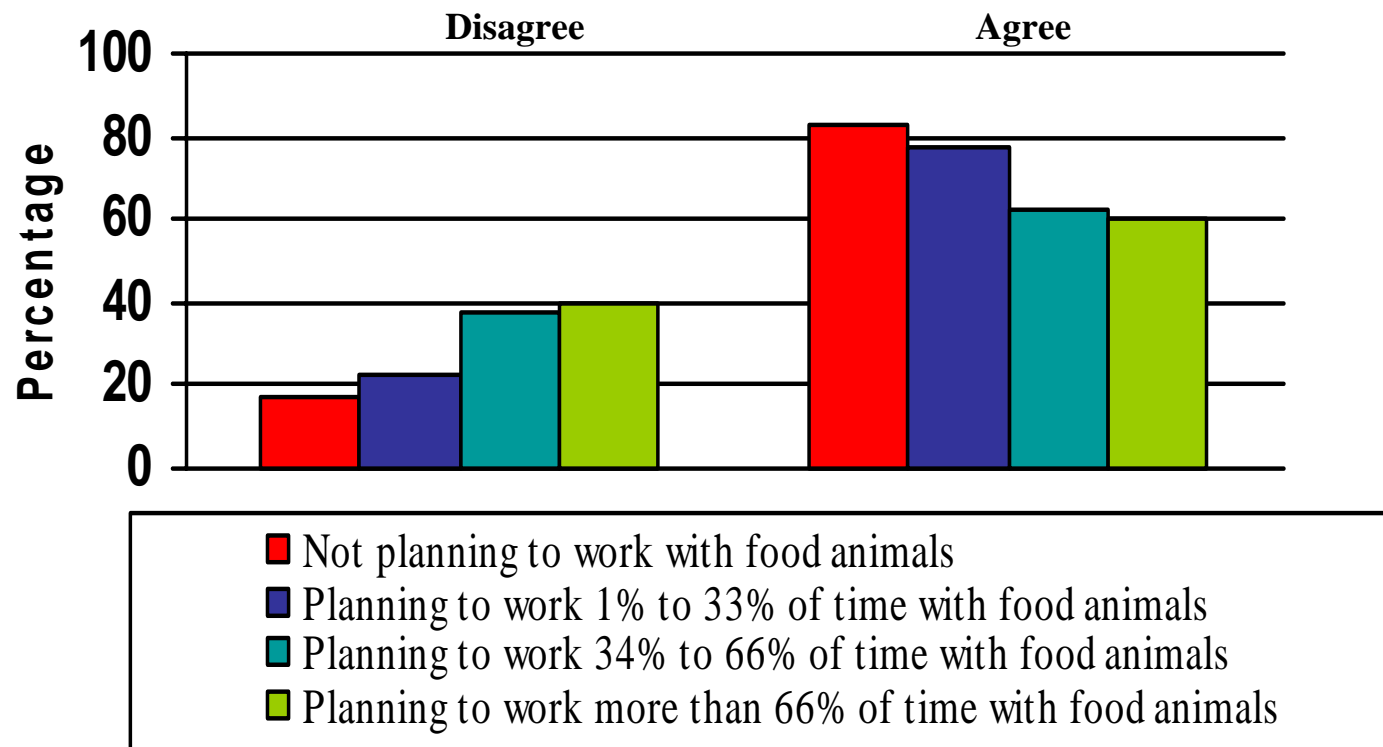
**Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q31 (I am concerned that I will have to travel too much with my veterinary work).**

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## Students not planning to work with food animals are more concerned about work schedule flexibility.

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“I want a veterinary career where I can control the number of hours I work and when I work them ”

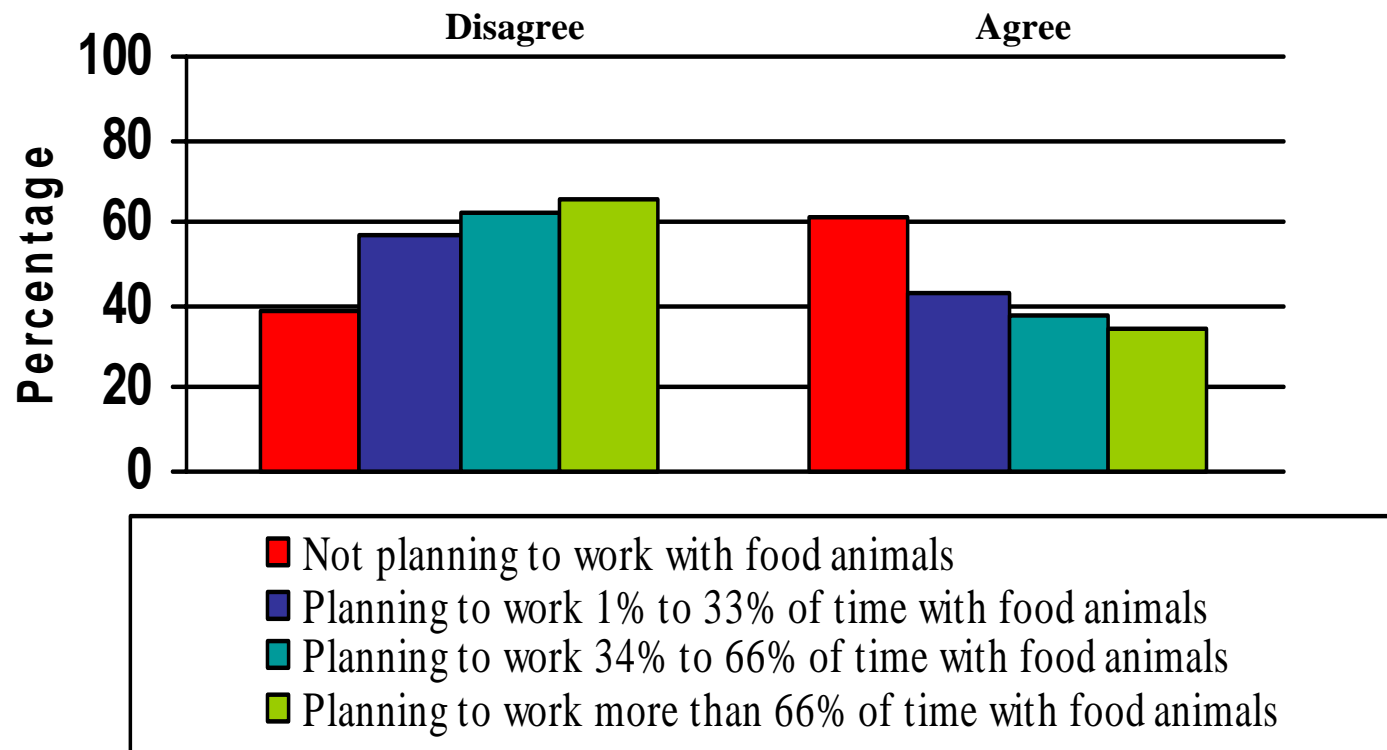


**Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q33 (I want a veterinary career where I can control the number of hours I work and when I work them).**

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## Students not planning to work with food animals are more concerned about working on call hours.

“I do not want to be on call very often in my occupational area in veterinary medicine”

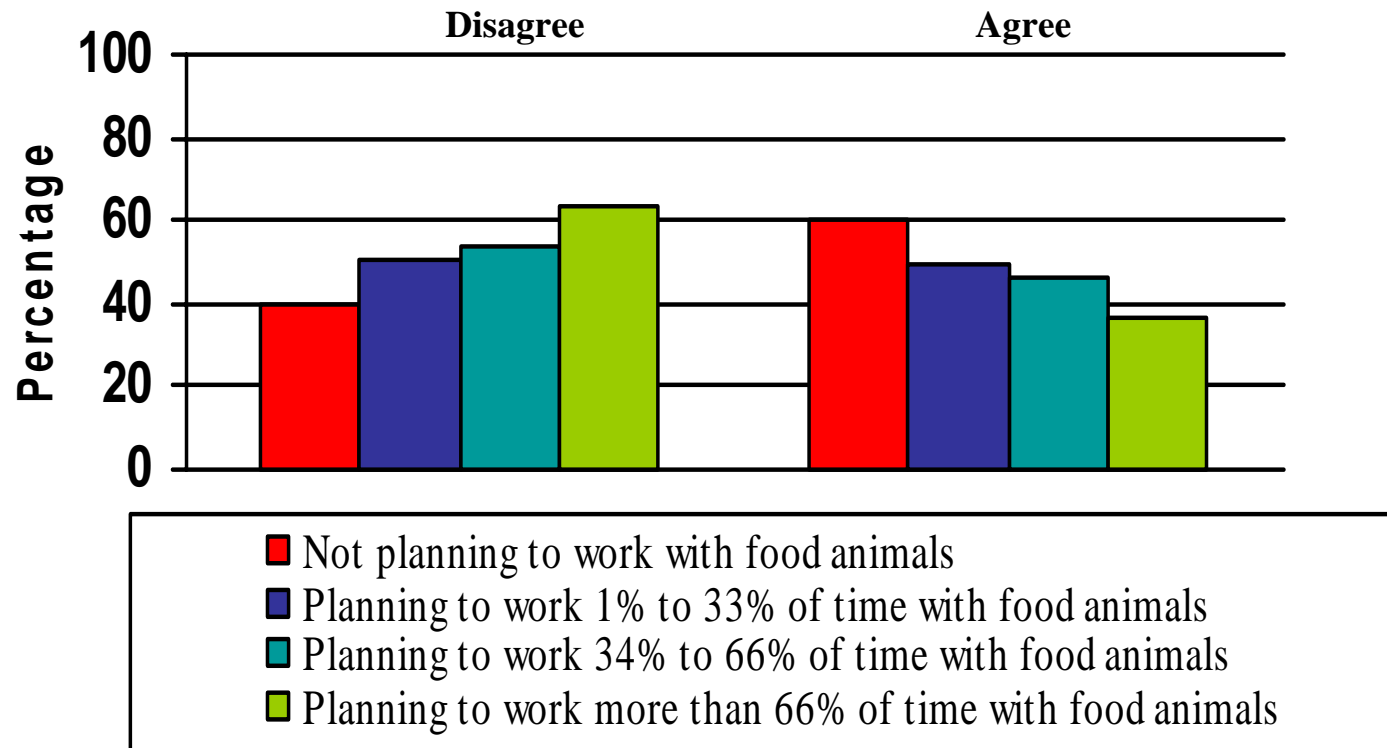


Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q34 (I do not want to be on call very often in my occupational area in veterinary medicine).

## Students not planning to work with food animals are more concerned about vacation time.

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“Frequent vacation time from my veterinary job is very important to me ”

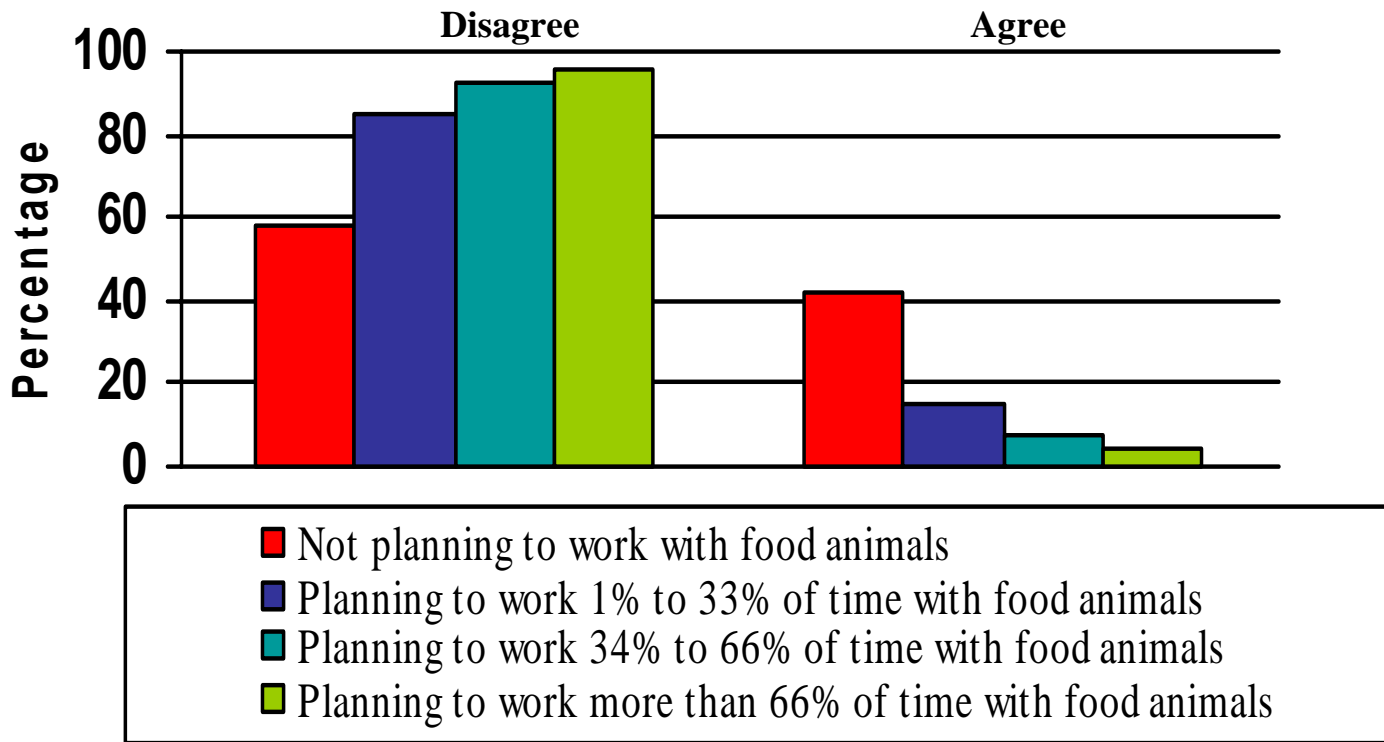


Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q35 (Frequent vacation time from my veterinary job is very important to me ).

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**Students not planning to work with food animals are more likely to agree that rural areas lack adequate recreational and cultural opportunities.**

**“Rural areas do not have enough recreational or cultural amenities to satisfy me”**

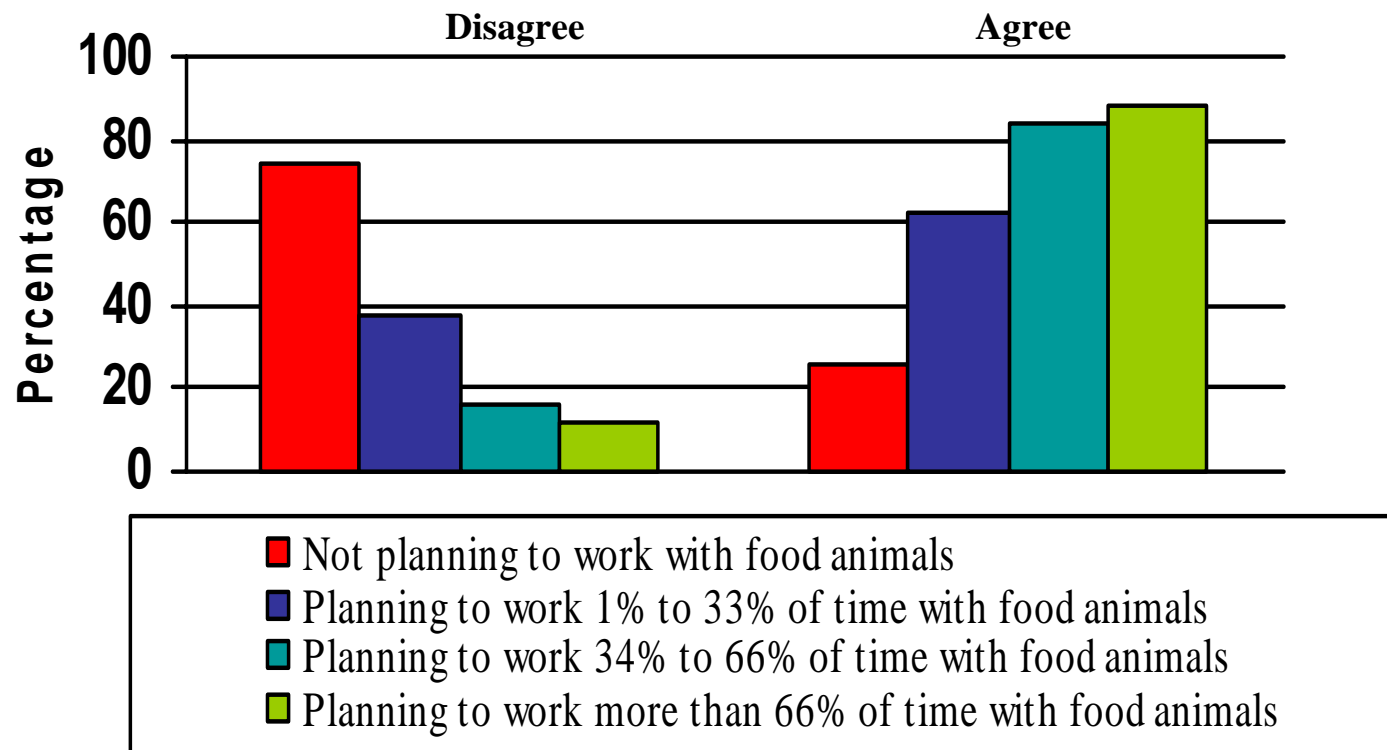


**Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q36 (Rural areas do not have enough recreational or cultural amenities to satisfy me).**

## Students planning to work with food animals are more likely to want to live a rural lifestyle.

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“I want to practice the type of veterinary medicine that would let me live a rural lifestyle ”

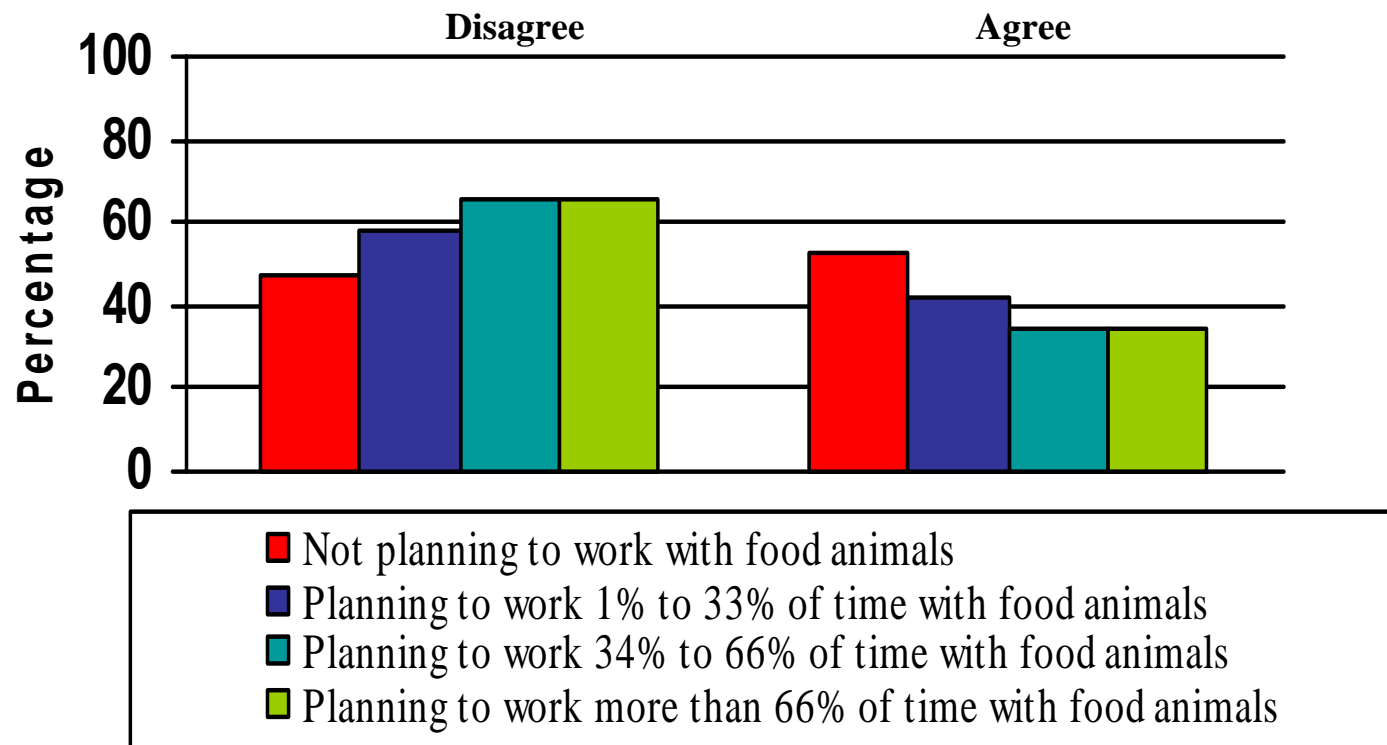


Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q37 (I want to practice the type of veterinary medicine that would let me live a rural lifestyle).

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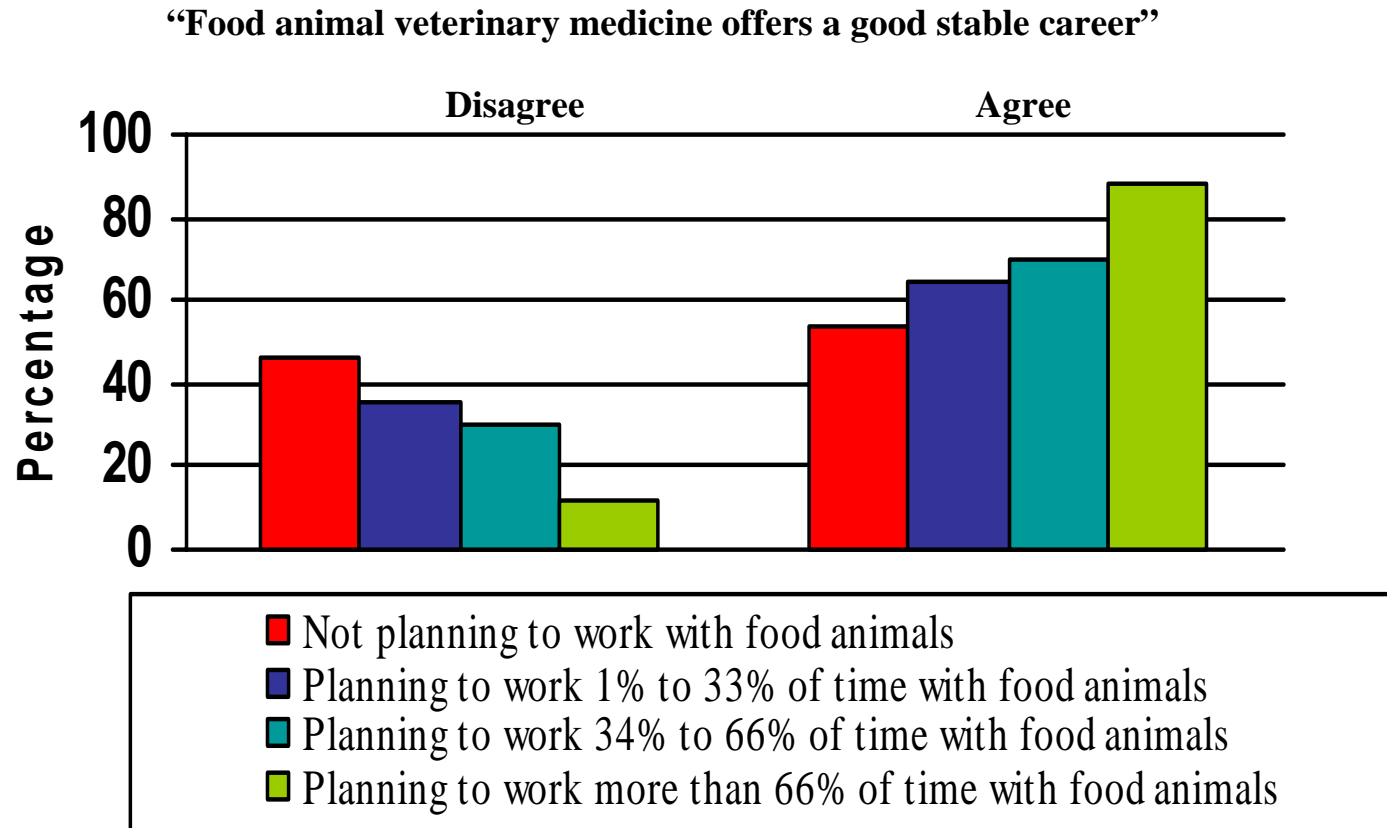
## Students not planning to work with food animals are more likely to be apprehensive about working nights and weekends.

“I would be upset if I had to regularly work nights or weekends in my veterinary career”



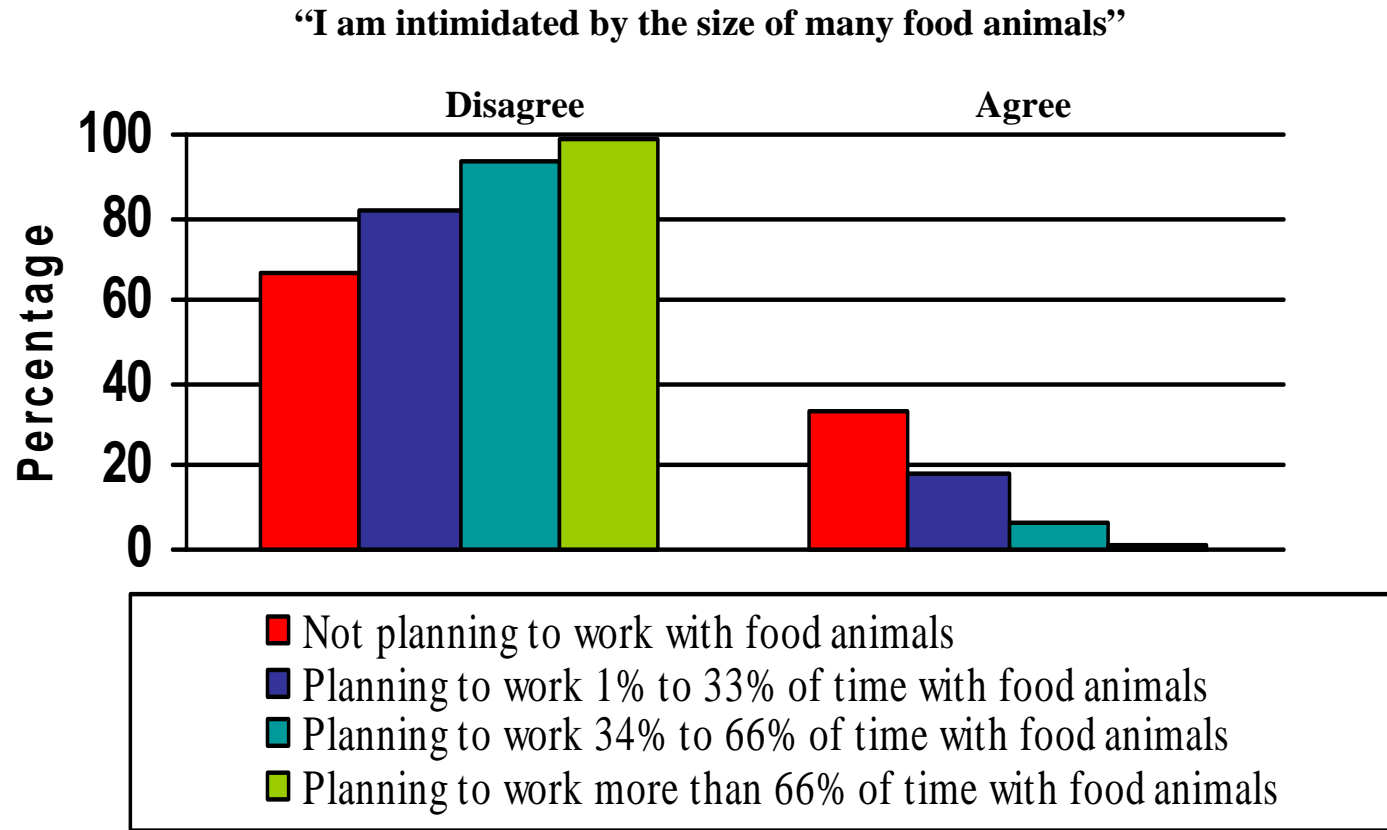
Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q38 (I would be upset if I had to regularly work nights or weekends in my veterinary career).

## Students planning to work with food animals are more likely to agree that food animal medicine offers stable career opportunities.



Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q41 (Food animal veterinary medicine offers a good stable career).

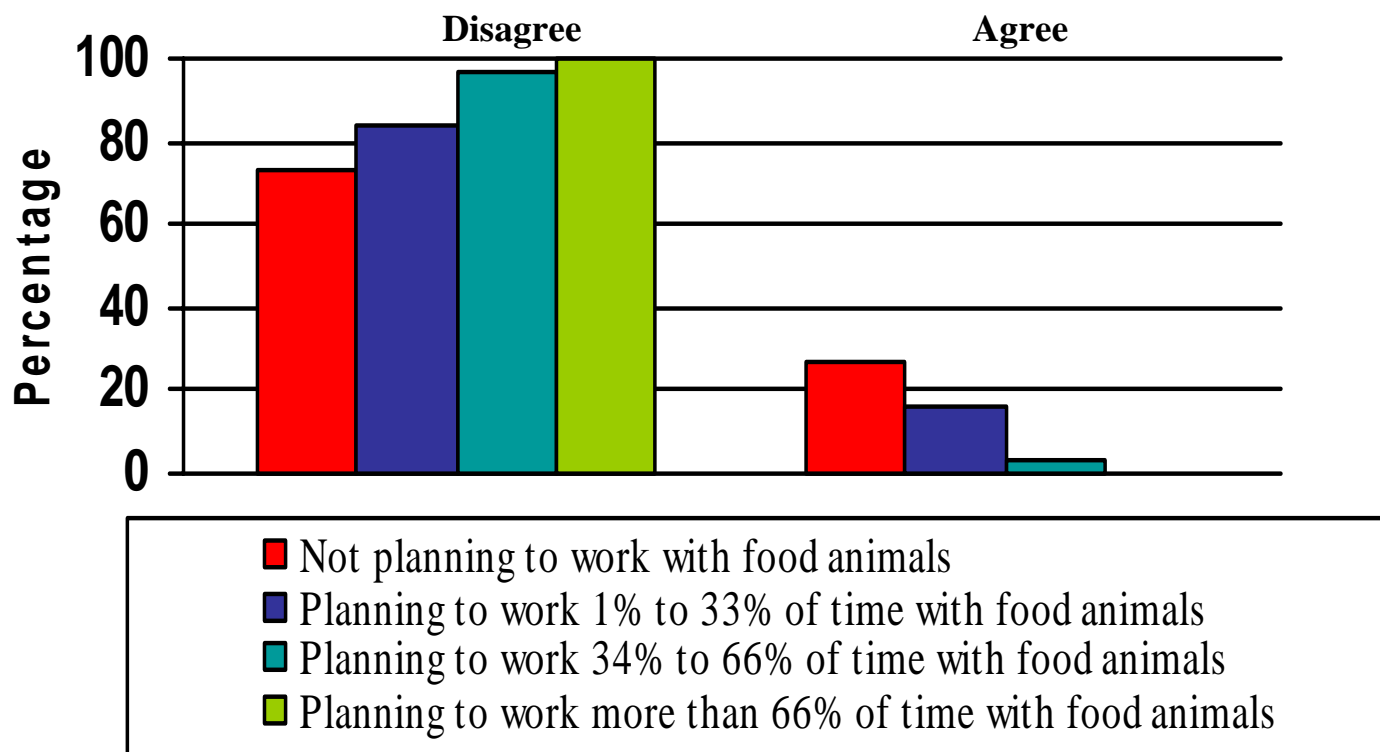
## Students not planning to work with food animals are more likely to be intimidated by the size of large animals.



**Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q44 (I am intimidated by the size of many food animals).**

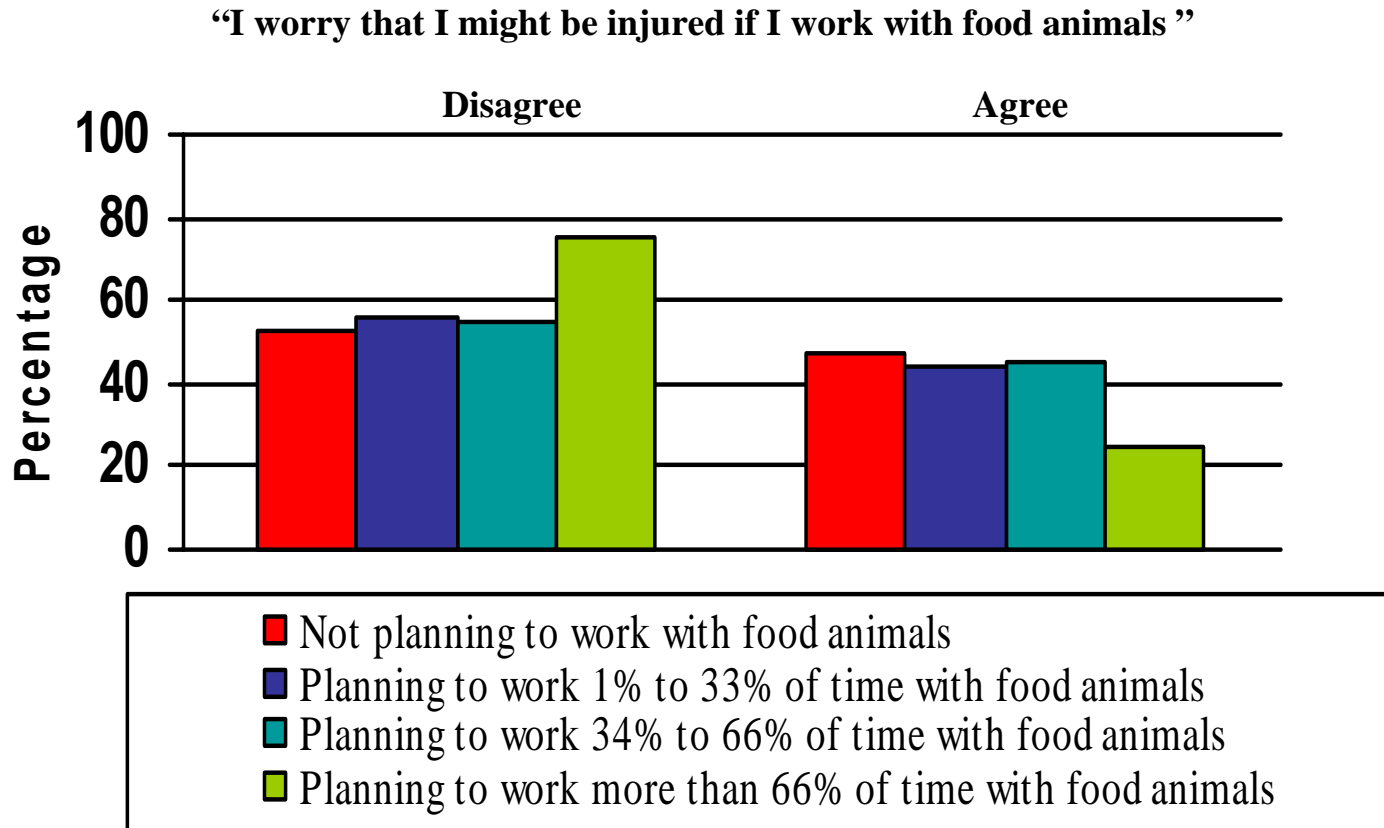
## Students not planning to work with food animals are more likely to dislike the physical work involved with food animal veterinary medicine.

“I dislike the amount of physical work required of food animal veterinarians”



Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q45 (I dislike the amount of physical work required of food animal veterinarians).

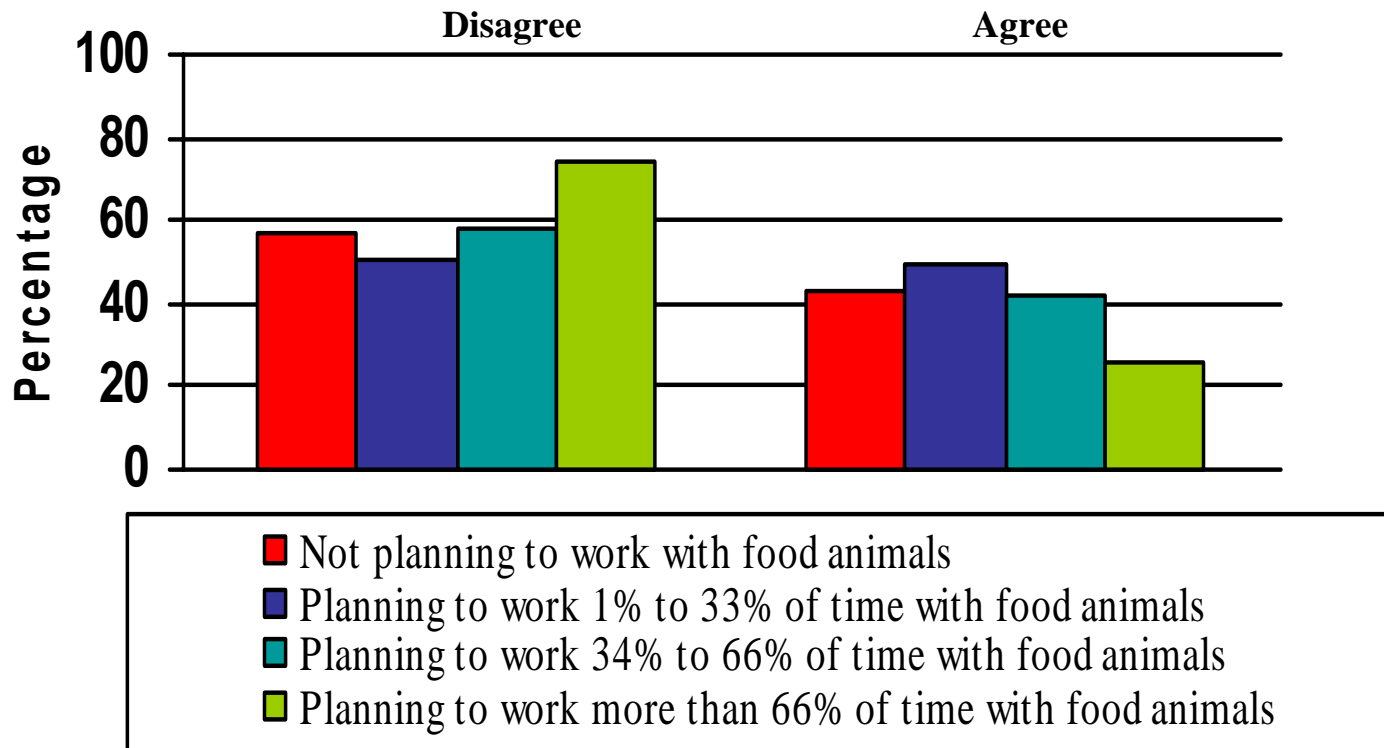
## Students planning to work the most with food animals are less concerned that they may be injured working with food animals.



**Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q46 (I worry that I might be injured if I work with food animals ).**

## Students planning to work the most with food animals are less concerned that they will be unable to work with large animals when older.

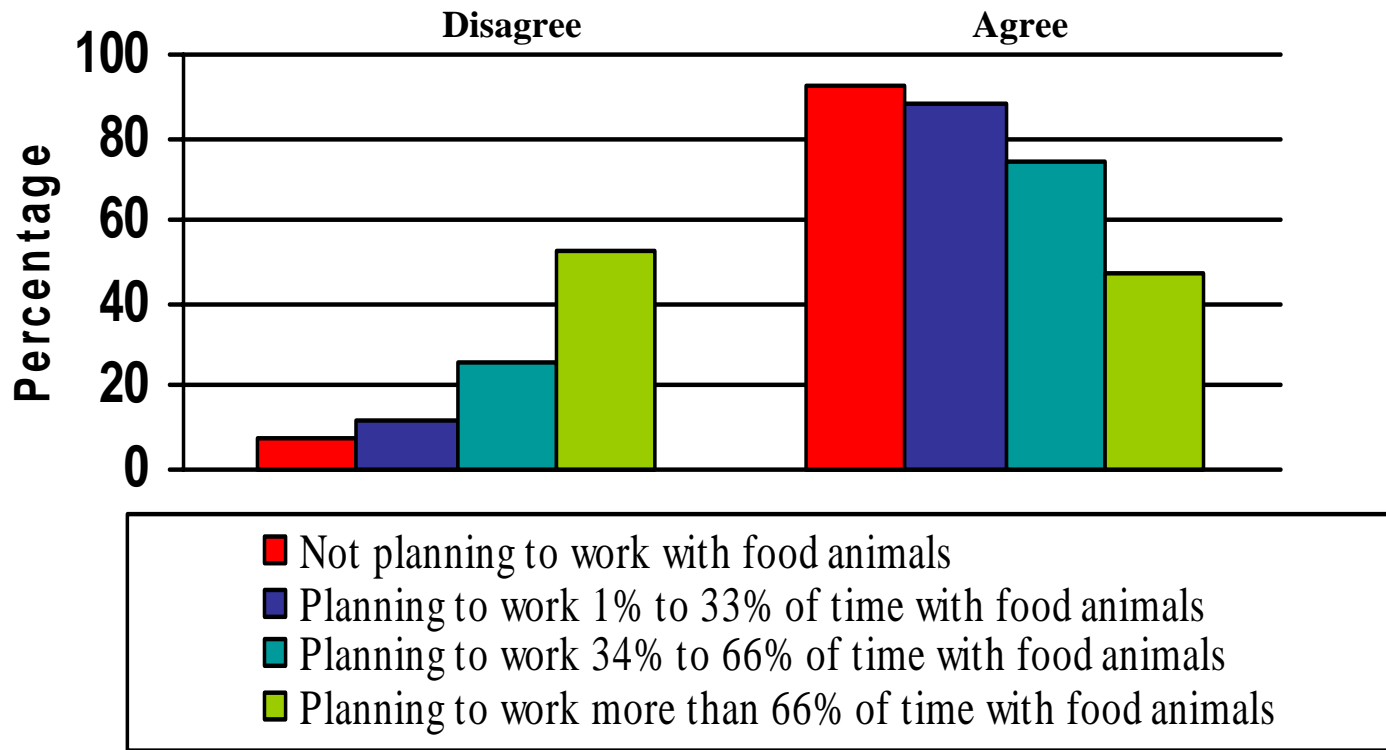
“I worry that I will be physically unable to deal with large food animals when I am older”



Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q47 (I worry that I will be physically unable to deal with large food animals when I am older).

## Students not planning to work with food animals are more likely to have had their career choice influenced by the human-pet bond.

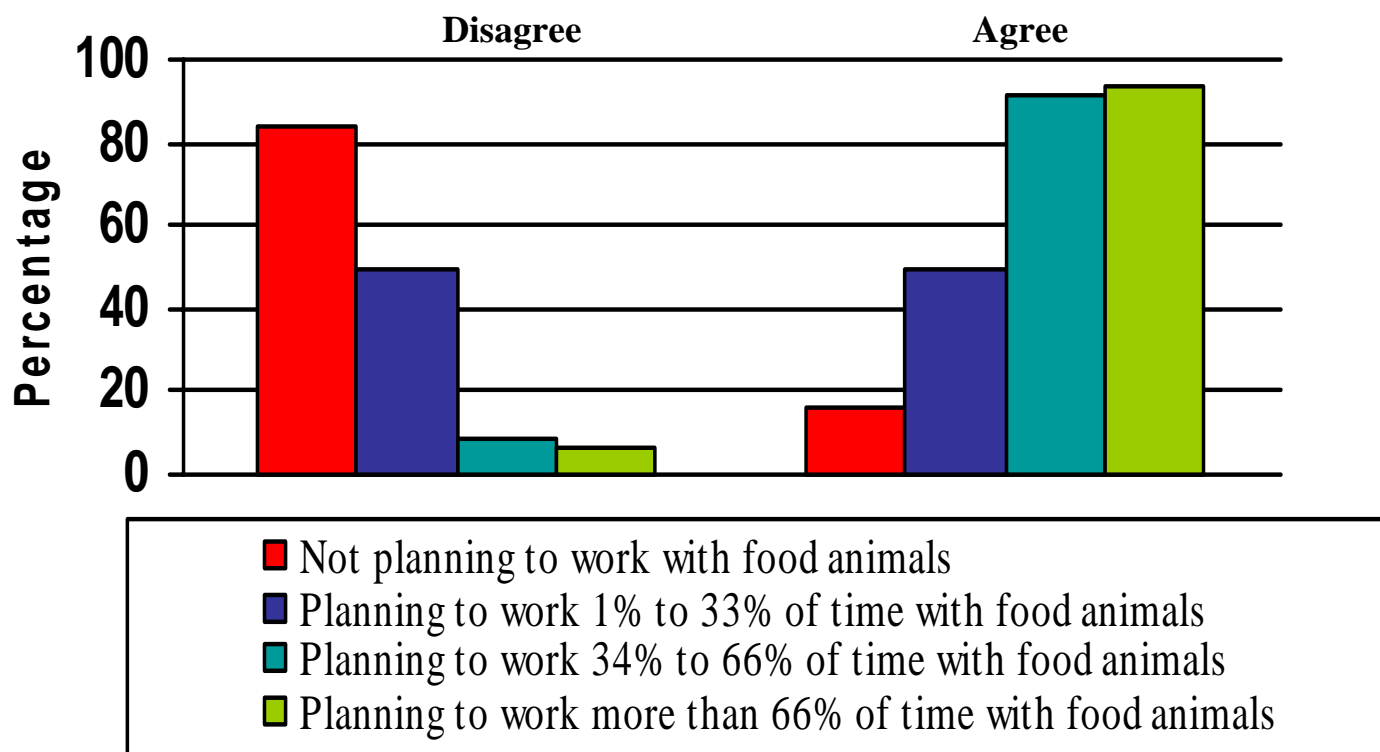
“The bond between humans and their pets is a big part of my interest in veterinary medicine”



**Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q48 (The bond between humans and their pets is a big part of my interest in veterinary medicine).**

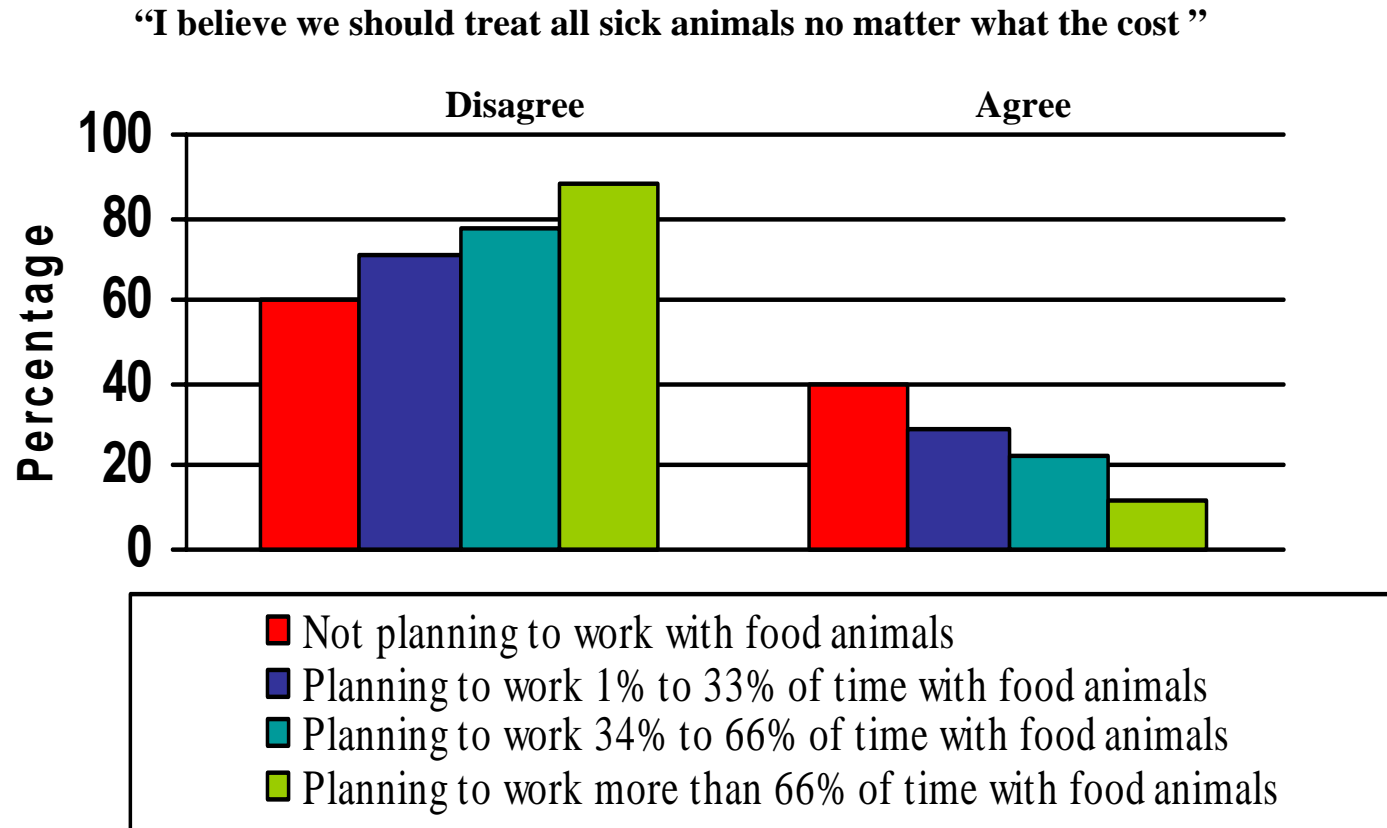
## Students planning to work with food animals are more likely to find herd/flock veterinary activities appealing.

“The thought of caring for herds/flocks of food animals is very appealing to me ”



Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q49 (The thought of caring for herds/flocks of food animals is very appealing to me ).

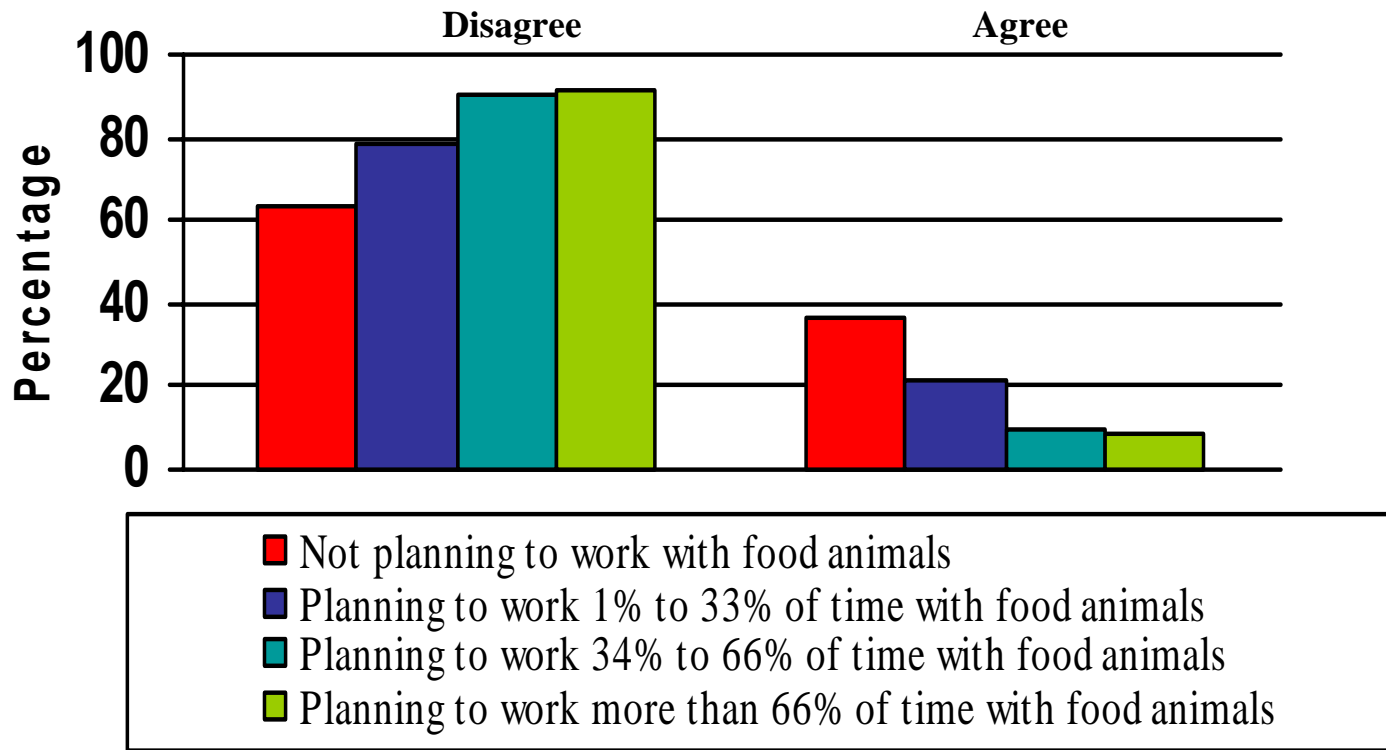
## Students not planning to work with food animals are more likely to believe that all sick animals should be treated, regardless of treatment cost.



Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q50 (I believe we should treat all sick animals no matter what the cost).

# Students not planning to work with food animals are more likely to believe that food animal veterinary medicine is too profit motivated.

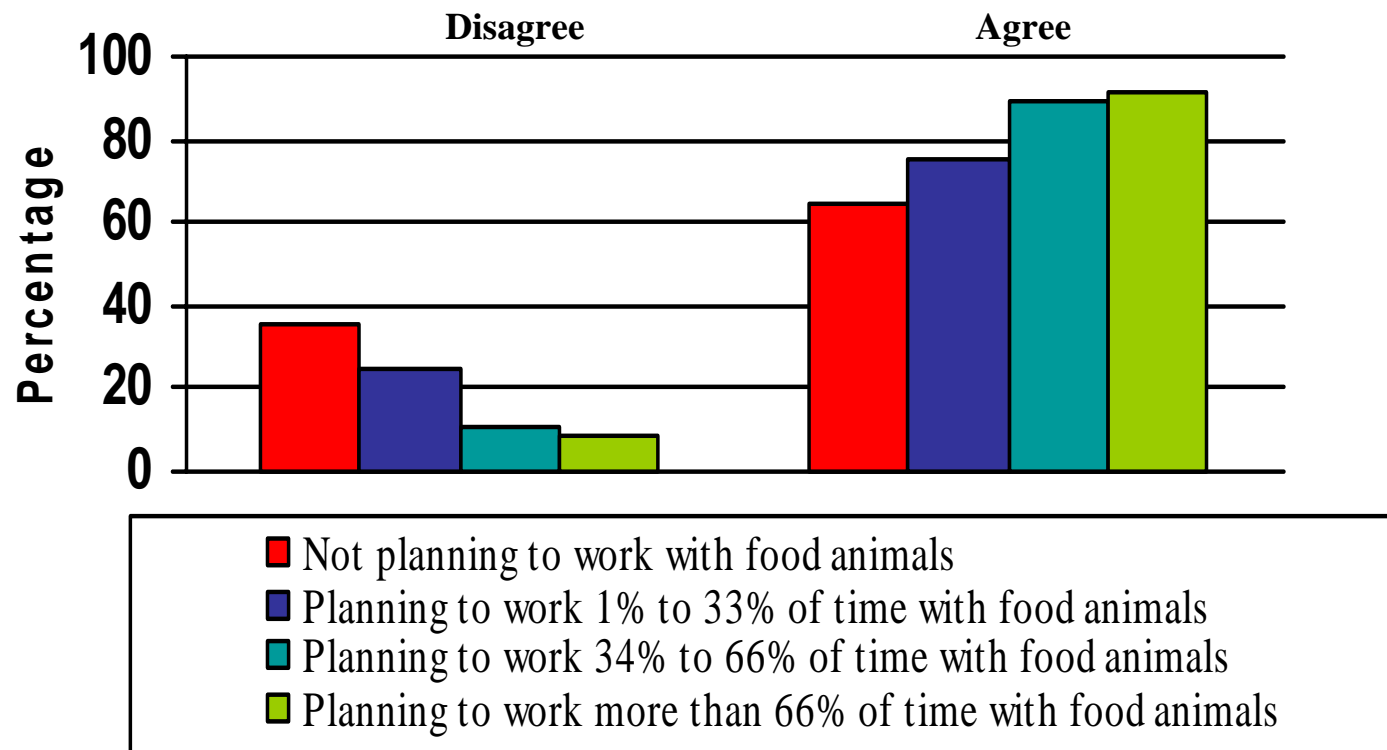
“Food animal veterinary medicine is too concerned with making a profit ”



Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q51 (Food animal veterinary medicine is too concerned with making a profit).

## Students not planning to work with food animals are less likely to believe that food animal veterinary medicine is valued by livestock producers.

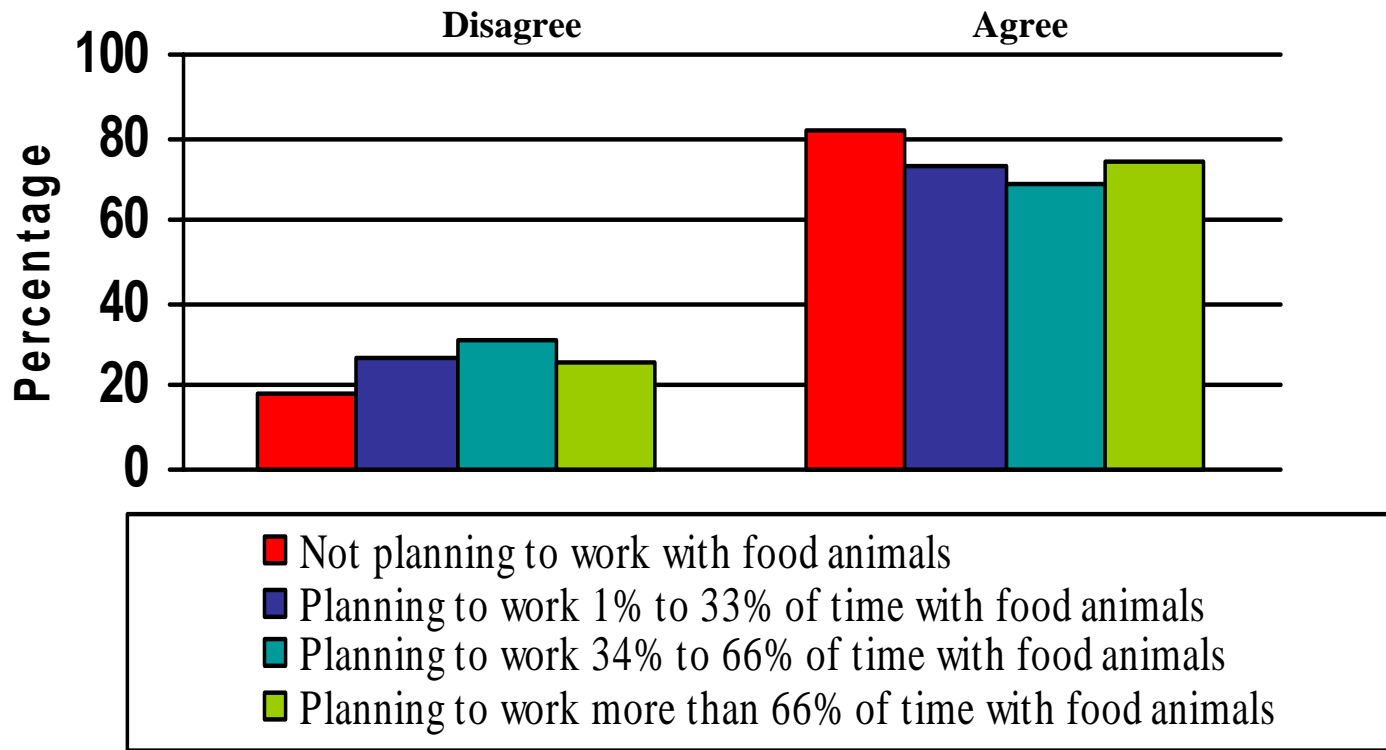
“I believe that livestock producers value the services of food animal veterinarians”



Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q52 (I believe that livestock producers value the services of food animal veterinarians).

# Students not planning to work with food animals are more likely to have discovered through their coursework veterinary jobs they want to avoid as a career.

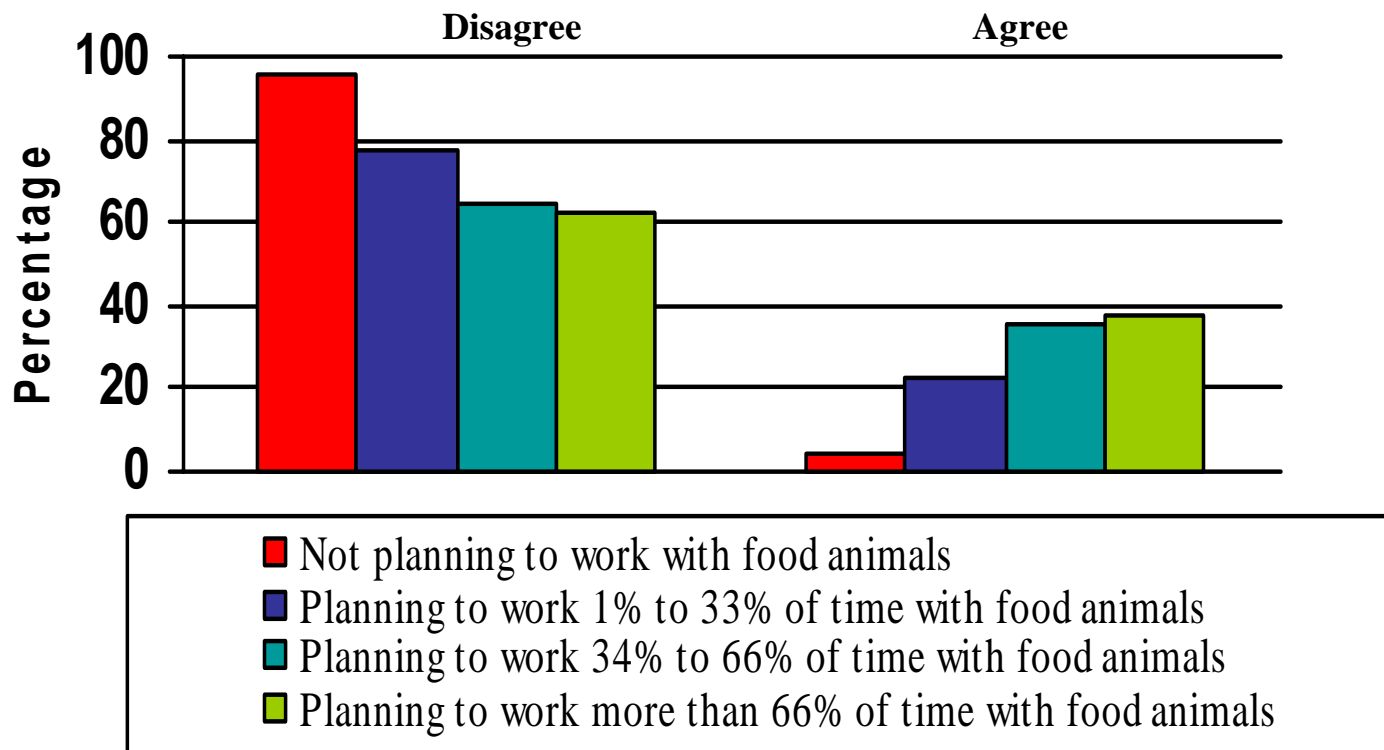
“Some of my veterinary medicine classes have made me realize the type of veterinary work I want to avoid”



Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q54 (Some of my veterinary medicine classes have made me realize the type of veterinary work I want to avoid).

## Students planning to work with food animals are more likely to have had their career area choice influenced by veterinary coursework.

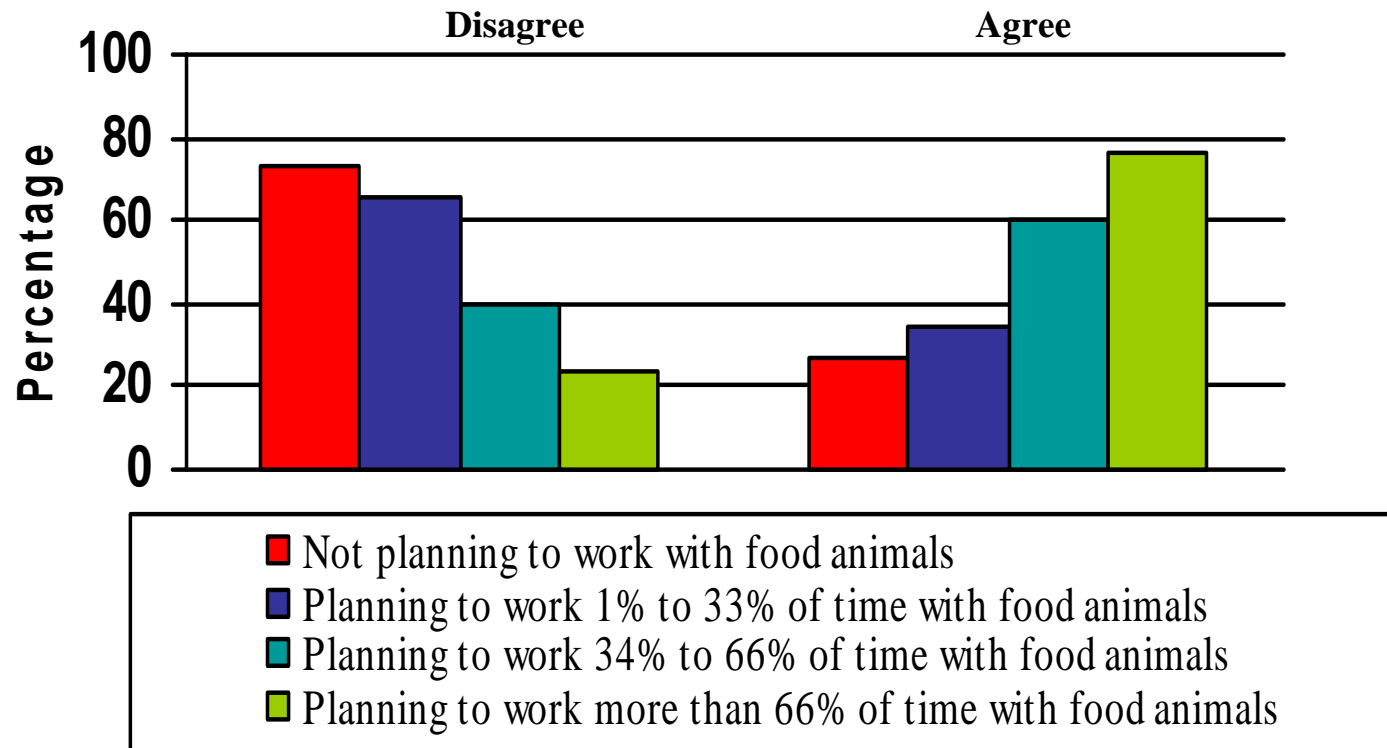
“I am seriously considering a career in food animal medicine because of information I learned in veterinary school ”



**Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q56 (I am seriously considering a career in food animal medicine because of information I learned in veterinary school ).**

## Students planning to work with food animals are more likely to report a high level of knowledge concerning the food animal industry.

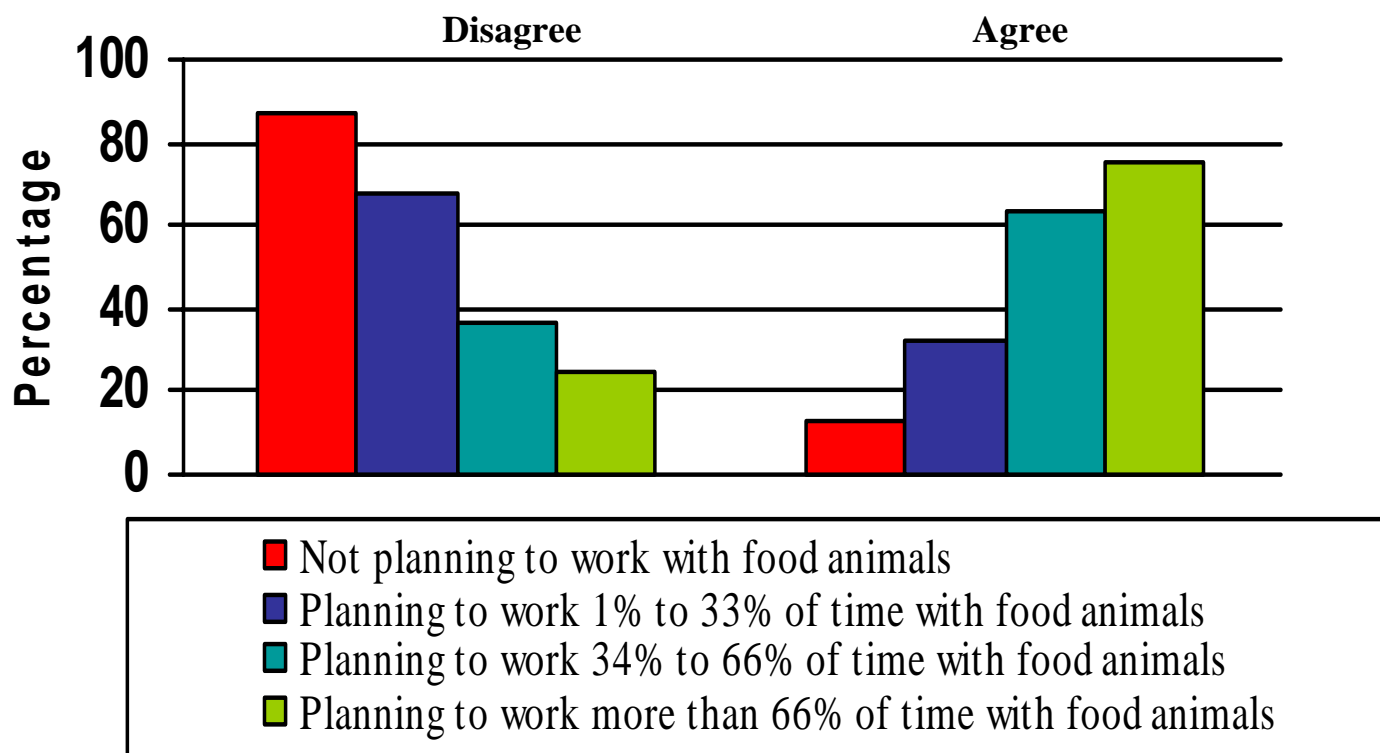
“I have a great deal of knowledge about veterinary career opportunities in the food animal industry ”



Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q61 (I have a great deal of knowledge about veterinary career opportunities in the food animal industry).

## Students planning to work with food animals are more likely to have high levels of knowledge concerning food animal careers.

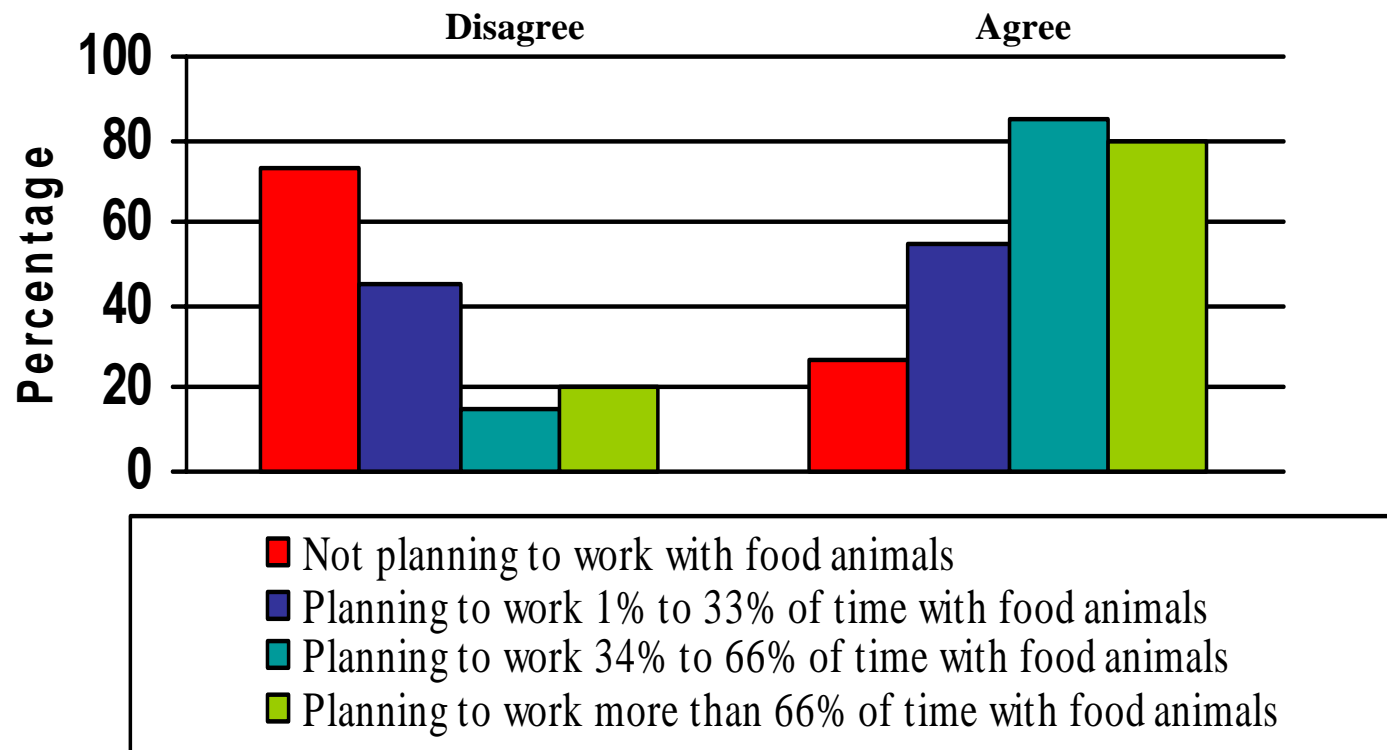
“My knowledge about careers in food animal veterinary medicine is greater than most students ”



**Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q62 (My knowledge about careers in food animal veterinary medicine is greater than most students).**

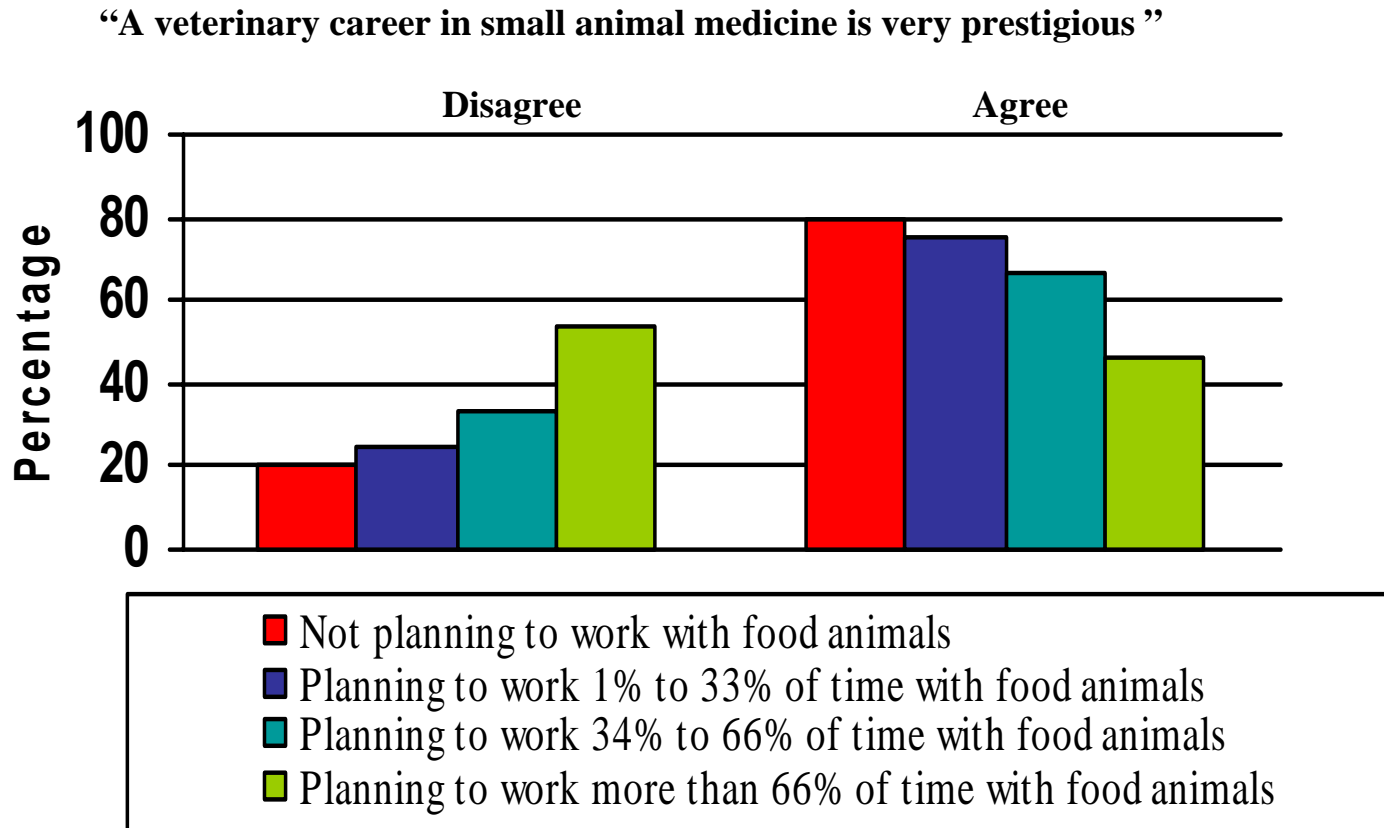
## Students planning to work with food animals desire more opportunities to learn about food animal careers.

“I wish that I had more opportunities to learn about careers in food animal medicine ”



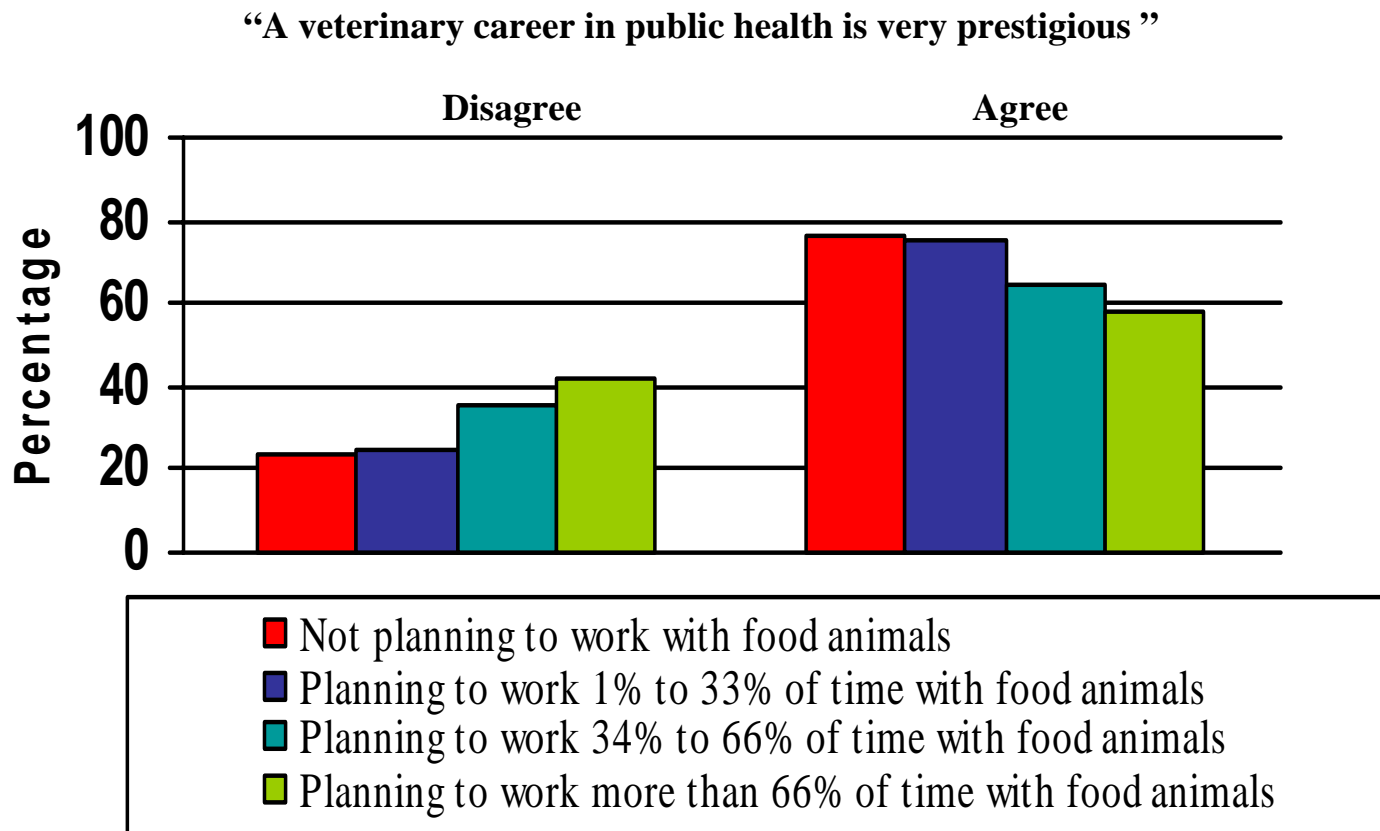
**Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q63 (I wish that I had more opportunities to learn about careers in food animal medicine).**

## Students planning to work with food animals are less likely to view small animal medicine as prestigious.



**Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q80 (A veterinary career in small animal medicine is very prestigious).**

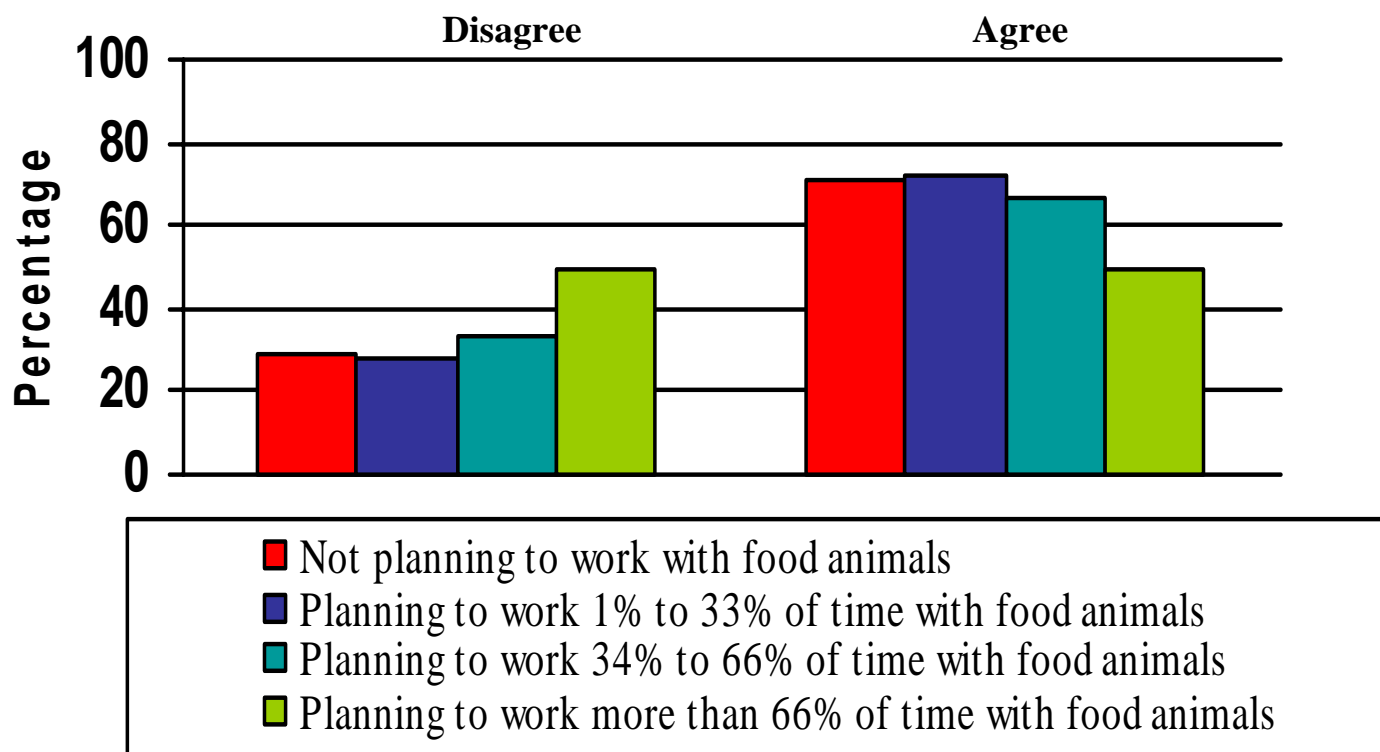
## Students planning to work with food animals are less likely to view public health veterinary medicine as prestigious.



**Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q82 (A veterinary career in public health is very prestigious).**

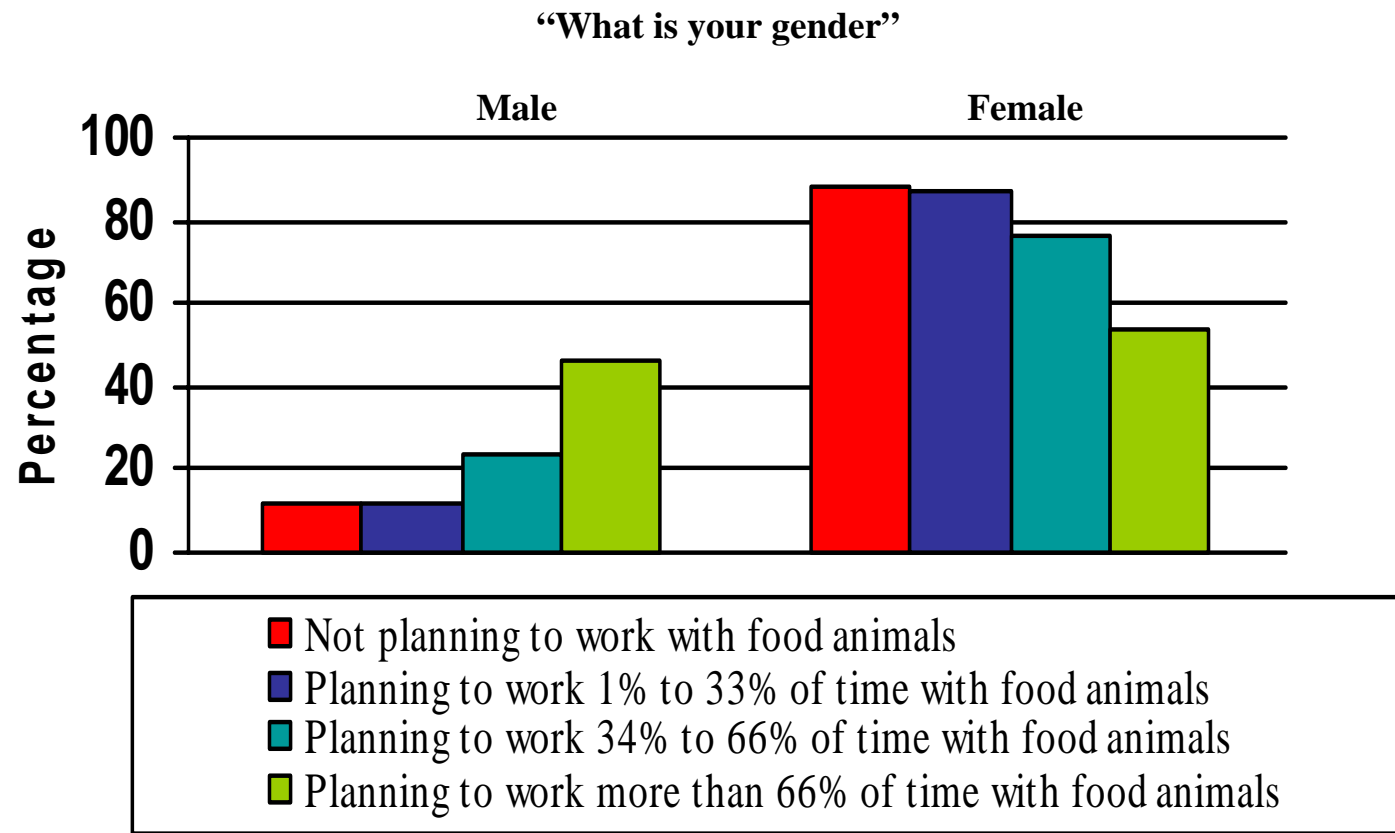
## Students planning to work with food animals are less likely to view government veterinary medicine as prestigious.

“A veterinary career working in the government is very prestigious ”



Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q84 (A veterinary career working in the government is very prestigious ).

# Students planning to work with food animals are more likely to be male.



Cross tabulation: Q1 (percent of time planning to spend working with specific species) by Q112 (What is your gender).

# Factor Analysis of Career Decision Factors

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Among all first year veterinary student respondents

- **Principal components analysis was performed on all career decision factor questions in order to reduce the large number of items into a smaller set of homogeneous factors.**
- **Six multi-item factors emerged from this analysis that illustrated adequate factor structure (e.g., high factor loadings and minimal cross-loadings), acceptable Cronbach alpha levels, and logical substantive meaning across items.**
- **Factors and selected single item measures are subsequently used in a regression analysis to predict career selection preference.**

# Factor Analysis of Career Decision Factors

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The six factors emerging from the PCA.

Free time

Physical  
Requirements

Family  
Concerns

Meaningful  
Career

Knowledge  
Utilization

Rural  
Lifestyle

# Factor Analysis of Career Decision Factors

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Survey items comprising free time factor



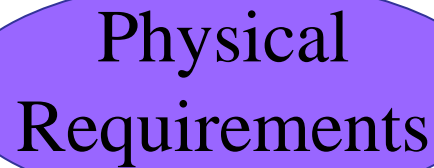
Free time

- **Frequent vacation time from my veterinary job is very important to me**
- **I want a veterinary career where I can control the number of hours I work and when I work them**
- **Having abundant free time to pursue my hobbies is important to me in selecting an occupational area in veterinary medicine**
- **I do not want to be on call very often in my occupational area in veterinary medicine**
- **I would be upset if I had to regularly work nights or weekends in my veterinary career**

# Factor Analysis of Career Decision Factors

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Survey items comprising physical requirements factor



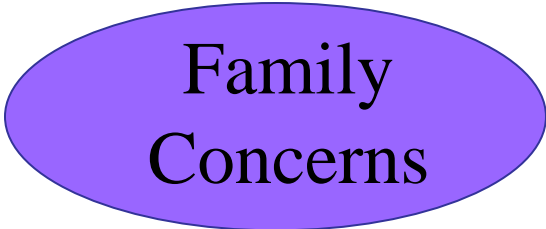
Physical  
Requirements

- **I worry that I might be injured if I work with food animals**
- **I worry that I will be physically unable to deal with large food animals when I am older**
- **I dislike the amount of physical work required of food animal veterinarians**
- **I am intimidated by the size of many food animals**

# Factor Analysis of Career Decision Factors

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Survey items comprising family concerns factor



## Family Concerns

- **I am concerned about the ability of my significant other to find a job close to where I work**
- **My selection of an occupational area in veterinary medicine will be heavily influenced by my significant other's job**
- **I am concerned that I will have to travel too much with my veterinary work**
- **I worry that long hours doing veterinary work will interfere with my family life**
- **I require an occupational area in veterinary medicine that allows me time to raise a family**

# Factor Analysis of Career Decision Factors

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Survey items comprising meaningful career factor

Meaningful  
Career

- **I want recognition from my colleagues for contributions to my occupational area in veterinary medicine**
- **The major satisfactions in my life will come from my veterinary job**
- **I want to use my veterinary career to be a community leader**
- **It is vital to me that my veterinary job be personally meaningful**

# Factor Analysis of Career Decision Factors

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Survey items comprising knowledge utilization factor



Knowledge  
Utilization

- **A career in food animal medicine is as intellectually challenging as companion animal medicine**
- **Food animal veterinary medicine would allow me to fully utilize my medical knowledge**

# Factor Analysis of Career Decision Factors

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Survey items comprising rural lifestyle factor



Rural  
Lifestyle

- **I want to practice the type of veterinary medicine that would let me live a rural lifestyle**
- **Rural area do not have enough recreational or cultural amenities to satisfy me**

# Regression Analysis Predicting Career Area

## Independent variables

- **Regression models are tested using the six factors identified in the principal components analysis as independent variables.**
- **In addition to the six factors, several single item demographic and decision factor elements are included as independent variables in the model:**

Construct	Specific item from survey
Small animal orientation	I believe we should treat all sick animals no matter what the cost (Q50)
Food animal experience	Food animal career experience and knowledge (Summed variable: Q8-Q11, Q61, and Q62)
Significant other	Presence or absence of a significant other (Q113)
Gender	Gender (Q112)
Small animal prestige	A veterinary career in small animal medicine is very prestigious (Q80)
Salary concerns	The lifestyle I want to lead requires that I make much more than the average veterinarian (Q15)
Veterinary school influences	My experiences while in veterinary medical school have positively influenced the type of work I want to do in my career (Q53)
Job availability perceptions	I feel very secure about the future demand for my chosen occupational area in veterinary medicine (Q40)
Mentorship	I value a strong mentorship/training program in my first veterinary job (Q43)
Age	What is your current age (Q111)
Community size grew up	What is the size of the community in which you spent the majority of your childhood (Q104)
Community size want to live	What is the size of the community where you would ideally like to live (Q105)

# Regression Analysis Predicting Career Area

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## Dependent variables

- **Two related dependent variables are used in separate regression equations.**
  1. **A binary variable created from the occupational area question (Q2) in the survey.**
    - a. **0 = Not a food animal career (companion animal predominant, companion animal exclusive, equine).**
    - b. **1 = Food animal career (food animal exclusive, food animal predominant, mixed animal, federal government, and state/local government).**
    - c. **The following responses from Q2 were dropped from the analysis since they could be food or non-food animal related: university, uniformed service, industry, and not-for-profit dropped from the analysis.**
  2. **The percentage of time students plan to spend working with food animals calculated from responses to Q1.**

# Regression Analysis Predicting Career Area

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Binary logistic regression model using occupational area question (Q2) as dependent variable

**Those choosing a food animal career are more likely to:**

- 1. Have a lack of concern over the physical nature of job**
- 2. Desire a rural lifestyle**
- 3. Have higher levels of food animal experience**
- 4. Not have a small animal orientation**
- 5. Be uncertain as to the future of their occupational area**

# Regression Analysis Predicting Career Area

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Linear regression model using % of time planned to work with food animals (Q1) as dependent variable

**Plans to spend greater amounts of time working with food animals after graduation were associated with:**

- 1. Higher levels of food animal experience**
- 2. A desire to live in smaller sized communities**
- 3. Being male**
- 4. Perceptions of fully utilizing one's veterinary knowledge in food animal medicine**
- 5. Beliefs that small animal medicine is not prestigious**
- 6. (Not having) a small animal orientation**
- 7. Individuals with a significant other**
- 8. Being uncertain as to the future of their occupational area**