

SCHOOL OF AGRICULTURE

ANNUAL ASSESSMENT REPORT 2011-12

GUIDING QUESTION RESPONSES

1. What are the Student Learning Outcomes (SLOs) for your unit? How do you inform the public and other stakeholders (students, potential students, the community) about your SLOs? If your unit is accredited by an outside source, please attach the letter verifying your accreditation.

A student who graduates from the School of Agriculture should be able to:

1. Display knowledge of the local, state, and national agriculture industry and education system.
2. Perform critical reasoning, perceive assumptions, and make judgments based on the basic principles of animal science, plant and soil science, and agricultural economics.
3. Utilize sound decision-making techniques necessary for solving profitable farm and agribusiness management problems.
4. Identify prominent agricultural pests with their associated benefits/damages and the current management practices applied.
5. Demonstrate advanced knowledge and skills contained within courses for their chosen agriculture degree option.
6. Identify and successfully pursue employment opportunities in his/her chosen field of the agriculture industry.

The Student Learning Outcomes are measured through student performance and responses on exams, quizzes, laboratory exercises, case studies, homework assignments, reports, and presentations. The SLO's are communicated to the public, community, and other stakeholders through our UAM School of Agriculture website. We intend to include the SLO's on the next publication of our academic unit brochure that is distributed to all sectors of the public including prospective students.

The learning outcomes are posted on the School of Agriculture website at <http://www.uamont.edu/Agriculture/REPORTS/Student%20Learning%20Outcomes.pdf> under a specific heading. We do not have a separate accrediting agency.

2. Describe how your unit’s Student Learning Outcomes fit into the mission of the University. The mission statement can be found in the General Information section of the catalog.

| | UAM MISSION STATEMENT | Unit Learning Outcomes |
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| | <p>The mission the University of Arkansas at Monticello shares with all universities is the commitment to search for truth and understanding through scholastic endeavor.</p> <p>The University seeks to enhance and share knowledge, to preserve and promote the intellectual content of society, and to educate people for critical thought.</p> <p>The University provides learning experiences that enable students to synthesize knowledge, communicate effectively, use knowledge and technology with intelligence and responsibility, and act creatively within their own and other cultures.</p> <p>The University strives for excellence in all its endeavors. Educational opportunities encompass the liberal arts, basic and applied sciences, selected professions, and vocational/technical preparation. These opportunities are founded in a strong program of general education and are fulfilled through contemporary disciplinary curricula, certification programs, and vocational/technical education or workforce training. The University assures opportunities in higher education for both traditional and non-traditional students and strives to provide an environment that fosters individual achievement and personal development.</p> | <p>SLO 1</p> <p>SLO 2</p> <p>SLO 2</p> <p>SLOs 3, 4, 5</p> <p>SLO 6</p> |

The first paragraph of the UAM Mission Statement (UAMMS) states the commitment to search for truth and understanding. This search for School of Agriculture students focuses on all levels of the agriculture industry and education system and is embodied in our first SLO – that all School of Agriculture graduates display knowledge of this industry and this system. To successfully conduct this search, our graduates should master applications of the three elements of our second SLO – critical reasoning, assumptions, and judgments.

The proper application of these elements within our animal science, plant and soil science, and agricultural economics disciplines is exemplified in the search for truth and understanding through scholastic endeavor. This application also fits directly into the second paragraph of the UAMMS of enhancing and sharing knowledge, preserving and promoting the intellectual content of society, and educating people for critical thought.

The third, fourth, and fifth SLOs for School of Agriculture graduates represent specific applications of learning experiences with regard to decision-making techniques, prominent pests and current management practices applied to them, and advanced knowledge and skills related to their chosen degree option. These applications reinforce classroom principles through the learning experiences of our students as described in paragraph three of the UAMMS within their own and other cultures.

The sixth School of Agriculture SLO is the identification and successful pursuit of employment opportunities by students in their chosen fields of the agriculture industry. UAM strives for excellence in all of its endeavors and seeks to assure opportunities for students from all backgrounds. The School of Agriculture, in similar fashion, strives for the same excellence and provision of opportunities.

Accomplishment of these SLOs and the elements in the UAM Mission Statement do not just happen. The School of Agriculture faculty members communicate the six desired student learning outcomes to prospective students through individual inquiries, alumni referrals, and booth displays presented at field days, career days, and other public meetings. Each prospective student is given the URL of the School of Agriculture website and a copy of the School of Agriculture brochure (Appendix I). An overview is provided of the agriculture degree programs, the options available, and other program agreements that the School has established with other institutions. Each student name with address is provided to UAM Admissions so the student can receive the general admissions package and a follow-up letter is sent to the student from the School of Agriculture Dean.

Current students are reminded of the learning outcomes through the specific objectives stated in each course syllabus. These objectives communicate the learning outcomes on a more detailed level with focus on that respective course. Over half of the agriculture syllabi are available, by course, on individual agriculture faculty websites. The student first goes to the School website and then opens a faculty member's website to find the hyperlink for a specific course. Syllabi examples for three courses are provided in Appendix I.

School 8-semester plans are shown on the website under "8 Semester Plans" at <http://www.uamont.edu/Agriculture/8semesterplans.htm> by each agriculture degree option with all required/optional courses. Eight-semester plans for each degree option are also listed in the 2011-13 UAM Catalog on pages 153-156. School of Agriculture Student Learning Outcomes are listed on the School website. Prospective and current students will also find more detailed learning outcomes listed within specific course syllabi goals. Learning outcomes are stated at the beginning of each semester in an oral manner on the first class day and distributed in written form on the respective course syllabi.

3. Provide an analysis of the student learning data from your unit. How is this data used as evidence of learning?

Evidence of learning may be found at both the course and degree levels. Course level data to measure of achievement of the six School of Agriculture student learning outcomes begins with the extent that students improve their test scores from the beginning of a semester to the end.

Pre/post test evaluations were conducted for the sixth year in Fall 2011 and Spring 2012 on eight courses. Results by individual course are listed in Appendix II. The eight courses tested in 2011-2012 were: AGEC 2273 Agricultural Economics, AGEC 4613 Agricultural Policy, AGEC 4623 Farm Management, AGEC 4683 Commodity Marketing, AGEC 4703 Contract Marketing & Futures Trading, AGEC 4713 Agricultural Finance, AGEC 4803 Agribusiness Firm Management, and AGEC 4823 Economics of Environmental Management. Pre-tests again were previous year final exams. The final exams for the respective Fall 2011 and Spring 2012 courses were used as post-tests for this year.

A comparison of the 2011-2012 results for students completing the courses indicated that student score improvement within the semester ranged from 41.17% to 61.70% by specific course. Magnitudes of point improvement are obviously influenced by the levels of the pretest scores. Only two of the eight courses had larger point improvements over the semester in 2011-12 versus 2010-11. The average pretest score in 2010-11, weighted by class enrollment size, was 24.54 and in 2011-12 this decreased to 24.49 for the eight courses examined. Post test scores for the same years also had a decrease from an average of 83.53 in 2010-11 to 79.37 in 2011-2012. The average improvement also decreased from 59.07 points to 55.52 points. These results are difficult to interpret. The overall student body had previously seemed to be improving in academic proficiency, both in entry level at the start of the semester and degree of improvement during the semester. Comparisons of weighted averages of year versus year had previously indicated a general upward trend in most of the examined courses. This measure will continue to be collected for additional years to validate the initial findings. Both data from prior years and future years will be included in the analysis. Faculty members examine these numbers on an annual basis and will continue to make adjustments in course assignments/topics to improve any weak areas if they are identified in the future.

Multiple year summary results for the pre/post tests are presented in Appendix II. Fall 2011 averages are compared to Fall 2006, 2007, 2008, 2009, and 2010. The Spring 2012 averages are compared to results from Spring 2006, 2007, 2008, 2009, 2010, and 2011. Faculty discuss the numbers at our annual academic unit meeting during the Faculty Development Week. Our data set is approaching the size required to identify long-term trends and consequentially any needed adjustments. The data set will be reexamined collectively by School of Agriculture faculty during the 2012 Development Week. As the set expands over subsequent semesters, we hope that comparisons should better identify long term trends in student achievement and suggest areas of student strengths and weaknesses.

Collected student performance measures begin with grade distributions for the prerequisite courses in animal science, plant and soil science, and agriculture economics (See Appendix III). Pass rates are one indication of student learning in specific courses. By analyzing the pass rate each time that a course is offered, faculty can gain insights on the effectiveness of their teaching methodology and whether it is meeting the student needs. The changes in pass rates were compared by agriculture faculty during our regular August, January, and May faculty meetings. One item discussed in particular was the increased percentages of "F" grades in Fall 2010 core agriculture courses. Percentages of students receiving "F" grades in Fall 2011 core courses was observed to be lower although the percentage receiving "W" grades increased. The faculty interpreted these data numbers as favorable because students appear to be more cognizant of

their course grade and taking action to preserve their Cumulative Grade Point Averages. This issue will continue to be closely followed as the new “W” rules take effect. The entrance of lottery scholarship-supported students was considered in the previous assessment report as a possible contributing factor to the number of “F” grades. Class attendance and relatively small class numbers have also been mentioned as possible factors in the changing percentages. The faculty members decided to continue monitoring recent year trend changes to determine if they are single year exceptions or a structural shift in the grade distributions.

The ultimate determination of student learning and university productivity should be the number of students graduating with a degree within a specified time period. The Appendix IV table contains the numbers of graduates as listed in the commencement program each May. School of Agriculture graduation numbers reached a low of 9 in 2004-2005 and have trended upward in subsequent years as shown in the table and accompanying graph to 22 in the 2011-2012 academic year, the largest number since 2001-2002 with 23 students.

School of Agriculture faculty members met July 28, 2011 to review the previous academic year. An agenda for the meeting is provided in Appendix V. The student improvement data presented for pre-tests/post-tests was discussed. Several faculty members expressed the opinion that our incoming freshman class and other first-year students in Fall 2010 were of higher academic quality than previous years’ averages. ACT scores of entering freshman students were compiled for Fall 2011 and were graphed against Cumulative Grade Point Averages of this class cohort as of Summer 2012. The expected positive correlation was observed with a few distribution outliers. Graph representation of the analysis is provided in Appendix IV. The validity of these initial observations will be checked again using the Fall 2012 freshman class.

4. Based on your analysis of student learning data in Question 3, include an explanation of what seems to be improving student learning and what should be revised.

Ad hoc evidence was shared that more out-of-class factors such as extracurricular club activities, course field trips, and academic unit functions had improved student participation and thereby increased the level of learning. The continuation of the Fall Semester Guest Speaker series was also noted as providing encouragement and vision to new and continuing students. Speakers of the past three years have challenged our students with the expectations of future employers and expanded student vision of employment possibilities in the agriculture industry.

An issue that may require revisions is class attendance. Students may be obtaining notes and old exams with the perception that they can substitute adequately for daily attendance and notes. The increased percentage of students receiving a grade of “F” in the previous academic year was discussed as a possible result of this perception. Faculty observed that the prevalence of failing grades fell in 2011-2012. Possible correlation with number of absences was examined with data on grades in selected courses and numbers of student absences. Graphs for the core courses of AGEC 2273 Agriculture Economics and AGRI 110 Agriculture Orientation are presented in Appendix V. The data revealed a negative relationship, i.e. fewer absences with higher grades, in the Agriculture Economics course with a few exceptions. The Agriculture Orientation course typically has a high percentage of “A” grades that skew the distribution.

5. Other than course level/grades, describe/analyze other data and other sources of data whose results assist your unit to improve student learning.

A major method of collecting and analyzing data and identifying student learning successes and needs for improvement are the School of Agriculture faculty meetings held throughout the year. Minutes of these meetings are provided in Appendix V. Faculty discuss a broad range of items and seek to implement multiple strategies through the plans developed in these meetings. Six meetings were held regarding the 2011-2012 academic year. Major assessment issues discussed in these meeting included awarding of over \$15,000 in academic unit scholarships to twelve students, the needs of agriculture students in the Intro to Organic and Bio-Chemistry course, and the annual unit strategic plan review and revisions.

The primary information source used in unit decisions, other than student performance, comes from the Graduating Senior Agriculture Major Survey. The survey is administered each semester to members of the AGRI 4771 SEMINAR course. Agriculture majors typically take this course during their final semester prior to graduation. Summaries of the Fall 2011 and Spring 2012 survey responses are presented in Appendix (VI). Agriculture faculty members review the compiled survey results during our annual Faculty Development Week unit meeting prior to Fall Semester. Suggestions are made to the School Dean regarding specific survey responses and possible unit adjustments in curricula. New questions that should be incorporated are developed based on curricula changes of the previous year. Curriculum changes may result from faculty analysis of the survey responses if a specific need is identified.

Additional information to determine unit decisions is gathered from student activity feedbacks and informal comments collected from graduates and their employers. Most student activities are followed up with a student report that expresses their opinions about that activity. Students receive class credit for simply submitting a complete, well-written report. Faculty then read the submitted reports to evaluate the appeal and effectiveness of the activity.

One such activity in the past year was a visit by Mr. Greg Peton, Pioneer Hybrid Area Sales Manager for Arkansas/Louisiana. His visit continued the three year effort to bring successful agribusiness leaders to the UAM School of Agriculture. Our students benefit from expanded agriculture industry information and obtain employment leads with major companies. The School of Agriculture receives exposure that can benefit our teaching/research/extension activities in the immediate and long term.

Success of an academic program is reflected in alumni interest after graduating. An example is School of Agriculture graduates contacting our faculty with suggestions and assistance for ongoing courses. A recent graduate of our program contacted Dr. Stark to provide a website link that he believed would benefit Contract Marketing & Futures Trading students (Appendix VII).

A second activity was the Arkansas Capitol visit by the AGEC 4613 Agricultural Policy class. The day trip involves cooperation by state legislators, especially from the Southeast Arkansas area, and is supported in part by the Arkansas Farm Bureau. Trip benefits include increased student activity with the local county Farm Bureaus and participation in the state discussion meet competition held at the Arkansas Farm Bureau State Convention each December. Students

consistently compliment the information received on the trip and the opportunities provided to meet with state legislators. Field trips such as this across our curriculum enable students to see applications of their academic material and expand their employment visions. Support for UAM is enhanced. For example, an agricultural policy information meeting with our U.S. Senator, John Boozman, has led to an on-campus visit next week to learn about the UAM/SEREC beef cattle research and extension programs. These types of activities reinforce principles put forth in classroom discussions and allow students to see how the principles are applied in actual agriculture industry settings. A news release and examples of student comments are found in Appendix VII.

The School of Agriculture administration and faculty monitor student numbers and distribution by class level (Appendix VIII). This information is based on data from the UAM Registrar's Office and can reveal trends in the total number of agriculture majors and the rate that students are advancing toward a degree. The expected number of students in the corresponding level of courses enables greater efficiency in classroom use and faculty time. Currently, the total number of agriculture majors has stabilized after four years of growth. Prior to the growth period, UAM agriculture student numbers had declined for a six year period. Financial concerns in production agriculture caused many freshmen to consider career choices outside of agriculture. A renewed effort has been made by agriculture faculty members within their course material to inform students of the expanding career opportunities in agriculture that exist for college graduates beyond the basic production sector. The School of Agriculture has also expanded its efforts to contact prospective students in Southeast Arkansas high schools and two-year colleges through career programs, recruitment fairs, and the State FFA Convention. Effectiveness of these efforts was planned to be examined through a freshman/first-year student survey administered in the Fall Semester Agriculture Orientation course, AGRI 1101. The survey is now scheduled for the start of Fall Semester 2012.

Analysis of the data collected from these various sources is primarily done by the faculty member collecting the data and then shared with other faculty. Most data tends to be course-specific or option-specific, i.e. plant & soil, animal science, or agribusiness, and the single faculty member in that option does the analysis. Information derived from the data may be shared informally with other agriculture faculty members or within the general faculty meetings held periodically during the year, but often is only applicable within the course or option where it was obtained.

6. As a result of the review of your student learning data in previous questions, explain what efforts your unit will make to improve student learning over the next assessment period. Be specific indicating when, how often, how much, and by whom these improvements will take place.

The School of Agriculture is taking a multi-emphasis approach to improving student learning in 2012. Within courses, the Dean and faculty are attempting to coordinate a Blackboard training session during faculty development week where all School of Agriculture faculty members will attend together. Some faculty attended the general Blackboard session in August 2011. The Dean and faculty will build on this basic instruction in a subsequent Agriculture faculty meeting

later in the 2012 Faculty Development Week. Utilizing new, available technology can facilitate learning in all School of Agriculture courses.

The School will continue to build relationships with the agriculture industry through the Fall Guest Speaker Series jointly coordinated by the Dean and agribusiness faculty member. This series has proven interesting to the student body and is beginning to generate employment opportunities with the participating companies.

The Dean will continue to explore scholarship development possibilities. The 2011-2012 year saw two new sources secured with hope that a new scholarship will eventually be endowed for UAM agriculture students by the industry group. Similar potential support has been identified.

Faculty members are considering student surveys early in the semester of students' self-opinions in specific courses. A second survey would be administered at the end of the semester to see student perceptions of any changes in their level of understanding and ability. Individual faculty members will develop and administer the surveys within their specific classes. Comparisons may be made across classes following the Fall Semester.

7. What new tactics to improve student learning has your unit considered, experimented with, researched, reviewed or put into practice over the past year?

The School of Agriculture has determined four priority areas for action and the person or persons bearing the major responsibility for their completion. In order of importance they are:

- a. Monitor student learning outcomes and student evaluations for all agriculture courses. This activity will continue to be carried out each semester by all School of Agriculture faculty advisors with the School Dean responsible for overall supervision.
- b. Advise students under the 05-07 or 07-09 catalog that are not enrolled in AGRO 3533 Introduction to Weed Science for Fall Semester 2010 to preregister in AGRO 2053 Applied Plant Pathology for Fall Semester 2011. Each faculty advisor will be responsible for their own advisees and report progress to the School Dean.
- c. Continue to have a State of the School Address presented during the faculty development week preceding the Fall Semester. This address will enable faculty to have an overview of all activities and programs being pursued by the School of Agriculture. The School Dean will develop and present this address.
- d. Make individual adjustments to courses based on annual evaluations. The faculty member teaching each respective course will consider student course evaluations, pass rates, and industry changes relative to the course. A discussion will be held with the Chair during the annual self evaluation meeting and feedback from faculty and students will be considered within the adjustment process.

A major improvement to facilitate student learning was the equipping of a headhouse, primarily for the crop and soil science courses. The facility allowed more hands-on work, a staple of student satisfaction in our program. Continued development of this resource will be made.

Within and beyond these priority areas, faculty members continued to explore on-line course possibilities and special topics courses. Most School of Agriculture courses either do not fit well in the on-line presentation method because of “hands on” elements or the creation of an on-line section would diminish enrollment of the regular section below the acceptable level. The agribusiness faculty member explored this option for one of the agricultural management courses. A decision was made in early November from student preregistration communication that an online section could not generate sufficient enrollment numbers to justify its offering while maintaining the traditional classroom section.

The School of Agriculture resolved a sequencing issue for its crop protection courses. The solution evolved as the entire campus adjusted to the new 120 hour degree minimum. Students pursuing the Animal Science and Agribusiness options will now only be required to have one of the three courses instead of Entomology and a second course. Student comments were positive to the change when discussed during the advisor preregistration appointments.

8. How do you ensure shared responsibility for student learning and assessment among students, faculty and other stakeholders?

Faculty accommodate students with different learning styles by combining traditional lectures, PowerPoint slide presentations, individual pace laboratory exercises, and class group laboratory experiences. As needed, Special Topics and Independent Study courses are offered. No courses are currently offered by alternative instruction modes such as CIV and WeevilNet. The "hands-on" nature of many UAM agriculture courses, especially those with field labs, makes similar offerings costly to offer and limited faculty numbers prohibit extensive experimentation.

Within the existing courses, students often are given the responsibility of picking their class project topic after receiving some guidance by faculty and can choose their research topic for Seminar as a final semester senior. Students are provided with graded, optional extra credit assignments in some courses. The assignments allow students to improve their course grade, if they choose, and reinforce topics discussed in class discussion. This reinforcement can benefit students on course exams and quizzes if they choose to complete the assignments. All such assignments are quickly graded to provide rapid feedback for students.

All courses taught in the School of Agriculture are evaluated by students in each semester that they are offered. Compiled results of the student evaluations are read by the Dean who then meets with the specific faculty member responsible for the course. Points of excellence and points needing improvement are both noted and recommendations for future offerings are developed jointly by the Dean and respective faculty member. Peer evaluations of all faculty are made annually and the results are included in the Dean and faculty member meetings.

9. Describe and provide evidence of efforts your unit is making to recruit/retain/graduate students in your unit/at the University. (A generalized statement such as “we take a personal interest in our students” is not evidence.)

Retention of students begins with recruitment and extends throughout the student’s academic career at UAM. The School of Agriculture continued a new recruitment outreach effort through

its booth at the State FFA Convention held each June at Camp Couchdale, Arkansas. The June effort again generated over 100 Arkansas student or teacher contacts. Evidence of progress included students and advisors who remembered the UAM faculty representative from previous years and increased questions about the agriculture degree program. All prospective students in this group may not reach the UAM campus for several years. Each Junior and Senior student was mailed a follow up card and encouraged to visit the Agriculture Building on the UAM campus (Appendix VII). Contact will be maintained with these students until they make their college choice. In addition, interaction with FFA Chapter Advisors from various Southeast Arkansas schools continues to generate interest by these teachers to bring their FFA chapters to visit UAM and possibly hold a limited CDE Contest Practice Competition on the UAM campus in November. The School of Agriculture Dean continues follow up efforts on these ideas.

Incoming students who have preregistered for Fall 2012 were provided faculty business cards and encouraged to contact a faculty member if they have questions or concerns prior to the first day of classes. Issues recently discussed include making a course change, explaining program options, and guidance toward campus employment. Cards expressing congratulations were sent as follow-ups to Scholars Day participants. The School of Agriculture faculty also try to send an advisor welcome letter to each new student. The letter welcomes them to UAM and encourages the student to visit the advisor's office and become involved in school activities.

Acclimation into the student body can be a major factor in student retention. Several years ago, School of Agriculture faculty established an annual "Back to School Picnic" for all agriculture majors (Appendix IX). Held shortly after the Fall Semester begins, the event enables new students to meet upper level agriculture students and establish solid relationships with faculty. Over 70 students attended the Fall 2011 picnic and games. Agriculture organizations also hold various types of activities throughout the year to further connect students.

The major retention activity in our unit is student advising sessions. Each faculty advisor's advisees sign up for appointments prior to the two-week preregistration period. A sample Preregistration Schedule is provided in Appendix IX. Students select a 30 minute period when they discuss their current semester progress and plan a schedule for the next semester. A closing plan is often developed by advisors with Junior and Senior level students to facilitate course selection and degree requirement completeness. An example closing plan is illustrated in Appendix IX. Advisors enter schedules in the campus system, copies are printed, and both the advisor and student sign a copy for the School of Agriculture records.

The School of Agriculture Dean has expanded the advising experience by assigning an "Advisor Visit" as part of AGRI 1101 Agriculture Orientation. Students must identify their specific advisor from the university Weevilnet website and make an office visit early in the semester. The objective is to establish the student-faculty advisor relationship early and possibly avoid academic hurdles in their first year at UAM. A visit program like this is equally applicable to larger academic units if advisors are willing to invest time in their students. Agriculture faculty members have strongly supported this activity and it seems to be producing the desired effect.

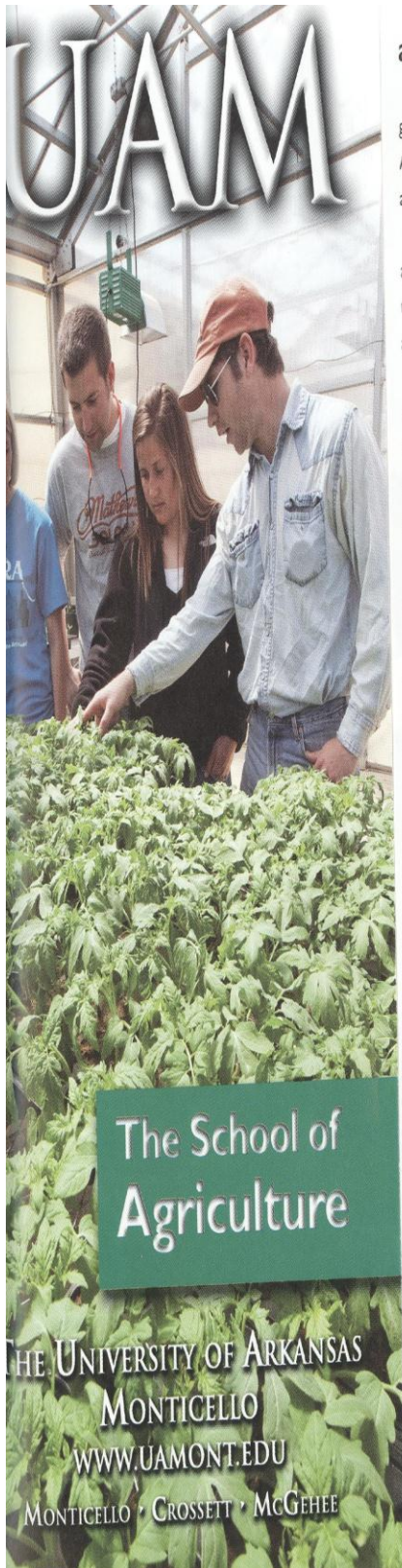
Students who excel in a semester (Chancellor's List, Dean's List, etc.) are often congratulated by a letter from their Advisor and/or the School Dean. Students with unsatisfactory academic

performances (Conditional Academic Standing, Suspension, etc.) also receive a personal letter encouraging them to visit with their Advisor to discuss the issues and make schedule adjustments as needed (Appendix IX). These efforts by School of Agriculture advisors are frequently mentioned with great appreciation by graduating students and their family members at our annual Commencement Reception. Many cite these efforts as major factors in their degree achievement.

APPENDIX I

Recruitment Brochure and Course Syllabi Examples

UAM SCHOOL OF AGRICULTURE



a program to meet your needs

Whether you plan to enter private business, work for a government agency, or return to the farm, the School of Agriculture at the University of Arkansas at Monticello has the academic program to meet your needs.

Located in the heart of one of the world's richest agricultural regions, UAM provides a hands-on approach to teaching and research through small classes and personal attention not available at larger universities.

We've designed a curriculum and program of study to meet the constantly changing needs of a broad-based agriculture industry. Our students are prepared for careers in fields such as agricultural business, research, agricultural support services, farming and ranching.

our academic offerings

The UAM School of Agriculture offers the bachelor of science degree in agriculture with four academic options – agribusiness, animal science, plant and soil science, and general agriculture.

agribusiness

The agribusiness option combines production agriculture with selected business courses to prepare you for careers in banking, advertising, finance, farm management, exporting, sales and promotion, and research.

animal science

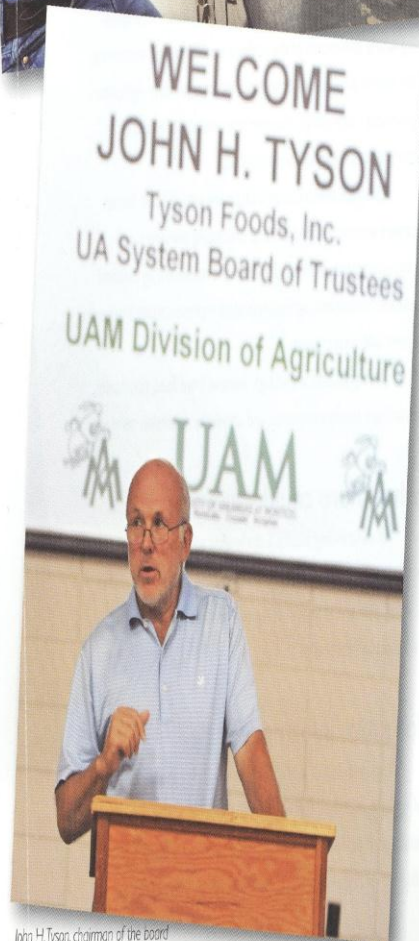
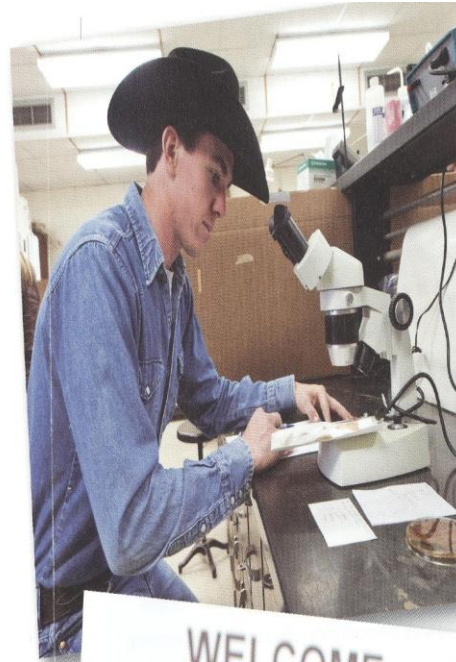
Animal science will prepare you for careers in livestock production, ranching, research, education and animal industry services. This option also provides a strong background for students who plan to pursue careers in veterinary medicine.

plant and soil science

The plant and soil science option is designed for students interested in crop production, agronomy, ecology, and research.

general agriculture

General agriculture offers a personalized program of study for those students who wish to return to the family farm or start an operation of their own.



John H. Tyson, chairman of the board of Tyson Foods, speaks to UAM agriculture students. Tyson Foods employs a large number of UAM graduates.

APPENDIX I (continued)

THE UNIVERSITY OF ARKANSAS AT MONTICELLO

location is everything

UAM is located in southeast Arkansas at the edge of the fertile Mississippi Delta, home to some of the world's most productive row crop farming. You'll get a firsthand look at cotton, soybean, and rice production and you'll rub elbows with some of the South's top agricultural scientists in the University of Arkansas's Southeast Research and Extension Center housed in the same building as our teaching program.

Our agriculture complex includes a modern research and teaching facility, new state of the art greenhouses, and a 300-acre livestock farm operation designed to provide a complete education in all phases of agriculture.

a wide open field

There's never been a better time to choose a career in agriculture. Agriculture is America's largest business, employing nearly one-fourth of the nation's workforce and accounting for almost 20 percent of the gross national product. Agriculture generates more dollars than the steel, automobile, and communications industries combined.

Job opportunities in agriculture are plentiful and include careers as animal scientists, food processing managers, soil conservationists, technical service representatives, agricultural research technicians, agribusiness sales representatives, insurance agents, and veterinarians.

UAM graduates are in high demand from food companies, agriculture supply companies, and university extension services.

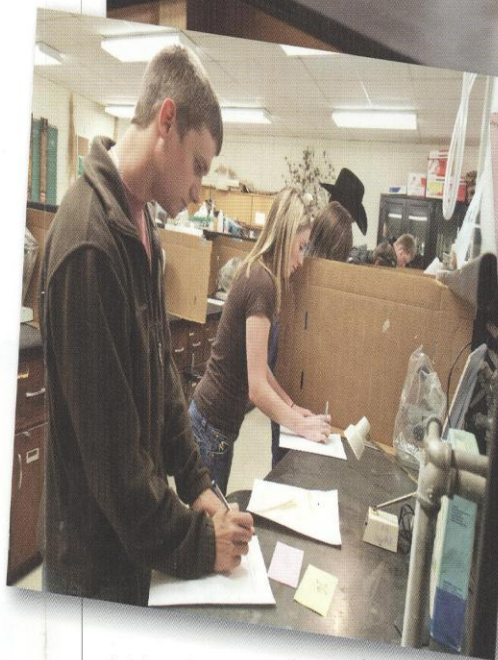
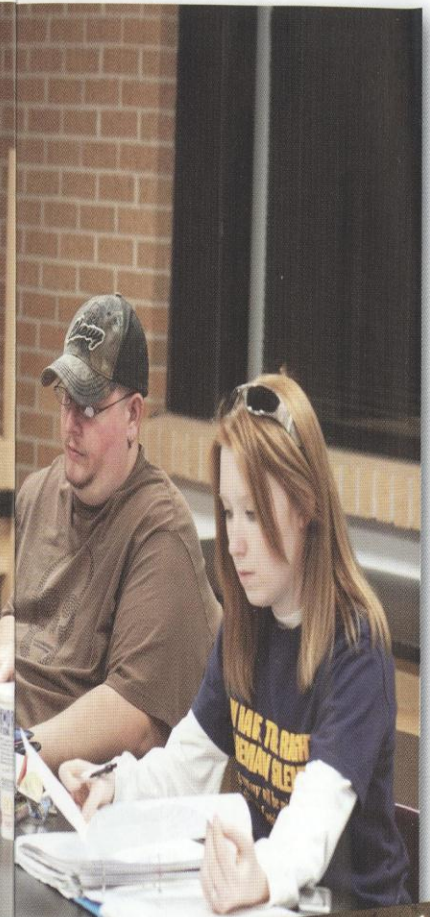
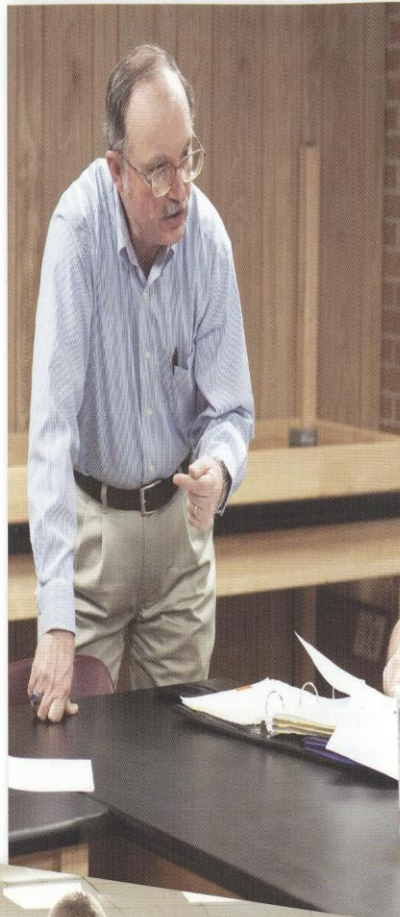
what more could you want?

An outstanding faculty, a challenging and diverse curriculum, access to leading research specialists... and personal attention – it's all part of the School of Agriculture at the University of Arkansas at Monticello.

for more information

If you would like more information about the UAM School of Agriculture, take a few minutes to fill out the attached card and return it to us. For more information, contact us at (870) 460-1014 or visit our website at: www.uamont.edu/Agriculture.

THE UNIVERSITY OF ARKANSAS AT MONTICELLO



Small classes and one-on-one attention from a veteran faculty are hallmarks of the UAM School of Agriculture.

APPENDIX I (continued)

AGEC 4803 AGRIBUSINESS FIRM MANAGEMENT COURSE SYLLABUS - SPRING 2012
UNIVERSITY OF ARKANSAS AT MONTICELLO SCHOOL OF AGRICULTURE
INSTRUCTOR: C. Robert Stark, Jr.

OFFICE HOURS: 102 Agriculture Building. TTh: 1:00-4:00 P.M. MWF: 3:30-5:00 P.M.
Other hours by individual appointment. Phone: 870-460-1414. Email: stark@uamont.edu

CLASS SESSION TIME: MWF: 11:10-12:00 Noon. Some one-day field trips may be taken outside of regular class hours. All students are required to attend all field trips. No alternative assignments will be given to replace field trip assignments.

COURSE DESCRIPTION: Application of economic decision-making processes as they relate to the management of agricultural businesses. [3 Credit Hours]

PREREQUISITES: AGECE 2273 or ECON 2213

TEXTS: Principles of Agribusiness Management, by Beierlein, Schneeberger, and Osburn, 4th Edition, Waveland Press, Inc., 2008. ISBN: 9781577665403

COURSE GOAL: To enable the students to enter the agribusiness community with the ability to apply decision-making techniques to solve problems.

STUDENT LEARNING OUTCOMES (By the conclusion of this course you should be able to:

- 1) Understand environments in which agribusiness managers operate & the need and role of management.
- 2) Learn how to position agribusiness firms for the future.
- 3) Develop the ability to devise organizational structures.
- 4) Devise ways to measure business progress toward goals.
- 5) Develop proper management skills to direct personnel.

| | | |
|-----------------|---|------------|
| GRADING: | Major Exams (3 per semester) | 30% |
| | Comprehensive Final Exam | 40% |
| | Quizzes (weekly-2 lowest will be dropped) | 15% |
| | Special Assignments and Homeworks | <u>15%</u> |

Grade Scale: A = 90-100% B = 80-89% C = 70-79% D = 60-69% F = Below 60%
(No curve will be applied to any grades. Rounding will be 0.5 up and below 0.5 down.)

SPECIAL POLICIES: Students are expected to attend all classes. Assignments or other material missed due to absences must be submitted prior to the absence. Makeup exams will be given at the discretion of the instructor.

All student cell phones/electronic devices MUST BE TURNED OFF prior to entering the classroom!
(Note: All students must have a valid UAM email account for class communications.)

STUDENTS WITH DISABILITIES: It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 121; phone 870 460-1026; TDD 870 460-1626; fax 870 460-1926.

STUDENT CONDUCT STATEMENT:

Students at the University of Arkansas at Monticello are expected to conduct themselves appropriately, keeping in mind that they are subject to the laws of the community and standards of society. The student must not conduct him/herself in a manner that disrupts the academic community or breaches the freedom of other students to progress academically.

Academic dishonesty:

1. Cheating: Students shall not give, receive, offer, or solicit information on examinations, quizzes, etc. This includes but is not limited to the following classes of dishonesty:
 - a. Copying from another student's paper;

- b. Use during the examination of prepared materials, notes, or texts other than those specifically permitted by the instructor;
 - c. Collaboration with another student during the examination;
 - d. Buying, selling, stealing, soliciting, or transmitting an examination or any material purported to be the unreleased contents of coming examinations or the use of any such material;
 - e. Substituting for another person during an examination or allowing such substitutions for oneself.
2. Collusion: Collusion is defined as obtaining from another party, without specific approval in advance by the instructor, assistance in the production of work offered for credit to the extent that the work reflects the ideas of the party consulted rather than those of the person whose name is on the work submitted.
3. Duplicity: Duplicity is defined as offering for credit identical or substantially unchanged work in two or more courses, without specific advanced approval of the instructors involved.
4. Plagiarism: Plagiarism is defined as adopting and reproducing as one's own, to appropriate to one's use, and to incorporate in one's own work without acknowledgement the ideas or passages from the writings or works of others.

For any instance of academic dishonesty that is discovered by the instructor, whether the dishonesty is found to be cheating, collusion, duplicity, or plagiarism, the result for the student(s) involved will be an "F" grade for the course.

SPECIAL DATES:

- Monday, January 16 – Martin Luther King Holiday.
- Wednesday, January 18 - Last day to register or add classes.
- Friday, February 24 - Deadline to file for August/December graduation.
- Monday-Friday, March 19-23 – Spring Break.
- Monday, April 2-Friday, April 13 - Pre-registration for Summer & Fall 2012.
- Wednesday, April 4 - Last day to drop with a "W".
- Thursday, April 26 - Last day to withdraw from class.
- Tuesday, May 1 - Last day of classes.
- Monday, May 7 from 1:30 P.M.-3:30 P.M. – Final Exam

COURSE OUTLINE

| | | |
|---|--|--------------------------|
| PART I | INTRODUCTION TO THE BUSINESS OF AGRICULTURE | |
| | The Global Agri-Food System | Chapter 1 |
| | The Agribusiness Manager | Chapter 2 |
| | THE PLANNING FUNCTION | |
| | The Role of Marketing | Chapter 3 |
| | Marketing Management | Chapter 4 |
| | Understanding Consumer Demand | Chapter 5 |
| | Forecasting | Chapter 7 |
| | Budgeting | Chapter 8 |
| | First Examination | |
| PART II | THE ORGANIZING FUNCTION | |
| | Organizing for Success | Chapter 9 |
| | Choosing a Legal Structure | Chapter 10 |
| | Second Examination | |
| PART III | THE CONTROLLING FUNCTION | |
| | Organizing Production Using Economic Principles | Chapter 11 |
| | Production and Inventory Management | Chapter 12 |
| | Basic Accounting Documents | Chapter 13 |
| | Using Accounting Information for Business Control and Planning | Chapter 14 |
| PART IV | THE DIRECTING FUNCTION & EVALUATION | |
| | Human Resource Leadership | Chapter 17 |
| | Human Resource Management | Chapter 18 |
| | Personal Selling | Chapter 19 |
| | Developing a Workable Approach to Agribusiness Management | Chapter 20 |
| | Third Examination | |
| Special Assignments Due As Announced | | Final Examination |

APPENDIX I (continued)

ANSC 3474: Beef Production

Fall 2010

Dr. Whitney A. Whitworth

104 Agriculture

460-1214

whitworth@uamont.edu

Office Hours: Available most of the day between 8-4:30; except during lecture times.

Required Text: None. Lecture materials will be distributed as needed or will be available via the internet.

Course Goals and Objectives: 1) To understand the impact of the beef cattle industry on United States Agriculture. 2) To recognize special situations associated with raising cattle. 3) To gain a working knowledge of beef cattle production practices.

Grading and Exam Policy: All exams will be worth 100 points, final exam will be worth 200 points. Attendance and participation will also count for 200 points. Grades will be assigned in the following manner: A= 90% or greater, B= 80-89%, C = 70-79%, etc.

Class Policy: Cheating and plagiarism will not be tolerated. The first offense will result in a zero for that assignment. The second offense will result in a failing grade for the course and a report sent to the Vice Chancellor for Academic Affairs. Roll will be taken regularly, and will be used in grade calculation. If you will be absent on the day of a quiz or test, it must be rescheduled within a reasonable amount of time. If an emergency arises and you miss a quiz or test, assignments may be made up at my discretion. **YOU MUST CONTACT ME TO MAKE UP ANY MISSED ASSIGNMENTS.** If you have more than six (6) un-excused absences from class, you will automatically drop one letter grade.

Students with Disabilities: It is the policy of the University of Arkansas-Monticello to accommodate individuals with disabilities pursuant to federal law and the University's commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120, phone 870-460-1026; TDD 870-460-1626; fax 870-460-1926.

Grade Reports: UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage: www.uamont.edu
To have your grades mailed to you, complete the grade request form available in the Registrar's Office in Monticello, or the Student Services offices in Crossett and McGehee.

Disorderly conduct or disruptive behavior will not be tolerated in the Division of Agriculture. I will ask you to leave my class.

Tentative Schedule:

Topic

Introduction

Breeds, Breeding, and Genetics

Exam 1

Production Systems

Exam 2

Reproduction

Exam 3

Nutrition and Feeding

Exam 4

Management Practices

Comprehensive Final Tues. Dec. 15; 8-10 AM**Lab Schedule**

| | | |
|--|-------|----|
| Week 1: No lab | Aug. | 26 |
| Week 2: Vaccinate cows | Sept. | 2 |
| Week 3: Palpation lab | | 9 |
| Week 4: Breeds lab | | 16 |
| Week 5: Health programs | | 23 |
| Week 6: Calf working lab | | 30 |
| Week 7: Dehorning lab | Oct. | 7 |
| Week 8: Tattooing lab | | 14 |
| Week 9: Slaughter lab | | 21 |
| Week 10: Records/EPDs | | 28 |
| Week 11: Bull Breeding Soundness Exams | Nov. | 4 |
| Week 12: Body condition scoring | | 11 |
| Week 13: Reproductive tracts | | 18 |
| Week 14: Thanksgiving week - No lab | | 25 |
| Week 15: Artificial Insemination | Dec. | 2 |

APPENDIX I (continued)

Course ID: AGRO 2244, Introductory Soil Science. FALL 2011

Prerequisites: CHEM 1103, General Chemistry 1, 3 hrs credit lecture and CHEM 1121 General Chemistry 1 Laboratory; *and* CHEM 1113 General Chemistry 2, 3 credits, 3 hours lecture *and* CHEM 1131 General Chemistry Laboratory 2, 1 credit, 3 hours laboratory.

Text(s) and supplemental books and materials:

Elements of the Nature and Properties of Soils, 3rd Ed. by Brady and Weil, Prentice Hall, Upper Saddle River, NJ, USA. REQUIRED!

Laboratory Experiences for AGRO 2244, Soils. Rev. 2008 by Francis, UAM pub. REQUIRED!

Professor's name: Paul B. Francis, 460-1314, francis@uamont.edu

Office hours: MWF 11-12; TTh 10-12 or by appointment.

Special policies statement:

1. Any student caught in an intentional, premeditated and blatant act of cheating on any exam will be given the option of withdrawing from the course or receiving an 'F'. This rule will be strictly enforced!
2. Attendance at all class functions is highly encouraged but not required. Attendance records will be kept on file for requests from loan representatives and potential employers. Please notify the instructor if you will miss a class meeting so that it can be recorded as an excused absence.
3. Test make ups can be procured for legitimate reasons such as illness, death in the family, official school functions, job interviews, or accidents. Please notify the instructor within one week to arrange a time. NOTE: The make up test will be equivalent in content, not exact, in content than the original. ILLEGITIMATE excuses are sporting trips, tests in other courses, 'stress', or any other similar reason. Remember, it is your responsibility to take exams on scheduled dates and do well on them. The make up test may be harder than the original!
4. NEW POLICY!! Use of cell phones and text messaging during scheduled class is prohibited. This is unprofessional and rude behavior.

Special dates of concern:

Oct. 7, last day to apply for May graduation (Seniors, take note!).

Nov. 9, last day to drop with a 'W'.

Goals and objectives:

1. Understand the factors of soil formation and the role of each in unique soil morphological, chemical and biological properties.
2. Know the definitions, influencing factors and measurement of basic soil physical properties associated with texture, color, water, water movement, density, aggregation, tillage, profile development, taxonomy, aeration and temperatures and their effects on plant and soil management for sustained production and environmental integrity.
3. Know the definitions, influencing factors and measurement of basic soil chemical

and biochemical properties associated with pH, colloids, mineralogy, micro- and macro-flora, organic matter and nutrients and their effects on plant and soil management for sustained production and environmental integrity.

4. Understand the role of soil management with regard to best management practices, sustainability, remediation, and environmentally sound production of food, fuel, fiber and wildlife production.
5. Gain a greater appreciation for the role of soils in agriculture, society and human and wildlife sustainability and health.

NOTE: The course objectives and teaching content are based on the American Society of Agronomy Council of Soil Science Examiners Fundamental Soil Science Performance Objectives. A complete listing of these learning objectives can be found at <http://www.soils.org/>.

Content Outline:

Unit I. Introduction to soils and soil physical properties.

Unit II. Soil chemistry and biology.

Unit III. Soil fertility and plant nutrition.

Unit IV. Soil taxonomy and management.

Tentative Itinerary:

| <u>Unit</u> | <u>Chapters</u> | <u>estimated no. lectures</u> | <u>associated labs</u> |
|--|-----------------|-------------------------------|------------------------|
| 1. Introduction to soils, and soil physics. | 1 2,4,5,6,7 | 1 6 | 1 2,3 |
| *** TEST I. 100 pts *** <i>Early season tornado.</i> | | | |
| 3. Soil chemistry & biology. | 8,9,10,11 | 7 | 4,5,6,7,8 |
| ***TEST II. 100 pts *** <i>Mid-term hurricane!</i> | | | |
| 3. Soil fertility and plant nutrition. | 12,13 | 6 | 7,8,9,10 |
| *** TEST III. 100 pts *** <i>Late season earth quake!</i> | | | |
| 4. Soil taxonomy and management. | 2,3 14,15 | 2 3 | 12,16 12,13,14 |
| *** FINAL EXAM: <u>150</u> pts *** TBA <i>End of season tsunami!</i> (approximately 75 pts Unit 4, 75 pts comprehensive of Units 1-3 main points) | | | |

Special Projects, Assignments, Field Trips:

Each student should obtain about one quart of a properly collected soil sample from a field, pasture, garden, or home lawn by the second laboratory meeting.

Provisions for tests and evaluations:

If you miss an exam for a legitimate reason, please inform the instructor within 5 days prior or after so that a makeup exam can be scheduled. In some situations, the missed points or make

up exam may be added to the final exam. Examples of legitimate and illegitimate reasons are listed in course policy statement no. 3.

| | | |
|------------------------|-----------------------------|----------------|
| <i>Grading policy:</i> | Three 100 pt lecture exams: | 300 pts |
| | Final exam: | 100 pts |
| | Laboratory exams, reports: | <u>150 pts</u> |
| | Total pts.: | 600 pts |

Letter grade assignments: A: 540 + B: 480-539 C: 420-479 D: 360-419

NOTE: There will be approximately **20** extra credit points given in the form of in-class assignments or quizzes. Sorry, you must be present to win. Laboratory points are added to course sum.

NOTICES:

“It is the policy of the University of Arkansas at Monticello to accommodate individuals with disabilities pursuant to federal law and the University’s commitment to equal educational opportunities. It is the responsibility of the student to inform the instructor of any necessary accommodations at the beginning of the course. Any student requiring accommodations should contact the Office of Special Student Services located in Harris Hall Room 120; phone 870 460-1026; TDD 870 460-1626; Fax 870 460-1926.”

“UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM Homepage, www.uamont.edu. To have your grades mailed to you, complete the grade request form available in the Registrar’s Office in Monticello, or the Student Services Office in Crossett or McGehee.”

“The following action is prohibited under the Student Conduct Code: Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others.” **NOTE.** The above is a campus-wide policy required in all classes at UAM. A *higher* level of student behavior and professionalism will be required in AGRO 2244 laboratory experiences due to the presence of toxic and caustic compounds!

APPENDIX II
FALL 2011 PRE/POST TEST – UAM SCHOOL OF AGRICULTURE

| Student Number | AGEC 2273 | | | AGEC 4623 | | | AGEC 4683 | | | AGEC 4823 | | |
|-------------------|------------------|---------------|--------------------|------------------|---------------|--------------------|------------------|---------------|--------------------|------------------|---------------|--------------------|
| | Pretest Score | Post Score | Points Increase | Pretest Score | Post Score | Points Increase | Pretest Score | Post Score | Points Increase | Pretest Score | Post Score | Points Increase |
| 1 | 12.0 | 61.0 | 49.0 | 47.0 | 97.0 | 50.0 | 28.0 | 94.0 | 66.0 | 25.0 | 59.0 | 34.0 |
| 2 | 36.0 | 83.5 | 47.5 | 38.0 | 70.6 | 32.6 | 59.0 | 101.5 | 42.5 | 44.0 | 76.5 | 32.5 |
| 3 | 17.0 | 48.5 | 31.5 | 36.0 | 79.3 | 43.3 | 17.0 | 88.5 | 71.5 | 30.0 | 75.5 | 45.5 |
| 4 | 17.0 | 69.0 | 52.0 | 17.0 | 86.9 | 69.9 | 13.0 | 100.0 | 87.0 | 32.5 | 75.0 | 43.0 |
| 5 | 30.0 | 73.5 | 43.5 | 32.0 | 96.0 | 64.0 | 17.0 | 90.5 | 73.5 | 41.0 | 88.5 | 47.5 |
| 6 | 18.0 | 84.5 | 66.5 | 22.0 | 89.9 | 67.9 | 13.0 | 80.5 | 67.5 | 35.5 | 80.0 | 44.5 |
| 7 | 34.5 | 76.0 | 41.5 | 22.0 | 87.0 | 65.0 | 36.0 | 81.5 | 45.5 | | | |
| 8 | 29.5 | 82.0 | 51.5 | 14.0 | 86.0 | 72.0 | 39.0 | 92.5 | 53.5 | | | |
| 9 | 27.0 | 81.0 | 54.0 | 17.5 | 67.8 | 50.3 | 47.0 | 103.0 | 56.0 | | | |
| 10 | 28.0 | 93.5 | 65.5 | 29.0 | 81.0 | 52.0 | 32.0 | 91.0 | 59.0 | | | |
| 11 | 19.0 | 86.0 | 66.5 | 20.0 | 60.1 | 40.1 | 17.0 | 90.5 | 73.5 | | | |
| 12 | 24.5 | 91.0 | 66.5 | 20.0 | 93.7 | 73.7 | 48.0 | 93.5 | 45.5 | | | |
| 13 | 31.5 | 83.5 | 52.0 | | | | 35.0 | 87.0 | 52.0 | | | |
| 14 | 25.5 | 80.0 | 54.5 | | | | 23.0 | 93.5 | 70.5 | | | |
| 15 | 14.0 | 55.5 | 41.5 | | | | 36.0 | 87.5 | 51.5 | | | |
| 16 | 30.5 | 90.0 | 59.5 | | | | 27.0 | 90.5 | 63.5 | | | |
| 17 | 10.0 | 65.5 | 55.5 | | | | 31.0 | 85.5 | 54.5 | | | |
| 18 | 31.5 | 77.5 | 46.0 | | | | 25.0 | 83.0 | 58.0 | | | |
| 19 | 50.5 | 88.5 | 38.0 | | | | 40.0 | 103.0 | 63.0 | | | |
| 20 | 39.5 | 94.5 | 55.0 | | | | 28.0 | 77.5 | 49.5 | | | |
| 21 | 23.5 | 65.5 | 42.0 | | | | 19.0 | 99.5 | 80.5 | | | |
| 22 | 33.0 | 71.5 | 38.5 | | | | | | | | | |
| 23 | 22.5 | 55.0 | 32.5 | | | | | | | | | |
| 24 | | | | | | | | | | | | |
| 25 | | | | | | | | | | | | |
| 26 | | | | | | | | | | | | |
| 27 | | | | | | | | | | | | |
| 28 | | | | | | | | | | | | |
| 29 | | | | | | | | | | | | |
| 30 | | | | | | | | | | | | |
| 31 | | | | | | | | | | | | |
| Average | 26.28 | 76.37 | 50.02 | 26.21 | 82.94 | 56.73 | 30.00 | 91.14 | 61.14 | 34.67 | 75.75 | 41.17 |

NOTE: Incomplete student data sets were excluded from class section averages.

APPENDIX II (continued)

APPENDIX II

SPRING 2012 PRE/POST TEST – UAM SCHOOL OF AGRICULTURE

| Student Number | AGEC 4803 | | | AGEC 4713 | | | AGEC 4613 | | | AGEC 4703 | | |
|--------------------------|------------------|---------------|--------------------|------------------|---------------|--------------------|------------------|---------------|--------------------|------------------|---------------|--------------------|
| | Pretest Score | Post Score | Points Increase | Pretest Score | Post Score | Points Increase | Pretest Score | Post Score | Points Increase | Pretest Score | Post Score | Points Increase |
| 1 | 26.0 | 88.5 | 62.5 | 14.5 | 71.0 | 56.5 | 15.0 | 70.5 | 55.5 | 17.0 | 88.5 | 71.5 |
| 2 | 22.0 | 80.5 | 58.5 | 20.0 | 73.0 | 53.0 | 18.0 | 69.5 | 51.5 | 21.0 | 71.5 | 50.5 |
| 3 | 28.0 | 89.5 | 61.5 | 17.0 | 64.0 | 47.0 | 36.5 | 93.0 | 56.5 | 15.0 | 58.5 | 43.5 |
| 4 | 32.5 | 78.0 | 45.5 | 4.5 | 77.0 | 72.5 | 12.0 | 67.0 | 55.0 | 19.0 | 91.0 | 72.0 |
| 5 | 26.0 | 77.5 | 51.5 | 9.0 | 72.5 | 63.5 | 14.0 | 56.0 | 42.0 | 18.0 | 45.5 | 27.5 |
| 6 | 26.0 | 71.0 | 45.0 | | | | 21.5 | 96.0 | 74.5 | 17.0 | 63.5 | 46.5 |
| 7 | 19.0 | 82.5 | 63.5 | | | | 12.0 | 77.5 | 65.5 | 12.0 | 59.0 | 47.0 |
| 8 | 25.0 | 85.0 | 59.0 | | | | 17.5 | 85.5 | 68.0 | 15.5 | 68.5 | 53.0 |
| 9 | 24.0 | 77.5 | 53.5 | | | | 27.0 | 97.0 | 70.0 | 23.0 | 84.5 | 61.5 |
| 10 | 27.0 | 89.5 | 62.5 | | | | 18.0 | 91.0 | 73.0 | 19.0 | 99.5 | 80.5 |
| 11 | 35.0 | 83.0 | 48.0 | | | | 21.0 | 88.5 | 64.5 | 13.0 | 66.5 | 53.5 |
| 12 | 9.5 | 76.0 | 66.5 | | | | 19.0 | 82.5 | 63.5 | 20.0 | 91.5 | 71.5 |
| 13 | 14.0 | 69.0 | 55.0 | | | | 7.0 | 77.0 | 70.0 | 15.0 | 88.5 | 73.5 |
| 14 | 46.5 | 93.0 | 46.5 | | | | 26.5 | 79.5 | 53.0 | 18.0 | 68.0 | 50.0 |
| 15 | 16.0 | 82.0 | 66.0 | | | | 13.0 | 86.5 | 73.5 | 13.0 | 74.5 | 61.5 |
| 16 | 23.0 | 73.5 | 50.5 | | | | 15.5 | 79.0 | 64.0 | 20.5 | 78.0 | 57.5 |
| 17 | | | | | | | 16.0 | 75.5 | 59.5 | 25.0 | 78.5 | 53.5 |
| 18 | | | | | | | 16.0 | 87.5 | 71.5 | 13.0 | 99.0 | 86.0 |
| 19 | | | | | | | 15.0 | 86.5 | 71.5 | | | |
| 20 | | | | | | | 13.0 | 68.5 | 55.5 | | | |
| 21 | | | | | | | 22.0 | 82.0 | 60.0 | | | |
| 22 | | | | | | | 19.5 | 77.5 | 58.0 | | | |
| 23 | | | | | | | 20.5 | 63.5 | 43.0 | | | |
| Class Average | 30.28 | 81.00 | 55.97 | 13.00 | 71.50 | 58.50 | 18.07 | 79.87 | 61.70 | 17.44 | 76.36 | 58.92 |

NOTE: Incomplete student data sets were excluded from class section averages.

APPENDIX II (continued)

UAM SCHOOL OF AGRICULTURE

FALL PRE/POST TESTS SUMMARY

| | AGEC 2273 | | | AGEC 4623 | | | AGEC 4683 | | | AGEC 4823 | | |
|-------------|------------------|------------------|-----------------|------------------|------------------|-----------------|------------------|------------------|-----------------|------------------|------------------|-----------------|
| | Pretest | Post-test | Points | Pretest | Post-test | Points | Pretest | Post-test | Points | Pretest | Post-test | Points |
| Fall | Score | Score | Increase | Score | Score | Increase | Score | Score | Increase | Score | Score | Increase |
| 2011 | 26.28 | 76.37 | 50.02 | 26.21 | 82.94 | 56.73 | 30.00 | 91.14 | 61.14 | 34.67 | 75.75 | 41.17 |
| 2010 | 24.66 | 80.61 | 55.95 | 21.04 | 83.30 | 62.25 | 22.00 | 91.45 | 69.45 | 27.30 | 80.90 | 53.60 |
| 2009 | 24.64 | 73.57 | 48.93 | 18.45 | 78.07 | 59.61 | 23.57 | 83.57 | 60.00 | 30.63 | 77.50 | 46.88 |
| 2008 | 25.08 | 74.96 | 50.67 | 24.13 | 77.19 | 54.31 | 23.42 | 84.33 | 60.92 | 28.08 | 81.38 | 53.29 |
| 2007 | 28.26 | 68.03 | 39.76 | 23.15 | 79.15 | 55.23 | 34.40 | 81.00 | 46.60 | 30.17 | 75.78 | 45.61 |
| 2006 | 25.70 | 69.18 | 44.17 | 24.42 | 84.31 | 59.88 | 33.80 | 82.50 | 48.60 | 32.75 | 83.42 | 50.67 |

SPRING PRE/POST TESTS SUMMARY

| | AGEC 4703 | | | AGEC 4803 | | | AGEC 4613 | | | AGEC 4713 | | |
|---------------|------------------|------------------|-----------------|------------------|------------------|-----------------|------------------|------------------|-----------------|------------------|------------------|-----------------|
| | Pretest | Post-test | Points | Pretest | Post-test | Points | Pretest | Post-test | Points | Pretest | Post-test | Points |
| Spring | Score | Score | Increase | Score | Score | Increase | Score | Score | Increase | Score | Score | Increase |
| 2012 | 17.44 | 76.36 | 58.92 | 30.28 | 81.00 | 55.97 | 18.07 | 79.87 | 61.70 | 13.00 | 71.50 | 58.50 |
| 2011 | 22.00 | 92.00 | 70.00 | 30.28 | 83.70 | 53.41 | 22.66 | 82.13 | 59.47 | 22.50 | 88.44 | 65.94 |
| 2010 | 13.38 | 77.06 | 63.69 | 29.05 | 75.80 | 46.75 | 19.58 | 83.33 | 63.75 | 23.00 | 77.25 | 54.25 |
| 2009 | 17.67 | 74.50 | 56.83 | 29.17 | 79.50 | 50.33 | 23.69 | 78.94 | 55.25 | 21.31 | 76.38 | 55.06 |
| 2008 | 19.00 | 79.75 | 60.09 | 27.85 | 75.25 | 46.59 | 19.53 | 82.00 | 62.84 | 18.50 | 65.44 | 47.50 |
| 2007 | 13.75 | 86.13 | 72.38 | 30.29 | 79.36 | 49.21 | 23.10 | 77.50 | 54.40 | 23.38 | 72.13 | 48.50 |
| 2006 | 13.56 | 72.68 | 59.32 | 25.97 | 74.94 | 48.34 | 19.28 | 77.67 | 58.39 | 24.00 | 77.25 | 53.25 |

APPENDIX III
UAM SCHOOL OF AGRICULTURE GRADE DISTRIBUTIONS FOR CORE COURSES

AGRI 1101 - Agriculture Orientation

| Grade | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 |
|-----------|--------------|--------------|--------------|--------------|--------------|--------------|
| A | 58% | 50% | 65% | 63% | 45% | 56% |
| B | 15% | 15% | 12% | 7% | 13% | 14% |
| C | 9% | 10% | 6% | 7% | 10% | 3% |
| D | 6% | 15% | 12% | 7% | 10% | 8% |
| F | 6% | 5% | 3% | 7% | 20% | 11% |
| W | 6% | 5% | 2% | 10% | 3% | 8% |
| N= | 33 | 20 | 34 | 30 | 40 | 36 |

AGEC 2273 - Agriculture Economics

| Grade | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 |
|-----------|--------------|--------------|--------------|--------------|--------------|--------------|
| A | 12% | 21% | 32% | 24% | 18% | 18% |
| B | 18% | 11% | 24% | 20% | 39% | 29% |
| C | 33% | 26% | 24% | 32% | 11% | 21% |
| D | 21% | 21% | 20% | 4% | 8% | 18% |
| F | 6% | 11% | 0% | 4% | 21% | 4% |
| W | 9% | 11% | 0% | 16% | 0% | 11% |
| N= | 33 | 19 | 25 | 25 | 38 | 28 |

ANSC1003 - Principles of Animal Science

| Grade | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 |
|-----------|--------------|--------------|--------------|--------------|--------------|--------------|
| A | 20% | 14% | 12% | 25% | 13% | 7% |
| B | 43% | 19% | 35% | 29% | 41% | 43% |
| C | 20% | 14% | 21% | 18% | 10% | 23% |
| D | 3% | 19% | 21% | 11% | 10% | 14% |
| F | 7% | 19% | 9% | 11% | 23% | 7% |
| W | 7% | 14% | 2% | 7% | 3% | 7% |
| N= | 30 | 21 | 34 | 28 | 39 | 44 |

AGRO 2244 - Soils

| Grade | Fall 2006 | Fall 2007 | Fall 2008 | Fall 2009 | Fall 2010 | Fall 2011 |
|-----------|--------------|--------------|--------------|--------------|--------------|--------------|
| A | 18% | 0% | 17% | 15% | 37% | 10% |
| B | 24% | 0% | 57% | 46% | 47% | 60% |
| C | 29% | 0% | 26% | 31% | 16% | 25% |
| D | 24% | 0% | 0% | 8% | 0% | 5% |
| F | 6% | 0% | 0% | 0% | 0% | 0% |
| W | 0% | 0% | 0% | 0% | 0% | 0% |
| N= | 17 | 13 | 23 | 13 | 19 | 20 |

AGRO 1033 - Principles of Field Crops

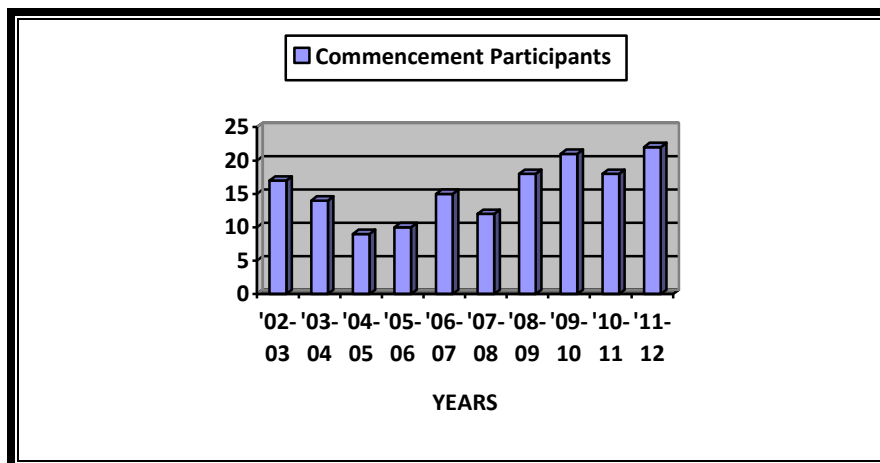
| Grade | Spring 2007 | Spring 2008 | Spring 2009 | Spring 2010 | Spring 2011 | Spring 2012 |
|-----------|----------------|----------------|----------------|----------------|----------------|----------------|
| A | 15% | 25% | 44% | 38% | 29% | 21% |
| B | 44% | 35% | 22% | 25% | 48% | 42% |
| C | 18% | 15% | 19% | 28% | 19% | 19% |
| D | 6% | 5% | 9% | 0% | 0% | 5% |
| F | 9% | 15% | 6% | 6% | 5% | 5% |
| W | 9% | 5% | 0% | 3% | 0% | 9% |
| N= | 34 | 20 | 32 | 32 | 21 | 43 |

APPENDIX IV

GRADUATING STUDENT NUMBERS FOR AGRICULTURE AND PRE-VET MAJORS BY YEAR AND CLASS

UAM SCHOOL OF AGRICULTURE

| CLASS | 2002-2003 | 2003-2004 | 2004-2005 | 2005-2006 | 2006-2007 | 2007-2008 | 2008-2009 | 2009-2010 | 2010-2011 | 2011-2012 |
|----------------------------------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|-----------|
| Commencement Participants | 17 | 14 | 9 | 10 | 15 | 12 | 18 | 21 | 18 | 22 |

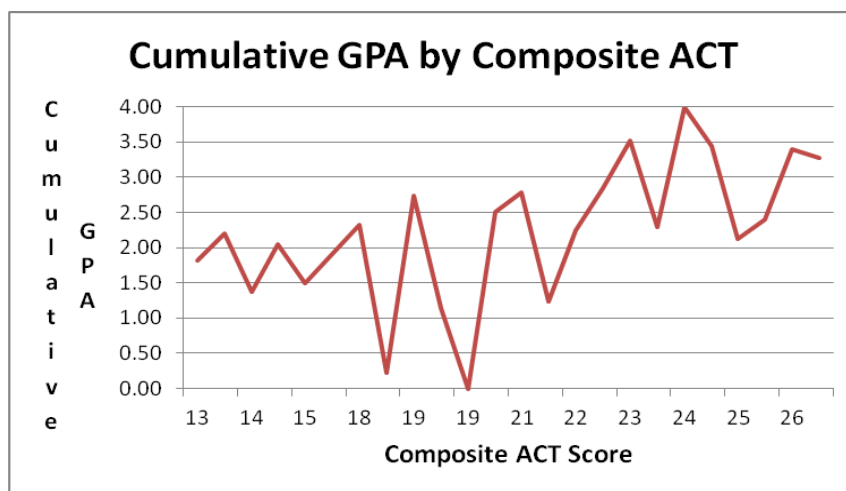


INCOMING FRESHMEN STUDENT ACT SCORES BY YEAR

UAM SCHOOL OF AGRICULTURE

| CLASS | Number | ACT Test Averages | | | | Ranges | |
|--------------------|-----------|-------------------|--------------|--------------|--------------|-----------|-----------|
| | | READING | ENGLISH | MATH | COMPOSITE | HIGH | LOW |
| Fall 2011 * | 27 | 19.24 | 18.74 | 19.20 | 19.48 | 27 | 10 |

Note: 5 Students did not have ACT test scores on file. Most of these took the Asset or Compass tests.



APPENDIX V

FACULTY MEETING MINUTES – 2011-2012

UAM SCHOOL OF AGRICULTURE

Academic Year Review Meeting Notice
July 28, 2011 at 3:10 pm
Conference Room, UAM Agriculture Building

From: Bryant Kelly
Sent: Monday, July 25, 2011 11:39 AM
To: Francis Paul; Stark Robert; Whitworth Whitney; Jones Rusty
Cc: 'Scott Akin'; Coker Cliff; Smith Ken; Outlaw Linda; Pennington Jill
Subject: Faculty Meeting Friday Morning

Let's get together at 3:10 PM Thursday afternoon in the Conference room to discuss the following items:

AGENDA

- 1) Waiving ag orientation for transfer students
- 2) Offering Entomology every other year.
- 3) Transfer of D's
- 4) Annual event for alumni
- 5) Scheduling the fall picnic
- 6) Topics for Faculty Development Week
 - a. State of the School Address
 - b. Black board training
 - c. On-line classes
 - d. Recorded class sessions
 - e. Curriculum changes in Pest Management

If you have other items you would like to discuss please let me know ahead of time so that they can be put on the agenda. We will adjourn by 11:00.

Thanks, Kelly.

.....

State of the School Address
August 18th, 2011 at 2:00 pm
Room 144, UAM Agriculture Building

The meeting was attended by all UAM faculty and staff.

Dr. Bryant gave a summary of the School's performance and activities for the previous year.

The faculty and staff provided feedback on how to improve our efforts for the coming year.

Specific topics discussed included:

- 1) Plans for our fall picnic
- 2) Utilization of the head house
- 3) Plans for our Homecoming activities
- 4) Suggested changes in our web page, Face Book page, and other ways to engage current and prospective students.

The meeting adjourned at 3:30 pm.

.....

APPENDIX V (continued)

**Faculty Meeting with UAM Administration
October 20, 2011 at 2:30 pm
Room 144, UAM Agriculture Building**

The meeting was attended by Drs. Bryant, Stark, Whitworth, Lassiter and Mr. Ray and Jones. The Chancellor discussed budget issues and enrollment numbers. Money is tight, but increased enrollment is helping to generate some revenue. The faculty asked questions related to future plans for the Institution and specifically the School of Agriculture. The discussion was cordial and no areas of strong contention were evident. The question of donating sick leave to a catastrophic pool was posed. The Chancellor agreed to look into the matter further. The Provost and Chancellor praised the School of Ag faculty for a job well done. The faculty thanked the Administration for their support, referencing recent repairs to the foundation of the building, a new chiller in the back wing, and providing a head house for research efforts and classroom instruction.

.....

**Minutes
Scholarship Committee Meeting
April 10, 2012 at 1:30 pm
Room 122, UAM Agriculture Building**

The meeting was attended by all UAM faculty. Dr. Bryant presented the Scholarships to be awarded and the dollar amount of each. Also included was the criteria required of the applicant for each scholarship. Dr. Bryant provided a list of UAM Agriculture students who had or had not completed a UAM Scholarship Application; did or did not have a GPA of 2.7 or above; or who were incoming freshmen with their accompanying ACT scores. The committee systematically addressed each scholarship one at a time and selected recipients for each. Twelve students were awarded over \$15,000 in scholarships. Dr. Bryant will submit these recommendations to the UAM Scholarship office.

.....

**Minutes
Intro to Organic and Bio-Chemistry meeting
April 24, 2012 at 1:30 pm
Room 122, UAM Agriculture Building**

The meeting was attended by Drs. Bryant, Francis and Whitworth and Dr. Andrew Williams from Math and Sciences. The purpose of the meeting was to discuss the needs of agriculture students in their Intro to Organic and Bio-Chemistry class. Dr. Williams brought the text book he intends to use next year. Drs. Francis and Whitworth identified those subjects that are most important to Animal Science and Plant & Soil Science students. It was agreed that using agriculture related examples that apply to chemistry was a good way to engage our students more. Dr. Bryant suggested that Drs. Francis and Whitworth guest lecture on specific chapters or topics that they often use in their fields, but affirmation by the other participants in the meeting was lacking. The meeting adjourned at 2:50 pm.

APPENDIX V (continued)

**Minutes
Strategic Planning Meeting
May 10, 2012 at 9:00 am
Room 122, UAM Agriculture Building**

The meeting was attended by all School of Agriculture faculty and Ms. Jill Pennington.

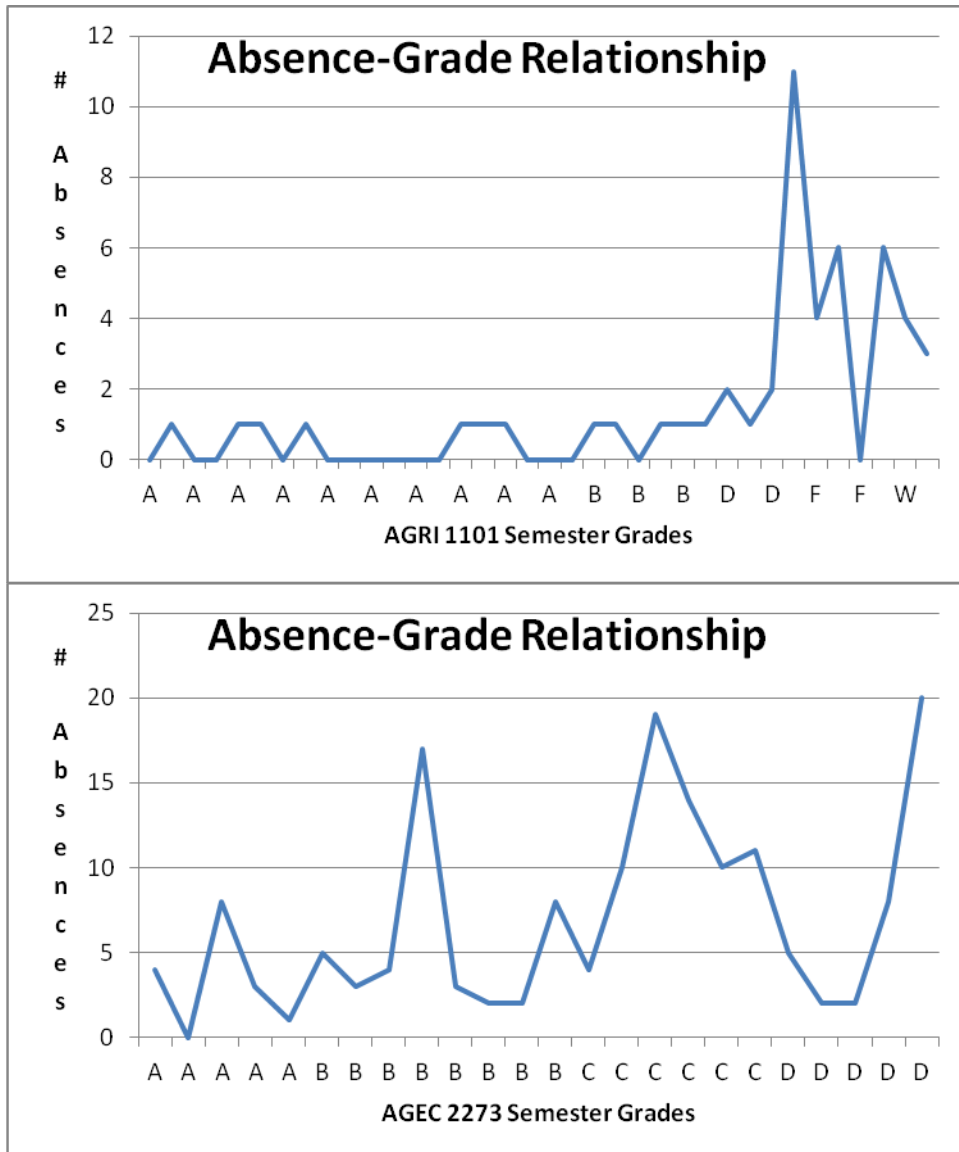
Dr. Bryant presented the School of Agriculture's strategic plan.

Faculty reviewed and discussed each objective and strategy for each strategic goal and identified outcomes for each.

Modifications to the plan were also debated as the group moved through the plan. Some objectives and strategies in the plan were modified for the coming year.

Ms. Pennington recorded all the discussion and agreed to write a review document of the 2011-12 Strategic Plan and a modified version of the plan for 2012-13. These two documents will in turn be delivered to the strategic planning coordinator for UAM..

The meeting adjourned at 11:00 am.



APPENDIX VI

SUMMARY OF GRADUATING SENIOR AGRICULTURE MAJOR SURVEYS

FALL 2011 - UAM SCHOOL OF AGRICULTURE

Please answer each of the following questions as accurately as possible. We are interested in assessing the effectiveness of our program in preparing agriculture majors for the job market in business, government agencies, and for graduate school. This document is not designed to elicit comments about individual instructors, either positive or negative, but about the course offerings, materials, and activities. On questions where choices are listed, please circle your answer. All responses will be kept confidential.

Expected UAM graduation date: December 2011

Agriculture Option Area:

| | |
|------------------------|-----|
| Animal Science | - 3 |
| Agribusiness | - 4 |
| General Agriculture | - 0 |
| Plant and Soil Science | - 1 |
| Unspecified | - 0 |

Circle the appropriate response: female - 1 male - 7

married - 1 single - 7

American Indian Asian African American Hispanic Caucasian - 8

Describe your situation the current semester:

1 Lived on campus

2 Lived within the Monticello area

5 Commuted from outside the Monticello area

Did you complete all Agriculture courses at the 3000 level and above at UAM?

No - 0 yes - 8

In your search for a job or applying for graduate school, are there specific skills or techniques (writing, interview, presentations, other) to which your Agriculture classes contributed? Indicate which skills and techniques:

- Interview, presentation, and resume building skills.
- Interviewing and presentation skills were improved by my classes in Agriculture.
- Asking good questions and job searching skills.
- Writing skills.
- Researching skills.
- Seminar helped me with my resume.
- Ag Seminar and other classes required me to write research papers and mock interview for jobs which prepared me for jobs after school.

Did your advisor or other Agriculture faculty provide useful information about selecting a graduate school or looking for a job? Yes - 8 No - 0 Yes & No - 0

What information was especially useful?

- Career days and guest speakers from local companies.
- An employer approached Dr. Bryant about prospective employees.
- Graduate school information, contact information, special skills or techniques to focus on.(2)
- Who and where to ask about jobs. What tools we should use to find information.
- Job openings and information.(2)
- Company options.

What other information would have been helpful?

- More information about graduate school when beginning college.

How would you rate your:

Research skills in the library Excellent - 1 Adequate - 5 Modest - 0 Weak - 2

Computer research skills Excellent - 2 Adequate - 5 Modest - 1 Weak - 0

Overall, how would you assess the contribution of Agriculture courses you have taken to your level of preparation for employment and/or graduate school?

Very Helpful - 7 Moderately Helpful - 1 Not Very Helpful - 0

Please circle the appropriate number below - 1 being best and 5 being worst - based on your appraisal of each component.

1 = outstanding 2 = excellent 3 = good 4 = fair 5 = poor

FACULTY

| | | | | | |
|-----------------------------------|-----------------|---------------|----------|----------|----------|
| Knowledgeable in their field | outstanding - 6 | excellent - 1 | good - 0 | fair - 1 | poor - 0 |
| Accessible to students | outstanding - 6 | excellent - 1 | good - 0 | fair - 0 | poor - 1 |
| Dedicated to students | outstanding - 6 | excellent - 1 | good - 0 | fair - 0 | poor - 1 |
| Concerned with student progress | outstanding - 6 | excellent - 1 | good - 0 | fair - 0 | poor - 1 |
| Provided specific career guidance | outstanding - 4 | excellent - 3 | good - 0 | fair - 0 | poor - 1 |
| Role model | outstanding - 5 | excellent - 1 | good - 2 | fair - 0 | poor - 0 |
| Advising | outstanding - 4 | excellent - 3 | good - 0 | fair - 0 | poor - 1 |

COURSES

| | | | | | |
|-----------------------------------|-----------------|---------------|----------|----------|----------|
| Challenging content | outstanding - 3 | excellent - 3 | good - 1 | fair - 1 | poor - 0 |
| Broad range of courses | outstanding - 6 | excellent - 0 | good - 1 | fair - 0 | poor - 1 |
| Reflect career needs of graduates | outstanding - 5 | excellent - 1 | good - 1 | fair - 1 | poor - 0 |
| Applied content (i.e. lab) | outstanding - 4 | excellent - 2 | good - 1 | fair - 0 | poor - 1 |
| Internship | outstanding - 4 | excellent - 3 | good - 0 | fair - 0 | poor - 1 |
| Preparation for grad school | outstanding - 4 | excellent - 2 | good - 1 | fair - 0 | poor - 1 |
| Usefulness of textbooks | outstanding - 4 | excellent - 3 | good - 0 | fair - 0 | poor - 1 |
| Outside reading assignments | outstanding - 4 | excellent - 1 | good - 2 | fair - 0 | poor - 1 |
| Use of technology in teaching | outstanding - 4 | excellent - 3 | good - 0 | fair - 0 | poor - 1 |

SUPPORT SERVICES

| | | | | | |
|---------------------------------------|-----------------|---------------|----------|----------|----------|
| Library offerings in agriculture | outstanding - 2 | excellent - 3 | good - 1 | fair - 1 | poor - 1 |
| Support from office staff/secretaries | outstanding - 5 | excellent - 1 | good - 1 | fair - 0 | poor - 1 |
| Support from dean of school | outstanding - 5 | excellent - 1 | good - 1 | fair - 0 | poor - 1 |
| Computer lab | outstanding - 3 | excellent - 1 | good - 3 | fair - 0 | poor - 1 |
| Classroom facilities | outstanding - 3 | excellent - 1 | good - 3 | fair - 0 | poor - 1 |
| Laboratory facilities | outstanding - 3 | excellent - 1 | good - 3 | fair - 0 | poor - 1 |

ACTIVITIES (Rate only those in which you have participated)

| | | | | | |
|-----------------------------|-----------------|---------------|----------|----------|----------|
| Agriculture Club | outstanding - 2 | excellent - 0 | good - 1 | fair - 0 | poor - 1 |
| Rodeo Club | outstanding - 1 | excellent - 0 | good - 0 | fair - 0 | poor - 1 |
| Soil Judging Team | outstanding - 0 | excellent - 0 | good - 0 | fair - 0 | poor - 1 |
| Ag Economics Quiz Bowl | outstanding - 1 | excellent - 0 | good - 0 | fair - 0 | poor - 1 |
| Intramural Team | outstanding - 1 | excellent - 0 | good - 0 | fair - 0 | poor - 1 |
| Farm Bureau Discussion Meet | outstanding - 4 | excellent - 1 | good - 0 | fair - 0 | poor - 1 |

How well did the General Education curriculum prepare you for study toward a B.S. degree in Agriculture?

- **Moderate.**
- **Excellent.**
- **Very well.**
- **Provide general knowledge to be a foundation for more in depth agricultural knowledge. Helped with basic reading and writing skills.**
- **Many courses were not needed or not pertaining to a career in Ag. Botany, Technical Writing and Macroeconomics were helpful.**
- **Gave me a solid foundation before I started toward my Bachelors degree.**

Provide a list of strengths and areas for improvement in the Division of Agriculture that you observed during your student career here.

STRENGTHS –

- **Great hands on classes especially in Weed Sciences, Pathology, and Entomology.**
- **Staff involvement.**
- **Activities, support services, courses and faculty.**
- **Teachers, environment and snack machine.**
- **Computer labs, open classrooms to study, helpful staff and faculty.**
- **Faculty/student ratio, personable staff and instructors, knowledgeable faculty.**

AREAS FOR IMPROVEMENT -

- **New auditorium seats.**
- **Rodeo program needs better funding to recruit better athletes.**
- **Newer or more equipment for student use.**
- **Laboratory and overhead projectors..**

- **Proper resume skills, how to find job postings, entrance exams.**

What other information would have been helpful?

- **More information about graduate school when beginning college.**
- **Meeting more potential employers.**
- **Job placement program.**
- **Information about graduate assistant positions.**
- **If had been pushed to take more hours as freshman and sophomore.**
- **Lack of jobs in Southeast Arkansas in my area of interest.**

How would you rate your:

Research skills in the library Excellent - **1** Adequate - **6** Modest - **2** Weak - **2**

Computer research skills Excellent - **4** Adequate - **6** Modest - **1** Weak - **0**

Overall, how would you assess the contribution of Agriculture courses you have taken to your level of preparation for employment and/or graduate school?

Very Helpful - **10** Moderately Helpful - **1** Not Very Helpful - **0**

Please circle the appropriate number below - 1 being best and 5 being worst - based on your appraisal of each component.

1 = outstanding 2 = excellent 3 = good 4 = fair 5 = poor

FACULTY

| | | | | | |
|-----------------------------------|-------------------------|----------------------|-----------------|-----------------|-----------------|
| Knowledgeable in their field | outstanding - 8 | excellent - 2 | good - 0 | fair - 0 | poor - 0 |
| Accessible to students | outstanding - 9 | excellent - 1 | good - 0 | fair - 0 | poor - 0 |
| Dedicated to students | outstanding - 10 | excellent - 0 | good - 0 | fair - 0 | poor - 0 |
| Concerned with student progress | outstanding - 9 | excellent - 1 | good - 0 | fair - 0 | poor - 0 |
| Provided specific career guidance | outstanding - 8 | excellent - 0 | good - 2 | fair - 0 | poor - 0 |
| Role model | outstanding - 7 | excellent - 2 | good - 1 | fair - 0 | poor - 0 |
| Advising | outstanding - 9 | excellent - 1 | good - 0 | fair - 0 | poor - 0 |

COURSES

| | | | | | |
|-----------------------------------|------------------------|----------------------|-----------------|-----------------|-----------------|
| Challenging content | outstanding - 6 | excellent - 4 | good - 0 | fair - 0 | poor - 0 |
| Broad range of courses | outstanding - 8 | excellent - 1 | good - 1 | fair - 0 | poor - 0 |
| Reflect career needs of graduates | outstanding - 7 | excellent - 1 | good - 2 | fair - 0 | poor - 0 |
| Applied content (i.e. lab) | outstanding - 7 | excellent - 2 | good - 0 | fair - 1 | poor - 0 |
| Internship | outstanding - 3 | excellent - 4 | good - 2 | fair - 0 | poor - 1 |
| Preparation for grad school | outstanding - 6 | excellent - 4 | good - 0 | fair - 0 | poor - 0 |
| Usefulness of textbooks | outstanding - 4 | excellent - 2 | good - 3 | fair - 0 | poor - 1 |
| Outside reading assignments | outstanding - 2 | excellent - 4 | good - 3 | fair - 0 | poor - 1 |
| Use of technology in teaching | outstanding - 6 | excellent - 2 | good - 2 | fair - 0 | poor - 0 |

SUPPORT SERVICES

| | | | | | |
|---------------------------------------|------------------------|----------------------|-----------------|-----------------|-----------------|
| Library offerings in agriculture | outstanding - 3 | excellent - 3 | good - 3 | fair - 0 | poor - 1 |
| Support from office staff/secretaries | outstanding - 8 | excellent - 2 | good - 0 | fair - 0 | poor - 0 |
| Support from dean of school | outstanding - 8 | excellent - 2 | good - 0 | fair - 0 | poor - 0 |
| Computer lab | outstanding - 7 | excellent - 3 | good - 0 | fair - 0 | poor - 0 |
| Classroom facilities | outstanding - 7 | excellent - 2 | good - 1 | fair - 0 | poor - 0 |
| Laboratory facilities | outstanding - 7 | excellent - 1 | good - 2 | fair - 0 | poor - 0 |

ACTIVITIES (Rate only those in which you have participated)

| | | | | | |
|-----------------------------|-----------------|---------------|----------|----------|----------|
| Agriculture Club | outstanding - 4 | excellent - 4 | good - 0 | fair - 0 | poor - 0 |
| Rodeo Club | outstanding - 0 | excellent - 0 | good - 0 | fair - 0 | poor - 0 |
| Soil Judging Team | outstanding - 0 | excellent - 1 | good - 0 | fair - 0 | poor - 0 |
| Ag Economics Quiz Bowl | outstanding - 1 | excellent - 1 | good - 0 | fair - 0 | poor - 0 |
| Intramural Team | outstanding - 0 | excellent - 0 | good - 0 | fair - 0 | poor - 0 |
| Farm Bureau Discussion Meet | outstanding - 1 | excellent - 0 | good - 0 | fair - 0 | poor - 0 |

How well did the General Education curriculum prepare you for study toward a B.S. degree in Agriculture?

- Many courses were not needed or not pertaining to a career in Ag. Botany, Technical Writing and Macroeconomics were helpful.
- None. (3) Think it is a waste of time and money. Do not need for a degree in Agriculture.
- Taught me writing and calculation skills.
- Very little. (2) Only one I believed was helpful was having a math class. Another students said Microcomputer apps was helpful.
- Helpful. (3) Helped with upper classes and a base for Agriculture classes. Helped with writing.
- Gave me a solid foundation before I started toward my Bachelors degree.

Provide a list of strengths and areas for improvement in the Division of Agriculture that you observed during your student career here.

STRENGTHS –

- Availability and knowledge of professors. (2)
- Faculty is very helpful and caring. (3) Best on campus. Always willing to help with students.
- New marker boards in Room 114.
- Newer computers.
- Awesome teaching, good atmosphere, one-on-one help, hands on learning.
- Staff is great. Very nice and helpful.
- Very nice, family environment. Only area where students are just sitting around between classes helping each other study.

AREAS FOR IMPROVEMENT -

- Paul Francis needs newer equipment for some of his labs. Not his fault, just needs more budget for this.
- Need more job related courses such as Diseases of Domesticated Animals. Was favorite class because information will use. Also, Dr. Stark's assignments are sometimes too much.
- Only problem ever had in Ag Dept was with Weed Science. Professor wasn't ever around and class was prepared at graduate level.
- More equine related classes.
- More applied classes.
- Better classes.
- Remove all chalkboards.
- Nicer lab facilities, lounge area for students improved, update classrooms.

APPENDIX VII

SAMPLE STUDENT ACTIVITY PLANNING AND FEEDBACK

FW: Visiting lecture to UAM School of Agriculture

Bryant Kelly

From: Bryant Kelly
Sent: Friday, October 07, 2011 11:49 AM
To: 'Peton, Gregory'
Subject: RE: Visiting lecture to UAM School of Agriculture

Great! The event will take place from 12:10 to 1:00 in room 109 of the Agriculture Building on the UAM campus. Our physical address is 1408 Scogin DR., Monticello, AR.

If you can be here by 11:00 I will treat you to an early lunch and we will get three or four faculty to go with us. I would like to invite Dwayne Beaty to join us for the presentation and lunch with your permission and if his schedule will allow.

Thanks again. I look forward to meeting you.

Kelly Bryant, Dean
UAM School of Agriculture

From: Peton, Gregory [<mailto:gregory.peton@pioneer.com>]
Sent: Wednesday, October 05, 2011 8:49 PM
To: Bryant Kelly
Cc: Beaty, Dwayne
Subject: RE: Visiting lecture to UAM School of Agriculture

Kelly,
I would be pleased to address both classes regarding career opportunities with Pioneer and the future of the Agriculture industry. November 9th works best for my schedule. I will use a ppt for Pioneer background information for the group and will allow plenty of time for questions.

Please provide me with the location of where I need to be on the 9th. If you have further questions don't hesitate to contact me. I am looking forward to this opportunity.

Regards,
Greg

Greg Peton
Area Sales Manager for Arkansas/Louisiana
Pioneer Hi-Bred, A DuPont Business

APPENDIX VII (continued)

Stark Robert

From: Jeffrey C Anderson [Jeffrey.C.Anderson@bunge.com]
Sent: Wednesday, January 18, 2012 9:24 AM
To: Stark Robert
Subject: A little help for your Futures class

Here is a good website that you can use for your futures class doc. It has some good info on why grains aren't trading so hot right now.

<http://futures.tradingcharts.com/>

Jeffrey C. Anderson
Bunge North America
992 River Grain Road
Greenville, MS 38701
Phone: 662-378-8135
Fax: 662-332-9317

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**UAM Agriculture Students Get First Hand
Look At Policy Development During Little Rock Visit**

(4/13/12)

MONTICELLO, Ark. — Agriculture students at the University of Arkansas at Monticello got a first-hand look at agricultural policy development during a recent visit to the state capitol in Little Rock.

Students met with southeast Arkansas legislators, Arkansas Farm Bureau staff and attended a meeting of the House-Senate Joint Budget Committee, during which bills dealing with both agriculture and non-agriculture issues were discussed. The students also met with Shane Broadway, interim director of higher education, and UA System Vice President for Agriculture Mark Cochran.

Arkansas Farm Bureau staff members Rodney Baker, Stanley Hill and Michelle Kitchens of AFB governmental affairs, and Jody Urquhart, representing AFB's organization and member programs, hosted a lunch for the students and members of the SEARK legislative delegation. Hill briefed the students on Farm Bureau operating procedures with the legislature as well as policy for current pending legislation.

The students later attended general sessions of both the House of Representatives and Senate and were photographed with Governor Mike Beebe. The students were accompanied on the trip by Dr. Bob Stark, professor of agriculture, and Dr. Whitney Whitworth, associate professor of animal science.

APPENDIX VII (continued)

Student Field Trip Impressions

XXXXXX XXXXXXXXXXXX

February 27, 2012

Agricultural Policy Trip to Arkansas Capitol

I. General Impressions

- A. The Joint Budget Meeting was very interesting even though it was so what boring, I learned how all the bills and stuff are passed and rejected. It also showed me how the committee works and what lobbyists really do.
- B. The Arkansas Farm Bureau was very interesting, I learned a lot about our represent and a little about his life. I also learned how all the districts were set up and what district is where.
- C. The House Senate was interesting too, but I didn't really understand what was going on. All I do know was that they just introduced people and they passed a bill.

II. New Experience

- A. That the capital building that we went into was a prison before it was what it was, and that the inmates help build it into the capital.

III. Most Interesting Observation

- A. The most interesting observation would have to be how high up the capital was you would not think that three stories would be so high and the columns on the outside of the building were huge.

IV. Recommendations

- A. I think the field trip was great and nothing needs to be changed except for we could have made the field trip a two day trip so we could have missed two days of class instead of one.



XXXXXX XXXXXXXXXXXX

February 27, 2012

Agricultural Policy Trip to Arkansas Capitol

I. GENERAL IMPRESSIONS

A. Joint Budget Committee Meeting

Sitting in on the Joint Budget Committee Meeting was an experience that was similar to what I thought it may be, but not exactly. There was a lot of knowledge and information to be gained while listening to the representatives explain why certain topics and appropriations were important for the state of Arkansas. I was very focused while the topics were being debated, but disappointed when they mentioned they were not there to debate, but to vote only. After sitting in on the committee, and hearing about possibly mining for lignite and starting a vet school, I personally have a better grasp on current and future events/policies that may be in store for the state of Arkansas and the area money is being spent.

B. Arkansas Farm Bureau Legislative Activities

Being able to eat lunch and speak with a few of the people representing the Arkansas Farm Bureau was a great opportunity, and I was impressed they took time out of their busy schedules to meet with us. It was nice to see how passionate these people are when it comes to agriculture, and the affect policies have on people in the industry. They seem like a great allie to Arkansas farmers, and really do their best to make sure farmers are not negatively affected by policies very often, as well as trying to make the farmers "voice" heard.

C. House and Senate General Sessions

I sat in on the Senate's General Session and found it to be a fast moving up beat type of session. Since they moved so fast it seemed like they really accomplished quite a bit. As busy as they were it was refreshing to see they still took the time to acknowledge those who helped out in the state of Missouri during all the floods. I had never sat in on anything like this before, and thought it was really great to be a part of it especially the prayer and Pledge of Allegiance before the session started.

II. NEW EXPERIENCE - Discuss one item of information that you learned for the first time.

I was unaware that the state of Arkansas had so much lignite, and that it was good for so many things. They discussed how good it is for raising cattle and to put in water. There also seems to be quite a market for it. It is a chance for arkansas to be forward thinking, and I liked how one gentleman stated Arkansas should not always be the last state to do something, and this is the chance.

III. MOST INTERESTING OBSERVATION - Discuss specifically your most interesting observation during the field trip.

I found it very interesting that during the Joint Budget Committee people were walking around and talking, I thought everybody would have to remain seated and would be listening intently on what was being discussed. The meeting was not quite as formal as I anticipated. Certain parts of the meeting were difficult for me to follow, because there would be debate and then they would vote abruptly and it was on to the next topic.

IV. RECOMMENDATIONS - Provide suggestions and comments with regard to the benefits of future field trips in Agricultural Policy. Discuss ways that the trip could have been improved including any additional activities or changes in the schedule.

Over all it was really a great trip and awesome experience. If there is any way to know what topics will be brought up or discussed before hand it may help the students better understand or have opinions on what is being talked about. I don't know if that information is possible to get though. Information on what certain Senators or Representatives have helped accomplish with policies in the past may also make students more interested in what is going on during the meetings they sit in on.

APPENDIX VIII

**STUDENT NUMBERS FOR AGRICULTURE AND PRE-VET MAJORS
BY YEAR AND CLASS**

UAM SCHOOL OF AGRICULTURE

MAJORS BY CLASS FOR FALL TERMS

| CLASS | 2001 | 2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 |
|------------------------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|-------------|
| School of Agriculture | | | | | | | | | | | |
| Freshman | 31 | 13 | 23 | 27 | 24 | 22 | 24 | 32 | 29 | 40 | 26 |
| Sophomore | 20 | 22 | 17 | 12 | 10 | 15 | 17 | 17 | 18 | 20 | 20 |
| Junior | 24 | 14 | 15 | 15 | 20 | 11 | 18 | 13 | 20 | 14 | 15 |
| Senior | 20 | 18 | 14 | 12 | 16 | 21 | 15 | 27 | 21 | 22 | 25 |
| Pre-freshman | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 1 | 0 | 0 |
| Special (non-degree seeking) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 |
| Post Bachelor | 0 | 0 | 2 | 1 | 0 | 1 | 0 | 0 | 0 | 0 | 1 |
| TOTAL | 95 | 67 | 71 | 67 | 70 | 70 | 78 | 93 | 89 | 96 | 87 |
| Pre-Veterinary | | | | | | | | | | | |
| Freshman | 1 | 5 | 6 | 4 | 4 | 8 | 2 | 10 | 5 | 5 | 13 |
| Sophomore | 0 | 1 | 0 | 1 | 0 | 0 | 3 | 2 | 1 | 1 | 2 |
| Junior | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 |
| Senior | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Pre-Freshman | 0 | 0 | 2 | 0 | 1 | 1 | 0 | 0 | 2 | 0 | 0 |
| Special (non-degree seeking) | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Post Bachelor | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| TOTAL | 1 | 6 | 9 | 5 | 5 | 9 | 5 | 12 | 8 | 6 | 16 |
| UNIT TOTALS | 96 | 73 | 80 | 72 | 75 | 79 | 83 | 105 | 97 | 102 | 103 |

APPENDIX IX
EVIDENCE OF EFFORTS FOR RETAINING STUDENTS
IN AGRICULTURE MAJORS
2011-2012 UAM SCHOOL OF AGRICULTURE

June 14, 2012

Dear

I was pleased to visit with you at the recent 2012 Arkansas State FFA Convention. Planning for a college education in agriculture requires inquiries and preparation. I hope that you will benefit from the academic information that I provided about our agriculture degree program and that you will consider UAM when making your post-high school education plans. Our Admissions Office has been given your name as a prospective student and the agriculture faculty will also be contacting you in the future. Thank you again for the opportunity to visit with you. I hope that you will consider the UAM School of Agriculture as you make your future plans and extend my best wishes for your success. Please feel free to contact me if you have any questions regarding our program or UAM in general.

Sincerely yours,

Dr. C. Robert Stark, Jr.

APPENDIX IX (continued)

April 24, 2012

Dear

Congratulations on being a 2012 UAM Scholar! We were pleased to meet you yesterday at Scholar's Day and assist you in developing a Fall 2012 schedule of classes. We hope that you had an enjoyable day and learned a great deal about UAM. Our School of Agriculture degree program is designed to give students a comprehensive education that meets both the needs of students seeking direct employment upon graduation and those desiring to pursue further professional or graduate studies. Enjoy your summer as you prepare to begin college studies. Please feel free to contact us if you have additional questions regarding our specific program or UAM in general. Sincerely yours,

Dr. Whitney A. Whitworth

Dr. C. Robert Stark, Jr.

APPENDIX IX (continued)

SAMPLE NEW STUDENT WELCOME LETTER



THE UNIVERSITY OF ARKANSAS AT MONTICELLO

Division of Agriculture
(870) 460-1014 / FAX (870) 460-1415
UAM Box 3508
Monticello, AR 71656

June 19, 2012

Mr. XXXXX XXXXX
XXXXXX ##
XXXXXXXX, AR #####

Dear XXXXX,

Welcome to the UAM School of Agriculture! I enjoyed meeting you yesterday and helping you develop a schedule for the Fall 2012 Semester. A permanent Academic Advisor will be designated for you when the semester begins. If you choose to major in Agriculture, I likely will be your advisor. Our School of Agriculture students are a close-knit group and I am sure that you will quickly make new friends within your Agriculture Orientation class members. Feel free to contact me if you have questions or need additional information.

Remember to finalize your schedule (pay your bill) by August 13. You must finalize with the Cashier's Office even if you have financial aid that completely covers your bill.

Best wishes for an enjoyable summer. I look forward to seeing you again when classes begin on Wednesday, August 22.

Sincerely yours,

A handwritten signature in blue ink that reads 'C. Robert Stark, Jr.'.

C. Robert Stark, Jr.

c: **Dr. Kelly Bryant**
Dr. Ranelle Eubanks

THE UNIVERSITY OF ARKANSAS-MONTICELLO
MONTICELLO · CROSSETT · MCGEHEE
WWW.UAMONT.EDU

APPENDIX IX (continued)

Back To School Bash



August 30, 2011 5:00 p.m.

School of Agriculture Parking Lot

Come join us at the UAM Back to School Bash. Enjoy free food, volleyball, and spending time with professors and other agriculture students!

APPENDIX IX (continued)

10/28/2010 Dr. Stark's Preregistration Schedule

| TIME | Monday Nov. 8 | Tuesday Nov. 9 | Wednesday Nov. 10 | Thursday Nov. 11 | Friday Nov. 12 |
|-------------|------------------|-------------------|----------------------|---------------------|-------------------|
| 8:00-8:30 | | | | | |
| 8:30-9:00 | | | | | |
| 10:00-10:30 | | | | | |
| 10:30-11:00 | | | | | |
| 12:00-12:30 | | | | | |
| 12:30-1:00 | | | | | |
| 1:00-1:30 | | | | | |
| 1:30-2:00 | | | | | |
| 2:00-2:30 | | | | | |
| 2:30-3:00 | | | | | |
| 3:00-3:30 | | | | | |
| 3:30-4:00 | | | | | |
| 4:00-4:30 | | | | | |

APPENDIX IX (continued)

SAMPLE ACADEMIC CLOSING PLAN

Xxxxxx Xxxxxxx

UAM – March 18, 2011

REMAINING COURSES REQUIRED FOR B.S. DEGREE

| COURSE # | COURSE NAME | CREDIT HRS | PERIOD |
|-------------------------|--|------------------------------------|---------------|
| AGRO 2053 | Applied Plant Pathology | 3 | Fall 2011 |
| AGRO 3513 | Fiber & Oilseed Crops | 3 | Fall 2011 |
| AGEC 4683 | Commodity Marketing | 3 | Fall 2011 |
| AGRI 4771 | Seminar | 1 | Fall 2011 |
| CHEM 113 | General Chemistry II | 3 | Summer 2011 |
| CHEM 1131 | General Chemistry II Lab | 1 | Summer 2011 |
| ANSC 3474 | Beef Production | 4 | Fall 2011 |
| ANSC 3413 | Livestock Breeding | 3 | Fall 2011 |
| BIOL 1143 | General Botany | 3 | ONLINE |
| BIOL 1171 | General Botany Lab | 1 | ONLINE |
| ? | [Agriculture Elective Course] | 3 | Fall 2011 |
| PSY 1013 or SOC 2213 | Intro to Psychology or Intro to Sociology | 3 | Summer 2011 |
| | | TOTAL REQUIRED = 31 | |

APPENDIX IX (continued)

SAMPLE ACADEMIC ACHIEVEMENT CONGRATULATORY LETTER

January 5, 2012

XXXXXXXXXXXXXXXXXXXX
XXXXX XXXXXXXXXXX
XXXXXXXXXXXXXXXX, AR XXXXX

Dear _____:

On behalf of the School of Agriculture faculty, I want to congratulate you for your academic achievement in the fall of 2011. We were pleased to see that you made the Chancellor's List as a result of your hard work. You are to be commended for maintaining a high GPA thus far in your college career and we encourage you to keep up the good work!

Hope you are having a good holiday – we look forward to seeing you next week.

Sincerely,

Kelly J. Bryant
Dean, School of Agriculture

cc: Advisor

APPENDIX IX (Continued)

SAMPLE LETTER – UNSATISFACTORY ACADEMIC PERFORMANCE

May 17, 2012

XXXXX X. XXXXXX
XX XXXXXXXX XXXXX
XXXXXXX, AR XXXXX

Dear XXXX:

I am writing to express my concern as your Academic Advisor. During the 2012 Spring Semester, your grade report included a withdrawal (W) in Intermediate Algebra. Your Semester Grade Point Average was below 2.00 at 1.75 and your Overall Grade Point Average is also under 2.00 at 1.96. As such, you have been placed on Conditional Academic Standing. CAS is often known as academic probation at other universities. It is a warning that you may need to devote more time and effort to your coursework. You should also take extra care to work closely with your Academic Advisor in developing each semester schedule. Our conversations since the end of the Spring Semester indicate that you are aware of these concerns and working to correct them.

UAM requires all students to be continuously registered in English and Mathematics courses until the General Education requirements are fully completed in those respective areas. Your preregistered Fall 2012 schedule will therefore need to be revised to include College Algebra unless you successfully complete it this summer. Schedule revisions can be made at almost any time, but choice of sections will become less as new students register this summer. I suggest that you come by my office as soon as possible to make the necessary revision to your Fall 2012 schedule. I am confident that we can overcome these current academic concerns by making wise decisions for the upcoming academic periods. I look forward to visiting with you.

Sincerely yours,

C. Robert Stark, Jr.

c: Dr. Kelly J. Bryant