

## **SCHOOL OF AGRICULTURE**

### **ANNUAL ASSESSMENT REPORT 2013-14**

#### **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
	<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 degree plans are shown on the website under "Degree Programs" at <http://www.uamont.edu/Agriculture/degreeprograms.htm> by each agriculture degree option with all required/optional courses. Possible eight-semester plans for each degree option are also listed in the website at <http://www.uamont.edu/Agriculture/8semesterplans.htm>. School of Agriculture Student Learning Outcomes are listed on the School website at <http://www.uamont.edu/Agriculture/REPORTS/Student%20Learning%20Outcomes.pdf>. 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 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 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 seventh year in Fall 2013 and Spring 2014 on eight courses. Results by individual course are listed in Appendix II. The eight courses tested in 2013-2014 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 2013 and Spring 2014 courses were used as post-tests for this year.

A comparison of the 2013-2014 results for students completing the courses indicated that student score improvement within the semester ranged from 39.67% to 64.36% by specific course. This was a wider range than in the previous year. Magnitudes of point improvement are obviously influenced by the levels of the pretest scores, but four courses had higher and four lower pretest scores when compared to the previous year. Five of the eight courses had smaller point improvements over the semesters in 2013-14 versus 2012-13. The average pretest score in 2012-13, weighted by class enrollment size, was 23.32 and in 2013-14 this increased to 23.91 for the eight courses examined. Post test scores for the same years decreased slightly from an average of 78.73 in 2012-13 to 78.53 in 2013-2014. The average improvement also decreased from 55.42 points to 54.58 points. These results are reverse from the comparisons made of the immediate previous years, but the small magnitudes are likely insignificant from a statistical perspective. Comparisons of weighted averages of year versus year 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 examined these numbers in the late July meeting and will continue to make adjustments in course assignments/topics to improve weak areas as they are identified in the future.

Multiple year summary results for the pre/post tests are presented in Appendix II. Fall 2013 averages are compared to Fall 2006, 2007, 2008, 2009, 2010, 2011, and 2012. The Spring 2014 averages are compared to results from Spring 2006, 2007, 2008, 2009, 2010, 2011, 2012, and 2013. Faculty discussed the numbers at an academic unit meeting during the last week of July. Our data set is reaching the size required to begin identifying long-term trends and developing consequentially needed adjustments. Pretest scores for each course were scatter-plotted with statistical trend lines in the previous year report. The plots showed three courses with positive slope and five with negative slope over the time periods recorded. The faculty concluded that a trend across all courses could not be determined at this point. An expanded data set will again be examined collectively by School of Agriculture faculty during a 2015 July faculty meeting. 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 previously 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, 2012, and 2013 core courses were observed to have returned more closely to previous year averages along with the percentages receiving “W” grades. The faculty had interpreted the “W” 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 with respect to the new “W” rules that became effective in 2012. 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. The 2012-2013 academic year saw our graduation number fall to 10 students. Discussion among the faculty noted that a large number of advisees were scheduled to graduate in December 2013. The number of School of Agriculture graduates returned to 21 in 2013-2014, a comparable number to recent years. The 2012-2013 drop in numbers is unexplained at this point, but will be studied further in 2014-2015.

**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.**

School of Agriculture faculty members met in July, 2014 to review the previous academic year. Student improvement data presented for pre-tests/post-tests was discussed. Several faculty members again expressed the opinion that our incoming freshman class and other first-year students in recent years were of higher academic quality than previous years’ averages. ACT scores of entering freshman students had been compiled for Fall 2011, 2012, and 2013. The respective scores were graphed against Cumulative Grade Point Averages of each class cohort as of the following summer. The expected positive correlation was observed for the each of the Fall student groups with a few distribution outliers. Graph representation of the results is provided in Appendix IV. The faculty agreed in their July 2014 meeting that further data will be required to make statistically valid conclusions.

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 Fall Semester Guest Speaker series prior to 2012 was not resumed in 2013 due to continued speaker scheduling conflicts. The School of Agriculture Dean hopes to reinstitute this series in the coming year. The activity provides encouragement and vision to new and continuing students. Speakers of the three years (Fall 2009-2011) had challenged our students with the expectations of future employers and expanded student vision of employment possibilities in the agriculture industry.

An issue that continues to arise 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 had fallen in 2011-2012. Possible correlation with number of absences was examined further with data on grades in selected courses and numbers of student absences. Graphs for the core courses of AGECE 2273 Agriculture Economics (Fall 2012 and Fall 2013) and AGRI 110 Agriculture Orientation (Fall 2012) are presented in Appendix V. The data revealed a negative relationship, i.e. fewer absences with higher grades, in each course. The Agriculture Orientation course typically has a high percentage of “A” grades that may skew the distribution, but the basic relationship held.

**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. Five meetings were held regarding the 2013-2014 academic year. Major assessment issues discussed in these meeting included awarding of over \$17,000 in academic unit scholarships to fourteen students, the better meeting needs of agriculture students through faculty training in Blackboard and other teaching technologies, 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 2013 and Spring 2014 survey responses are presented in Appendix (VI). Agriculture faculty members reviewed the compiled survey results during our July meeting prior to submission of this report. Suggestions were made to the School Dean regarding specific survey responses and possible unit adjustments in curricula. New questions that could be incorporated were developed based on curricula changes of the previous year. Curriculum changes may also result from faculty analysis of the survey responses if a specific need is identified.

Additional information to determine unit decisions was 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.

Success of an academic program is reflected in alumni personal comments after graduating. An example is School of Agriculture graduates contacting our faculty with notes of appreciation and offering suggestions and assistance for ongoing courses. A recent graduate contacted Dr. Stark with an email note of appreciation for his advising and encouragement. The sentiments certainly validate the student concern provided in the agriculture program by all faculty (Appendix VII).

An activity in its third year of implementation is the Horse Tales Literacy Project. Conducted in coordination with local region elementary schools, the project utilizes horses to encourage reading by public school students. The UAM School of Agriculture has cooperated in Spring 2012, 2013, and 2014 under the supervision of Dr. Whitney Whitworth, professor of animal science, and various agriculture students including Collegiate Rodeo Team members. The students and their teachers were brought to the UAM rodeo arena where they were able to interact with horses used by members of the university's rodeo team. After reading, the public school students were able to learn how to tack a horse, how to feed and care for a horse, how to groom a horse, and how a horse's feet are cared for by a farrier. The Horse Tales Literacy Foundation is a partnership of educators, businesses, volunteers, education foundations, and staff members focused on promoting literacy through the combination of live horses and classic horse literature. UAM agriculture students' learning is extended as they interact with the children and illustrate the animal husbandry practices (Appendix VII).

Another activity that has expanded student comprehension is the annual Arkansas Capitol visit by the AGE 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, led to an on-campus visit in August 2012 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. The total number of students majoring in agriculture had stabilized recently after four years of growth. Prior to the growth period, UAM agriculture student numbers had declined for a six year period. 2013-2014 student numbers and projected numbers for Fall 2014 suggest that student numbers are climbing again. A renewed effort 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 seems to be having success. The School of Agriculture chose to redirect its efforts to contact prospective students in Southeast Arkansas high schools and two-year colleges by utilizing agricultural magazine advertising. Effectiveness of this effort will be examined through a freshman/first-year student survey administered in the Fall Semester Agriculture Orientation course, AGRI 1101, in the Fall Semester 2014.

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 continues to take a multi-emphasis approach to improving student learning in 2014. Within courses, the Dean and faculty are continuing attempts to coordinate Blackboard training during faculty development week. The Dean and faculty will build on this basic instruction in subsequent Agriculture faculty meetings. Utilizing new, available technology can facilitate learning in all School of Agriculture courses.

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

The Dean will continue to explore scholarship development possibilities. The 2013-2014 year saw new sources continued with hope that new scholarships 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 three 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. 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.

- c. 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 ongoing effort to better equip the headhouse, primarily for the crop and soil science courses. The facility allows more hands-on work, a staple of student satisfaction in our program. Continued development of this resource will be made in the coming year along with reconstruction of the shadecloth greenhouse donated by the School of Math and Natural Sciences.

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 continues to examine this option for one of the agricultural management courses. Student preregistration communicated that an online section could not generate sufficient enrollment numbers to justify its offering while maintaining the traditional classroom section. The decision will continue to be examined this year as enrollment increases.

The School of Agriculture implemented 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. The Plant & Soil Science professor developed a special topics course, Site Specific Agronomic Management, that was taught in Fall 2013 and may also be used in the future to meet this degree requirement. Student comments were positive to these changes as discussed in 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. 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 discontinued a recruitment outreach effort through its booth at the State FFA Convention held each June at Camp Couchdale, Arkansas. Funds previously dedicated to the effort were redirected into magazine ads that hopefully will reach a wider audience across the state.

Incoming students who have preregistered for Fall 2014 were provided faculty business cards at all preregistration sessions 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 2013 picnic and games that were held at the Rodeo Practice Facility. 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.

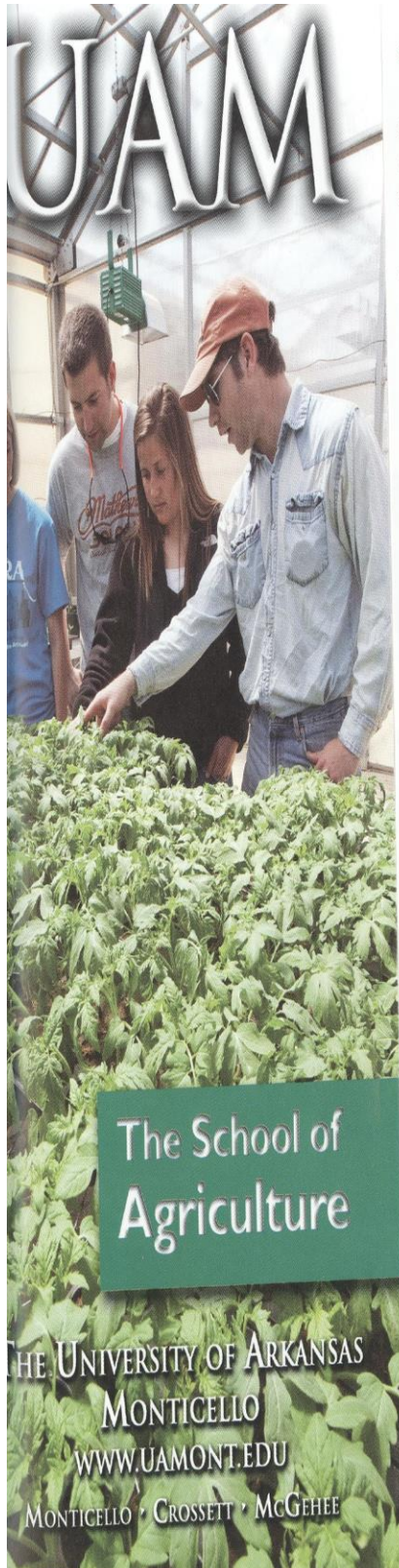
The School of Agriculture Dean has expanded the advising experience by assigning an “Advisor Visit” as part of AGRI 1101 Agriculture Orientation. Students must identify their specific advisor from the university Weevilnet website and make an office visit early in the semester. The objective is to establish 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.

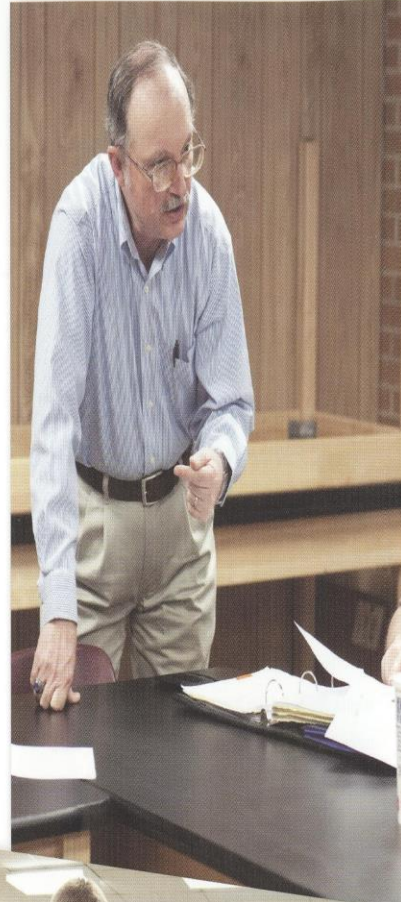
**what more could you want?**

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.

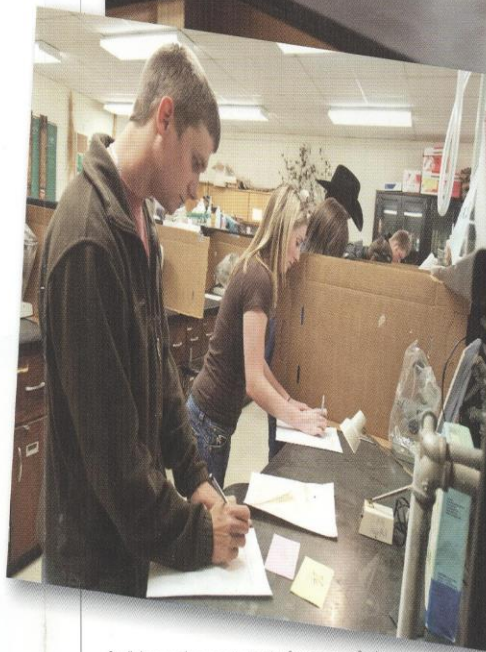
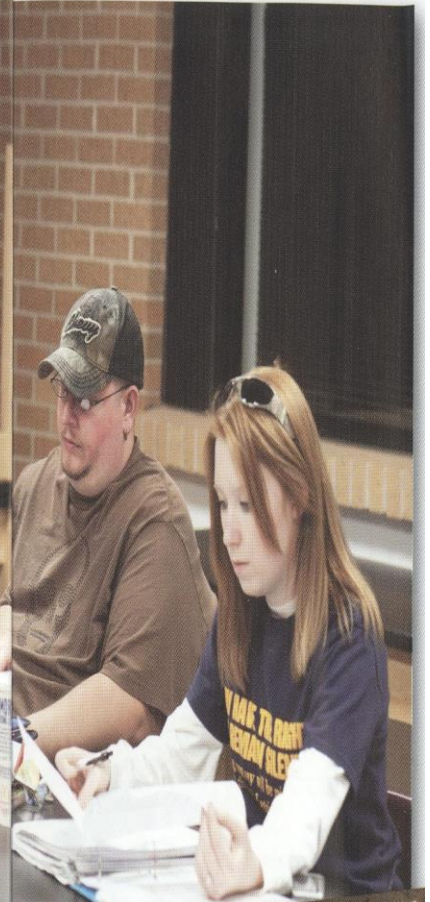
**for more information**

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](http://www.uamont.edu/Agriculture).

THE UNIVERSITY OF ARKANSAS AT MONTICELLO



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)**

**UNIVERSITY OF ARKANSAS AT MONTICELLO  
SCHOOL OF AGRICULTURE  
AGEC 2273 AGRICULTURAL ECONOMICS-COURSE SYLLABUS  
FALL 2013-MWF-9:10-10 a.m.-Room 109 Agriculture Building**

INSTRUCTOR: Dr. C. Robert Stark, Jr. OFFICE LOCATION: 102 Agriculture Building

OFFICE PHONE: 870-460-1414 EMAIL: stark@uamont.edu

OFFICE HOURS: MTWThF: 1:00-4:00 P.M./Individual appt. Office phone: 460-1414.

COURSE TITLE & CREDIT HOURS: AGEC 2273 Agricultural Economics, 3 Credit Hours

COURSE DESCRIPTION: Application of economic principles to agriculture and their effect on the incomes and living standards of farm people; present-day farm economics in the United States.

PREREQUISITES: None

REQUIRED TEXT: Economics of Resources, Agriculture, and Food, by Seitz, Nelson, and Halcrow; 2002, 2nd Edition, Waveland Press. ISBN 9781577666240.

REQUIRED COMPUTER TUTORIAL: DISCOVERECON by Nelson, et al. 2006. You will be given instructions for accessing the PC-based version of this program. No purchase is required.

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

- 1) Reason critically, perceive assumptions, and make judgments based on social values and economic theory.
- 2) Understand the factors influencing income and profits of agricultural enterprises.

**SPECIAL POLICIES:** Students are expected to attend all classes. Assignments or other material missed due to university approved absences must be submitted prior to the absence. Makeup exams will be given at the discretion of the instructor. Cheating and plagiarism are considered academic violations and guidelines against such will be strictly enforced in accordance with university policy on Academic Conduct Code Violations as stated in the UAM student handbook. Students are not allowed to use cell phones or other electronic communication devices during regular class sessions except as instructed by the professor. Students cannot have cell phones or other electronic communication devices during quizzes or exams.

Lecture Topic

**COURSE OUTLINE**

Reading Assignment

**UNIT 1**

**ECONOMIC SCOPE, ORGANIZATION, AND PROBLEMS OF AGRICULTURE**

Introduction to the Issues

Chapter 1

**MICROECONOMIC CONCEPTS**

Economics of Demand Chapter 2  
**First Examination**

**UNIT II****MICROECONOMIC CONCEPTS (continued)**

Production Functions and Product Curves Chapter 3

Costs, Returns, and Profit Maximization Chapter 4

**Second Examination****UNIT III****MARKETS**

Theory of Markets Chapter 5

Forms of Market Competition Chapter 7

International Trade Chapter 8

**UNIT IV****EXTERNALITIES AND AGRICULTURE**

Resource and Environmental Management Chapter 15

Introduction to Macroeconomics Chapter 11

Gross Domestic Product and Fiscal Policy Chapter 12

**Third Examination****Special Assignments Due As Announced****Final Examination**

GRADING:	Major Exams (3 per semester)	30%
	Comprehensive Final Exam	40%
	Quizzes (weekly with 2 lowest dropped)	15%
	Computer Tutorial Homework	12%
	Other Homeworks & Special Assignments	<u>3%</u>
	Total	100%

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.

(Note: All students must have a valid UAM email account for class communications.)

**SPECIAL DATES:** Monday, September 2 - Labor Day Holiday.  
Friday, October 4 - Deadline to file for May graduation.  
Wednesday, October 30 - Last day to drop with a "W" (non-fast track).  
Monday, November 4-Friday, November 15 - Pre-registration for Spring.  
Wednesday - Friday, November 27-29 - Thanksgiving Holiday  
Friday, December 6 - Last day of classes.  
Friday, December 13 from 8:00-10:00 A.M. - Final Exam

**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 120; 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 a grade of zero on the material involved and may result in a failing course grade for the semester.



**APPENDIX I (continued)**

University of Arkansas at Monticello School of Agriculture  
ANSC 3474: Beef Production  
Fall 2013 MWF 1:10-2, W 2PM lab

Dr. Whitney A. Whitworth  
Office: 104 Agriculture  
(870) 460-1214  
[whitworth@uamont.edu](mailto: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.

**Prerequisites:** ANSC 1003 Principles of Animal Science

**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. **The last day to drop any class with a grade of 'W' is October 30, 2013.**

**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 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; email: [whitingm@uamont.edu](mailto:whitingm@uamont.edu).

For assistance on a College of Technology campus contact:

McGehee: Office of Special Student Services representative on campus; room 300; phone 870 222-5360; fax 870 222-1105.

Crossett: Office of Special Student Services representative on campus; room A-5; phone 870 364-6414; fax 870 364-5707.

**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](http://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 is as follows:**

<b>Topic</b>
Introduction
Breeds, Breeding, and Genetics
<b>Exam 1</b>
Production Systems
<b>Exam 2</b>
Reproduction
<b>Exam 3</b>
Nutrition and Feeding
<b>Exam 4</b>
Management Practices
<b>Comprehensive Final Tues. Dec. 10th; 8-10 AM</b>

<b>Lab Schedule</b>	
Week 1: No lab	Aug. 21
Week 2: Vaccinate cows	28
Week 3: Palpation lab	Sept. 4
Week 4: Breeds lab	11
Week 5: Health programs	18
Week 6: Calf working lab	25
Week 7: Dehorning lab	Oct. 2
Week 8: Tattooing lab	9

Week 9: Slaughter lab	16
Week 10: Records/EPDs	23
Week 11: Bull Breeding Soundness Exams	30
Week 12: Body condition scoring	Nov. 6
Week 13: Reproductive tracts	13
Week 14: Artificial Insemination	20
Week 15: Thanksgiving Week – no lab	27

**APPENDIX I (continued)**

**UNIVERSITY OF ARKANSAS AT MONTICELLO  
SCHOOL OF AGRICULTURE  
COURSE SYLLABUS  
AGRO 2244, FALL 2013, T TH 8**

*Instructor:* Paul B. Francis, Ph.D.

*Office:* AG 103

*Email:* francis@uamont.edu

*Office Hours:* MWF 11-12; TTh 10-12, F 3-5 or by appointment.

*Course Title and Credit Hours:* AGRO 2244 Soils, 4 credits: 3 hrs lecture, 2 hrs laboratory.

*Course Description:* The study of soil as a natural body from the standpoint of how to produce agronomic and horticulture crops.

**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/csse/index.html>.

*Prerequisites:* CHEM 1113 and CHEM 1131

*Required textbooks:*

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

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

*Student Learning Objectives:*

By the conclusion of the course you should be able to:

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, tilth, 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.

*Statement of special policies:*

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 makeup test will be equivalent in content but not a duplicate of the original. ILLEGITAMATE excuses are recreational trips (for example, an out of state hunting trip), tests in other courses, 'stress', or any other similar reason. Remember, it is your responsibility to take exams on scheduled dates and times.
4. Use of cell phones and text messaging during scheduled class prohibited. This is unprofessional and rude behavior.
5. LAB ATTENDANCE is mandatory and the student should make all effort to be present ON TIME! Students are required to review the lab objectives and procedures beforehand since unannounced quizzes will be given.

*Course 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.

*Special projects, assignments, field trips etc.:*

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.

*Course 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 management and conservation.	14,15	3	12,13,14

5. Final exam: Monday Dec. 9, 2013, 8-10 a.m. (75% Unit 4, 25% comprehensive)

*Special Dates of Concern:*

8/21 First day of class.

9/2 Holiday.

10/4 Deadline to apply for May graduation. Note: all requirements for graduation must be completed in order to participate in the ceremony.

11/4 – 11/15 Pre-registration for Spring 2014 courses.

11/27-29 Holiday.

12/6 Last day of class.

*Students with disabilities:*

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*Student conduct statement:*

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<b>34</b>	28.0	80.0	52.00									
<b>35</b>	20.0	42.0	22.00									
<b>36</b>	18.0	77.0	59.00									
<b>37</b>	25.5	69.5	44.00									
<b>38</b>	30.0	73.0	43.00									
<b>39</b>	17.5	78.0	60.50									
<b>40</b>	21.5	69.5	48.00									
<b>41</b>	36.0	98.0	62.00									
<b>Average</b>	<b>24.30</b>	<b>71.80</b>	<b>47.94</b>	<b>20.29</b>	<b>76.08</b>	<b>55.79</b>	<b>30.50</b>	<b>89.84</b>	<b>59.32</b>	<b>33.46</b>	<b>73.13</b>	<b>39.67</b>

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

## APPENDIX II (continued)

## SPRING 2014 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	16.5	86.0	69.50	29.0	81.0	52.00	11.0	65.5	44.50	6.0	71.5	55.50
2	52.0	99.5	47.50	12.0	94.0	82.00	16.0	66.5	50.50	11.0	80.5	69.50
3	17.0	70.0	53.00	13.0	80.5	67.50	10.0	59.5	49.50	10.0	78.5	68.50
4	41.0	91.5	50.50	30.0	84.5	54.50	25.5	78.0	52.50	9.0	64.5	55.50
5	24.0	86.0	62.00	20.5	80.0	59.50	18.0	95.0	77.00	20.0	73.5	53.50
6	35.5	97.5	62.00	26.0	97.0	71.00	15.0	75.5	60.50	14.0	80.0	66.00
7	25.5	66.5	41.00	34.0	101.0	67.00	15.0	86.0	71.00	13.0	66.5	53.50
8	21.0	69.0	48.00	31.0	88.5	57.50	18.0	70.5	52.50	12.0	58.5	46.50
9	21.5	76.5	55.00	20.5	65.5	40.00	21.0	90.5	69.50	13.0	82.5	69.50
10	35.5	84.0	48.50				16.0	67.5	51.50	6.0	90.0	84.00
11	24.5	95.5	71.00				27.5	55.5	28.00	16.0	89.0	73.00
12	35.5	86.0	60.50				25.0	83.5	58.50	6.0	79.5	63.50
13							18.0	81.5	63.50	13.5	69.0	55.50
14							28.5	86.5	58.00	14.0	84.0	70.00
15							19.0	81.0	62.00	18.0	67.5	49.50
16							18.5	80.0	61.50	10.0	92.5	82.50
17										27.0	92.5	65.50
18										9.5	88.0	78.50
19										20.0	88.5	68.50
20										14.0	62.5	48.50
21										12.0	86.5	74.50
22												
23												
Class	29.13	84.00	55.71	24.00	85.78	61.22	18.88	76.41	56.91	13.05	78.36	64.36
Average												

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

## APPENDIX II (continued)

## UAM SCHOOL OF AGRICULTURE

## FALL PRE/POST TESTS SUMMARY

	AGEC			AGEC			AGEC			AGEC		
	2273			4623			4683			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
2013	24.30	71.80	47.94	20.29	76.08	55.79	30.50	89.84	59.32	33.46	73.13	39.67
2012	22.62	74.32	51.70	21.25	79.04	57.79	32.08	83.21	51.13	31.18	81.79	50.61
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			AGEC			AGEC			AGEC		
	4703			4803			4613			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
2014	13.05	78.36	64.36	29.13	84.00	55.71	18.88	76.41	56.91	54.00	85.78	61.22
2013	15.75	77.80	62.05	26.59	80.41	53.82	21.05	79.13	58.08	22.21	78.07	55.86
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 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
A	65%	63%	45%	56%	36%	49%
B	12%	7%	13%	14%	36%	24%
C	6%	7%	10%	3%	18%	12%
D	12%	7%	10%	8%	0%	0%
F	3%	7%	20%	11%	6%	10%
W	2%	10%	3%	8%	3%	4%
<b>N=</b>	34	30	40	36	33	49

**AGEC 2273 - Agriculture Economics**

Grade	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
A	32%	24%	18%	18%	15%	14%
B	24%	20%	39%	29%	33%	32%
C	24%	32%	11%	21%	26%	30%
D	20%	4%	8%	18%	15%	14%
F	0%	4%	21%	4%	11%	9%
W	0%	16%	0%	11%	0%	2%
<b>N=</b>	25	25	38	28	27	44

**ANSC1003 - Principles of Animal Science**

Grade	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
A	12%	25%	13%	7%	27%	31%
B	35%	29%	41%	43%	41%	40%
C	21%	18%	10%	23%	24%	11%
D	21%	11%	10%	14%	5%	0%
F	9%	11%	23%	7%	2%	13%
W	2%	7%	3%	7%	0%	5%
<b>N=</b>	34	28	39	44	41	55

**AGRO 2244 – Soils**

Grade	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
A	17%	15%	37%	10%	21%	21%
B	57%	46%	47%	60%	21%	21%
C	26%	31%	16%	25%	47%	47%
D	0%	8%	0%	5%	5%	5%
F	0%	0%	0%	0%	5%	5%
W	0%	0%	0%	0%	0%	0%
<b>N=</b>	23	13	19	20	19	19

**AGRO 1033 - Principles of Field Crops**

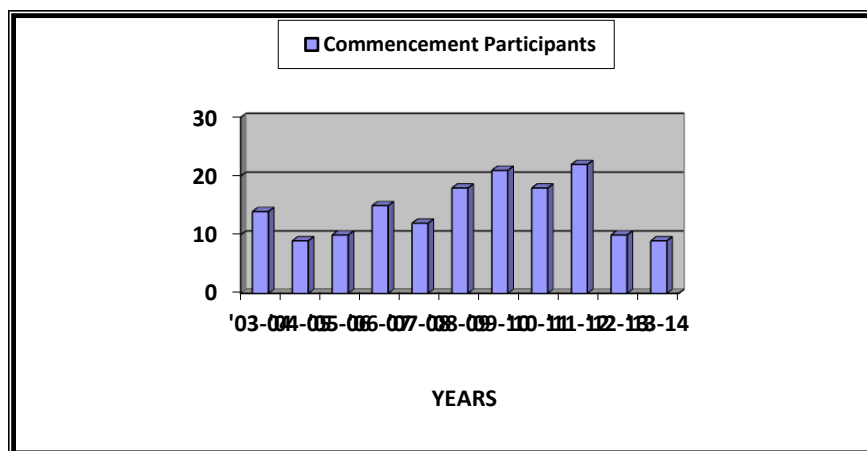
Grade	Spring 2009	Spring 2010	Spring 2011	Spring 2012	Spring 2013	Spring 2014
A	44%	38%	29%	21%	11%	40%
B	22%	25%	48%	42%	46%	29%
C	19%	28%	19%	19%	29%	10%
D	9%	0%	0%	5%	7%	4%
F	6%	6%	5%	5%	7%	12%
W	0%	3%	0%	9%	0%	6%
<b>N=</b>	32	32	21	43	28	52

## APPENDIX IV

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

## UAM SCHOOL OF AGRICULTURE

CLASS	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014
Total Graduating Students	14	9	10	15	12	18	21	18	22	10	21



## INCOMING FRESHMEN STUDENT ACT SCORES BY YEAR

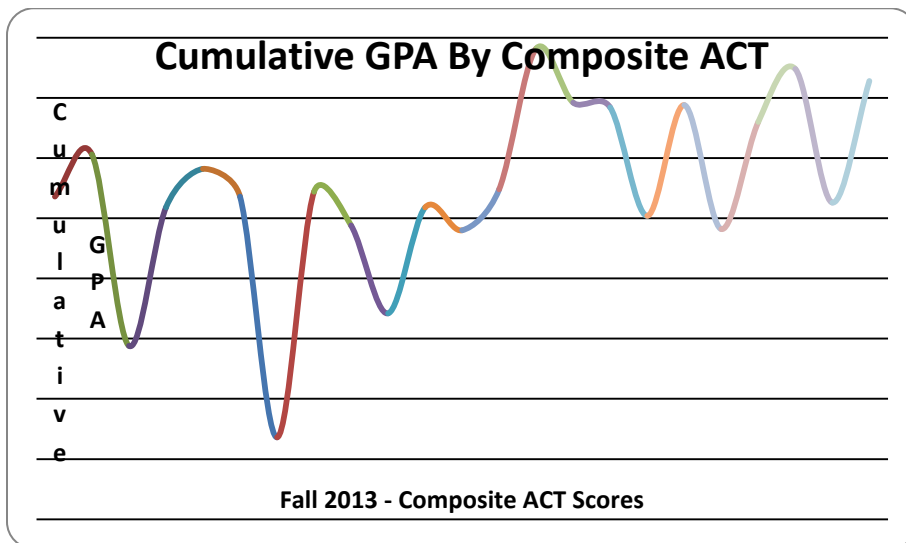
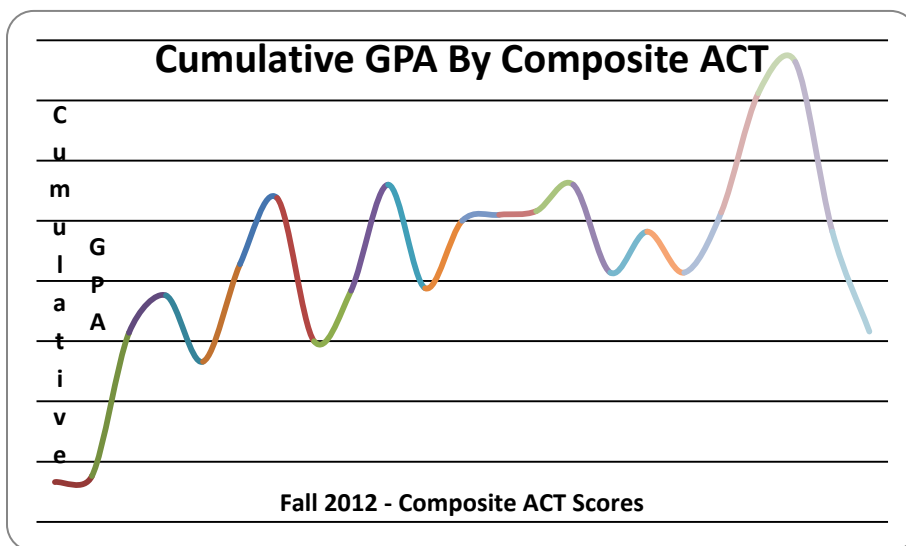
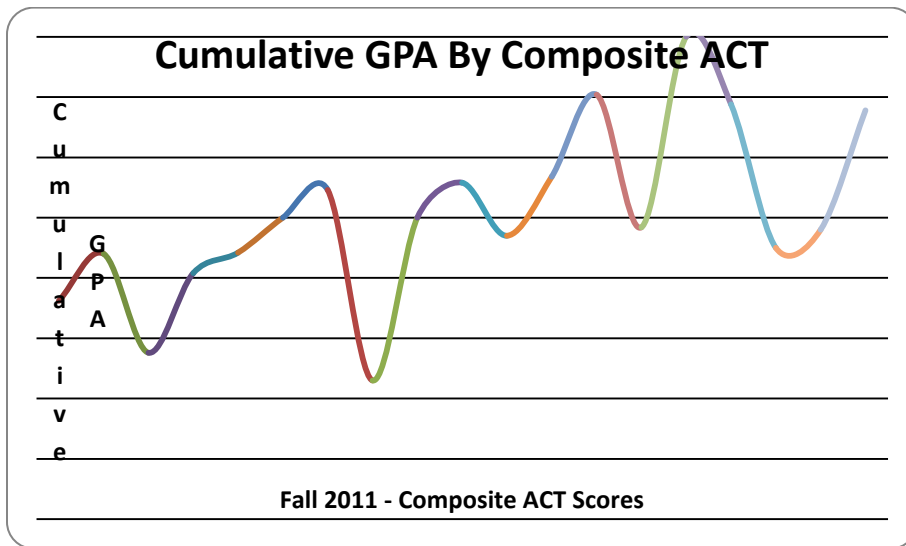
## UAM SCHOOL OF AGRICULTURE

CLASS	ACT Test Averages					Ranges	
	Number	READING	ENGLISH	MATH	COMPOSITE	HIGH	LOW
Fall 2011 *	27	19.24	18.74	19.20	19.48	27	10
Fall 2012	24	21.61	20.42	20.13	20.42	28	14
Fall 2013 **	32	22.10	20.71	20.65	21.13	27	16
Fall 2014	49	22.00	20.55	19.96	20.80	28	14

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

\*\* Note: 1 Student did not have ACT test scores on file and had taken the Compass test.

APPENDIX II (continued)



**APPENDIX V**

**FACULTY MEETING MINUTES – 2013-2014**

**UAM SCHOOL OF AGRICULTURE**

**MINUTES OF STATE OF SCHOOL ADDRESS**

**UAM SCHOOL OF AGRICULTURE**

**August 13, 2013**

The following were present for the School of Agriculture State of School Address held in Room 121 at 10:30 a.m. on August 13, 2013: Dr. Kelly Bryant, Dean, Dr. Paul Francis, Dr. Robert Stark, Dr. Whitney Whitworth, Rusty Jones, and Jill Curtis.

Dr. Bryant provided those present with a copy of the 2012-2013 Annual Report and Assessment report for faculty review, and led a discussion of the achievements and outcomes from the previous year. Faculty discussed the highlights from the year along with new ideas such as ways to improve student performance. Faculty suggested several ideas that included teaching the orientation class how to figure their own GPA or implementing a study lab twice a week for those who wanted to participate. Dr. Stark reminded the faculty about student learning outcomes and they are to be included in your syllabi.

Dr. Bryant discussed the increased interest in Ag Internship and guidelines for the class. Student responsibility to payback their student loans was discussed. The upcoming Ag picnic is the first event for the fall semester and an idea was presented by Dr. Francis to move it to a different location this year to see if it increases the attendance. A tentative date of August 29<sup>th</sup> was discussed.

The meeting was adjourned at 1:00 p.m.

Faculty attended training before this meeting at 9:00 am on Blackboard provided by Brian Findley and Courtney Hamilton.



**Minutes**

**Faculty Meeting with UAM Administration**

**October 23, 2013 at 2:30 p.m.**

**Room 122, SEREC**

The meeting was attended by Drs. Bryant, Stark, Whitworth, Francis, Spurlock, Lassiter, Yeiser and Coach Jones.

Dr. Spurlock was introduced as our new Plant Pathology faculty member.

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 Provost and Chancellor praised the School of Ag faculty for a job well done.

The faculty thanked the Administration for their support.



**APPENDIX V (continued)**

**Minutes  
Scholarship Committee Meeting for 2014-2015 Recommendations  
April 1, 2014  
Conference Room @ UAM Agriculture Building**

The meeting was attended by all UAM faculty, Dr. Terry Spurlock and Mrs. Curtis.

Dr. Bryant presented the Scholarships to be awarded and the dollar amount of each. Mrs. Curtis 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. Seventeen students were awarded over \$18,000 in scholarships. Dr. Bryant will submit these recommendations to the UAM Scholarship office.



**Minutes  
Strategic Planning Meeting  
UAM SCHOOL OF AGRICULTURE  
June 20, 2014  
Conference Room @ UAM Agriculture Building**

The following were present for the School of Agriculture Strategic Planning Meeting held in the Conference Room at 1:30 p.m. on June 20, 2014: Dr. Kelly Bryant, Dean, Dr. Terry Spurlock, Dr. Paul Francis, Dr. Robert Stark, Dr. Whitney Whitworth, Rusty Jones and Jill Curtis (recorder).

Dr. Bryant provided those present with a copy of the Strategic Plan for the period July 1, 2013-June 30, 2014 for faculty review and led a discussion of the outcomes of the major objectives in the plan. Faculty responses were noted and some of the objectives of the plan were changed or updated for the coming year. Any additions for changes in the plan will be noted when the Strategic plan is updated online.

The meeting was adjourned around 3:00 p.m.





**APPENDIX V (continued)**

**Minutes**

**July Faculty Meeting**

**To review 2013-2014 School of Agriculture Assessment Report**

**July 30, 2014**

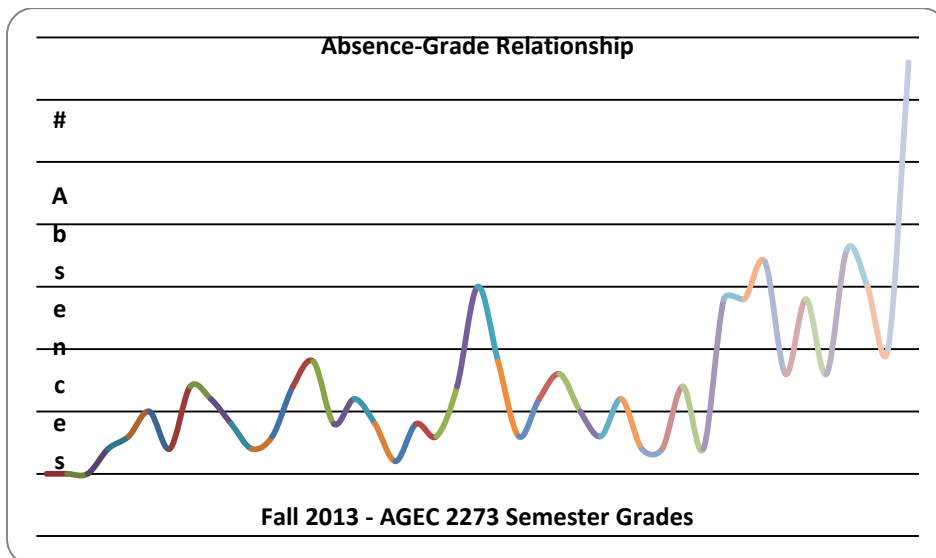
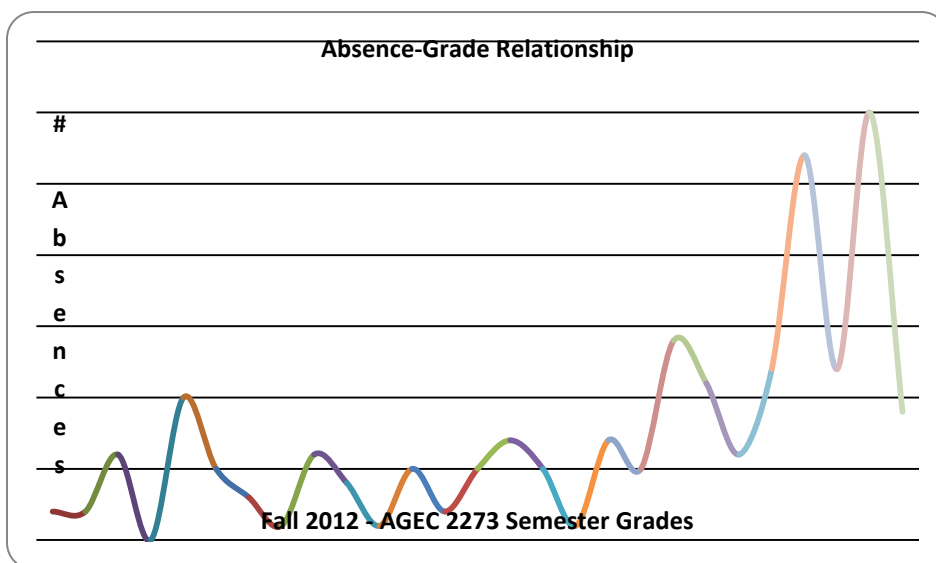
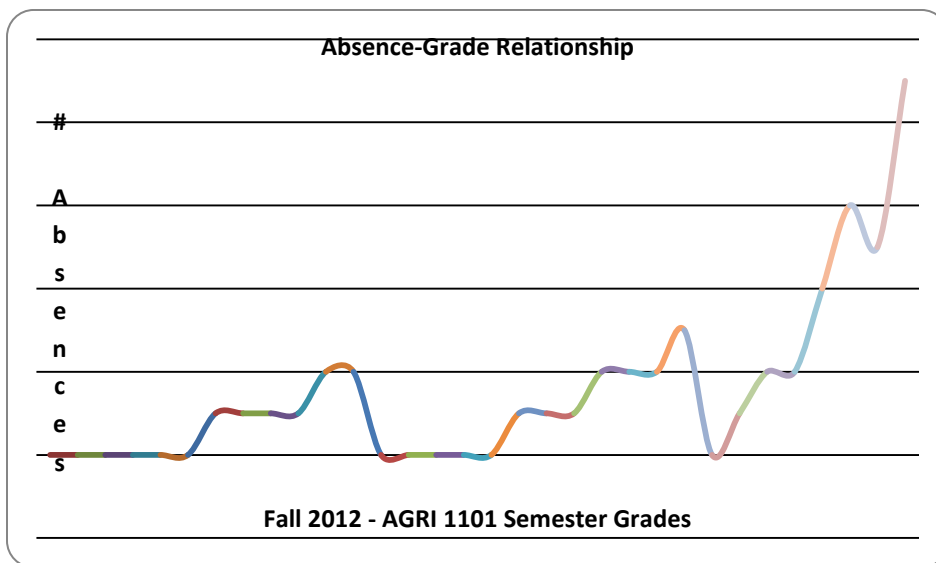
**Conference Room @ UAM Agriculture Building**

Faculty of the UAM School of Agriculture met on July 30, 2014 at 9:45 a.m. to consider the annual assessment report drafted by Dr. Bob Stark. The meeting was attended by Dean Kelly Bryant, Dr. Paul Francis, and Dr. Bob Stark. A draft of the report had been distributed by Dr. Stark on July 28 to each faculty member.

Dr. Stark opened discussion of the draft report copy that had been distributed to each person. The faculty reviewed the text of the report and had favorable comments on each section. No errors had been identified prior to the meeting in the text or appendices. Dr. Stark noted that minutes from the meeting would be added to APPENDIX V. All web links would be rechecked for proper function. The faculty present approved the draft conditional on Dr. Stark's planned additions. Dr. Bryant stated that a hard copy would be delivered to the UAM Office of Academic Affairs and an electronic copy would be sent for posting on the University Web.

The meeting adjourned at 10:15 a.m.

APPENDIX V (continued)



## APPENDIX VI

## SUMMARY OF GRADUATING SENIOR AGRICULTURE MAJOR SURVEYS

## FALL 2013 - 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 2013

Agriculture Option Area:

Animal Science	- 2
Agribusiness	- 12
General Agriculture	- 0
Plant and Soil Science	- 0
Unspecified	- 0

Circle the appropriate response: female - 1      male - 13  
 married - 2      single - 12

American Indian    Asian - 0    African American - 1    Hispanic - 0      Caucasian - 13

Describe your situation the current semester:

0      Lived on campus  
10      Lived within the Monticello area  
4      Commuted from outside the Monticello area

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

No - 1      yes - 13

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:

- **Interviewing, presentations, writing a resume, and public speaking.**

Did your advisor or other Agriculture faculty provide useful information about selecting a graduate school or looking for a job?      Yes - 13      No - 1      Yes & No - 0

What information was especially useful?

- **Guest speakers.**
- **Apply for all types of jobs even if you don't think qualified or perfect fit.**
- **Job openings/Riceland/Interviews set up.**
- **Tips on what to expect on an interview, how to prepare resume.**
- **How to search for jobs.**

What other information would have been helpful?

- **More employers visit class with job opportunities.**
- **How important your GPA is with employers before senior year.**

How would you rate your:

Research skills in the library      Excellent - 2    Adequate - 8    Modest - 3    Weak - 1

Computer research skills      Excellent - 7    Adequate - 7    Modest - 0    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 - 12

Moderately Helpful - 2

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 - 10	excellent - 3	good - 0	fair - 0	poor - 1
Accessible to students	outstanding - 12	excellent - 1	good - 0	fair - 1	poor - 0
Dedicated to students	outstanding - 11	excellent - 2	good - 0	fair - 0	poor - 1
Concerned with student progress	outstanding - 8	excellent - 5	good - 0	fair - 1	poor - 0
Provided specific career guidance	outstanding - 6	excellent - 4	good - 3	fair - 1	poor - 0
Role model	outstanding - 6	excellent - 5	good - 2	fair - 0	poor - 1
Advising	outstanding - 9	excellent - 4	good - 0	fair - 0	poor - 1

#### COURSES

Challenging content	outstanding - 4	excellent - 7	good - 2	fair - 1	poor - 0
Broad range of courses	outstanding - 5	excellent - 3	good - 5	fair - 0	poor - 0
Reflect career needs of graduates	outstanding - 6	excellent - 6	good - 1	fair - 0	poor - 0
Applied content (i.e. lab)	outstanding - 7	excellent - 4	good - 1	fair - 0	poor - 0
Internship	outstanding - 2	excellent - 8	good - 2	fair - 0	poor - 0
Preparation for grad school	outstanding - 4	excellent - 8	good - 2	fair - 0	poor - 0
Usefulness of textbooks	outstanding - 2	excellent - 4	good - 4	fair - 1	poor - 0
Outside reading assignments	outstanding - 2	excellent - 5	good - 5	fair - 1	poor - 0
Use of technology in teaching	outstanding - 3	excellent - 6	good - 2	fair - 0	poor - 0

#### SUPPORT SERVICES

Library offerings in agriculture	outstanding - 3	excellent - 7	good - 2	fair - 0	poor - 0
Support from office staff/secretaries	outstanding - 8	excellent - 3	good - 2	fair - 0	poor - 0
Support from dean of school	outstanding - 10	excellent - 3	good - 1	fair - 0	poor - 0
Computer lab	outstanding - 8	excellent - 2	good - 2	fair - 0	poor - 0
Classroom facilities	outstanding - 6	excellent - 6	good - 1	fair - 0	poor - 0
Laboratory facilities	outstanding - 6	excellent - 4	good - 3	fair - 0	poor - 0

**ACTIVITIES** (Rate only those in which you have participated)

Agriculture Club	outstanding - 5	excellent - 2	good - 0	fair - 0	poor - 0
Rodeo Club	outstanding - 1	excellent - 0	good - 0	fair - 0	poor - 0
Soil Judging Team	outstanding - 0	excellent - 0	good - 0	fair - 0	poor - 0
Ag Economics Quiz Bowl	outstanding - 2	excellent - 0	good - 0	fair - 0	poor - 0
Intramural Team	outstanding - 2	excellent - 0	good - 0	fair - 1	poor - 0
Farm Bureau Discussion Meet	outstanding - 3	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?

- **Not useful at all.**
- **They helped give basic knowledge that helped in all classes.**

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

**STRENGTHS -**

- **Faculty and staff are excellent.**
- **Student/teacher relationships.**
- **Faculty/Student ratio-small classes.**
- **Good role models, well-prepared/knowledgeable teachers.**
- **Advisors are helpful, make graduating an easy goal.**
- **Classes are helpful to real life. Program is great. Feel like best in state. Teachers and staff really care for their student and their success in life.**

**AREAS FOR IMPROVEMENT -**

- **Business classes and Agri Business classes are the same.**
- **More challenging course.**
- **Updated décor in building.**
- **More up to date soils labs.**
- **More contacts from employers.**
- **More seating in building.**
- **Printer in computer lab.**



**What information was especially useful?**

- **Advisor gave information about how to find jobs, where to look.**
- **Visitors who talked about what employers were looking for in employees.**
- **How to use online services.**
- **Postings that we brought to class.**
- **Internships available as well as job openings.**

**What other information would have been helpful?**

- **More graduate school information.**
- **Multiple interview opportunities.**

**How would you rate your:**

**Research skills in the library**      **Excellent - 0 Adequate - 6 Modest - 3 Weak - 0**

**Computer research skills**      **Excellent - 5 Adequate - 4 Modest - 0 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 - 9**

**Moderately Helpful - 0**

**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**

<b>Knowledgeable in their field</b>	<b>outstanding - 9</b>	<b>excellent - 0</b>	<b>good - 0</b>	<b>fair - 0</b>	<b>poor - 0</b>
<b>Accessible to students</b>	<b>outstanding - 7</b>	<b>excellent - 2</b>	<b>good - 0</b>	<b>fair - 0</b>	<b>poor - 0</b>
<b>Dedicated to students</b>	<b>outstanding - 7</b>	<b>excellent - 2</b>	<b>good - 0</b>	<b>fair - 0</b>	<b>poor - 0</b>
<b>Concerned with student progress</b>	<b>outstanding - 7</b>	<b>excellent - 1</b>	<b>good - 1</b>	<b>fair - 0</b>	<b>poor - 0</b>
<b>Provided specific career guidance</b>	<b>outstanding - 5</b>	<b>excellent - 3</b>	<b>good - 1</b>	<b>fair - 0</b>	<b>poor - 0</b>
<b>Role model</b>	<b>outstanding - 7</b>	<b>excellent - 1</b>	<b>good - 1</b>	<b>fair - 0</b>	<b>poor - 0</b>
<b>Advising</b>	<b>outstanding - 7</b>	<b>excellent - 2</b>	<b>good - 0</b>	<b>fair - 0</b>	<b>poor - 0</b>

**COURSES**

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

**SUPPORT SERVICES**

Library offerings in agriculture	outstanding - 3	excellent - 1	good - 3	fair - 2	poor - 0
Support from office staff/secretaries	outstanding - 6	excellent - 3	good - 0	fair - 0	poor - 0
Support from dean of school	outstanding - 6	excellent - 3	good - 0	fair - 0	poor - 0
Computer lab	outstanding - 5	excellent - 2	good - 0	fair - 2	poor - 0
Classroom facilities	outstanding - 6	excellent - 3	good - 0	fair - 0	poor - 0
Laboratory facilities	outstanding - 6	excellent - 3	good - 0	fair - 0	poor - 0

**ACTIVITIES** (*Rate only those in which you have participated*)

Agriculture Club	outstanding - 5	excellent - 1	good - 0	fair - 0	poor - 0
Rodeo Club	outstanding - 0	excellent - 1	good - 0	fair - 0	poor - 0
Soil Judging Team	outstanding - 1	excellent - 1	good - 0	fair - 0	poor - 0
Ag Economics Quiz Bowl	outstanding - 5	excellent - 0	good - 0	fair - 0	poor - 0
Intramural Team	outstanding - 2	excellent - 0	good - 1	fair - 0	poor - 0
Farm Bureau Discussion Meet	outstanding - 0	excellent - 0	good - 1	fair - 0	poor - 0

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

- Prepared me well for me to study towards a B.S. degree in Agriculture.
- Sharpened my basic skills, skills on writing papers.
- Didn't help much at all.

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

**STRENGTHS –**

- Faculty and staff are excellent and encouraging.
- Everyone works together.
- Student/teacher relationships. Great environment.
- Faculty have taught me so much, knowledge of subjects and courses are hands on.
- Teachers know your name/you and care about your future and performance. Dean and staff care even after you graduate.

**AREAS FOR IMPROVEMENT -**

- Reputation of Ag Students across campus. For example, Math and Science don't see Ag students to be as smart as other students.
- Being involved in more activities on campus.
- New computers, computer lab updating.
- More options to commuters for involvement in Ag clubs and organizations other than meeting times on Tuesdays and Thursdays.



## APPENDIX VII

### Graduated Student Personal Appreciation Note to Advisor

**Stark Robert**

---

**From:** [REDACTED]  
**Sent:** Tuesday, March 18, 2014 9:02 AM  
**To:** Stark Robert

Dear Dr. Stark,

I just want to thank you for all you've done for me the past few years. You have helped me throughout my entire college process, from enrolling in my first Ag class to helping me land my first job. I know for a fact most academic advisors are not as quick to help students as you. Thank you for all you have done for me! I have advised several students who are unsure of their future to visit the Ag building and think about giving it A try. The main reasons I tell them to visit there, are the friendly helpful faculty and the students.

Best Wishes,

[REDACTED]

## APPENDIX VII (continued)

UAM Office of Media Services Release

**NEWS RELEASE**

OFFICE OF MEDIA SERVICES

UNIVERSITY OF ARKANSAS AT MONTICELLO

Contact: Jim Brewer (870) 460-1274; E-Mail: [brewer@uamont.edu](mailto:brewer@uamont.edu)**Elementary Schoolers Read To Horses As Part Of  
Horse Tales Literacy Project**

(4/8/14)

MONTICELLO, Ark. — Nearly 100 first graders from McGehee had the unusual experience of reading to horses during a recent visit to the University of Arkansas at Monticello. The event was part of the Horse Tales Literacy Project (formerly The Black Stallion Literacy Foundation), which, according to the organization’s website, “helps children discover the joys of reading and the excitement of learning through the wonders of live horses and the *Black Stallion* books by Walter Farley, as well as other classic horse literature.”

The students and their teachers were brought to the UAM rodeo arena where they were able to interact with horses used by members of the university’s rodeo team. After reading, the students were able to learn how to tack a horse, how to feed and care for a horse, how to groom a horse, and how a horse’s feet are cared for by a farrier.

The Horse Tales Literacy Foundation is a partnership of educators, businesses, volunteers, education foundations, and staff members focused on promoting literacy through the combination of live horses and classic horse literature.

“This was a wonderful experience, not only for the kids, but for our students and faculty who were involved in the activity,” said Dr. Whitney Whitworth, associate professor of animal science at UAM.

**APPENDIX VII (continued)**

## Arkansas Capitol Trip 2014 – Visiting with State Representatives

**UAM Agricultural Policy Students Attend State Capitol Legislative Session**

Students of agricultural policy from the UAM School of Agriculture recently visited the Arkansas State Legislature in Little Rock as guests of local legislators and Arkansas Farm Bureau staff members. The day began with the Joint Budget Committee meeting. State Senator Eddie Cheatham and State Representative Sheilla Lampkin of Monticello hosted the students in the committee meeting. The meeting was brief and Representatives Matt Shepherd and Nate Steel of the House Agriculture Committee took the class members into the Agriculture Committee meeting room for an informal discussion of how the legislature works, the committee process, and changes that made the 2014 Session somewhat unique. Arkansas Farm Bureau staff member Michelle Kitchens of Governmental Affairs hosted the group for lunch. Mrs. Kitchens briefed the students on Farm Bureau operating procedures with the legislature and AFB policy for currently pending legislation. She described how interest group staff members provide valuable information and guidance to the elected officials. The afternoon allowed students an opportunity to attend House and Senate General Sessions and participate in many impromptu conversations with state senators and representatives in the Capitol hallways. Professor of Agriculture Bob Stark arranged the visit and accompanied the students on their visit.

## APPENDIX VII (continued)

Student Field Trip Comments

XXXXXX XXXXXXXXXXXX

Agricultural Policy Trip to Arkansas Capitol

## Comments By Students

### **New Experience/Learning:**

- “It was the first time that I have been able to sit in on a Senate meeting.”
- “I didn’t realize that the House of Representatives would be that busy during their session.”

### **Most Interesting Observation:**

- “I thought it was interesting how the members of the Senate had family members come to watch the meeting.”
- “In most cases, the committee and general session progressed faster than I thought they would.”
- “Just how the bills get put into laws.”

### **Recommendations:**

- “... I really did enjoy the trip. It was a once in a lifetime experience for me!”
- “The field trip was very organized. I enjoyed the trip a lot more than I expected I would. The lunch with the Farm Bureau people was amazing.”

## 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	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012	2013
<b>School of Agriculture</b>												
Freshman	13	23	27	24	22	24	32	29	40	26	29	53
Sophomore	22	17	12	10	15	17	17	18	20	20	15	27
Junior	14	15	15	20	11	18	13	20	14	15	24	23
Senior	18	14	12	16	21	15	27	21	22	25	14	24
Pre-freshman	0	0	0	0	0	4	4	1	0	0	0	0
Special (non-degree seeking)	0	0	0	0	0	0	0	0	1	0	0	0
Post Bachelor	0	2	1	0	1	0	0	0	0	1	0	0
<b>TOTAL</b>	<b>67</b>	<b>71</b>	<b>67</b>	<b>70</b>	<b>70</b>	<b>78</b>	<b>93</b>	<b>89</b>	<b>96</b>	<b>87</b>	<b>82</b>	<b>127</b>
<b>Pre-Veterinary</b>												
Freshman	5	6	4	4	8	2	10	5	5	13	7	8
Sophomore	1	0	1	0	0	3	2	1	1	2	6	3
Junior	0	0	0	0	0	0	0	0	0	1	1	1
Senior	0	1	0	0	0	0	0	0	0	0	1	0
Pre-Freshman	0	2	0	1	1	0	0	2	0	0	0	0
Special (non-degree seeking)	0	0	0	0	0	0	0	0	0	0	0	0
Post Bachelor	0	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>6</b>	<b>9</b>	<b>5</b>	<b>5</b>	<b>9</b>	<b>5</b>	<b>12</b>	<b>8</b>	<b>6</b>	<b>16</b>	<b>15</b>	<b>12</b>
<b>UNIT TOTALS</b>	<b>73</b>	<b>80</b>	<b>72</b>	<b>75</b>	<b>79</b>	<b>83</b>	<b>105</b>	<b>97</b>	<b>102</b>	<b>103</b>	<b>97</b>	<b>139</b>

**APPENDIX IX**  
**EVIDENCE OF EFFORTS FOR RETAINING STUDENTS**  
**IN AGRICULTURE MAJORS**  
**2013-2014 UAM SCHOOL OF AGRICULTURE**

April 22, 2014

Dear

Congratulations on being a 2014 UAM Scholar! We were pleased to meet you yesterday at Scholar's Day and assist you in developing a Fall 2014 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  
##### XXXXXXX ##  
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 cursive script 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 Picnic!**

- When:** Thursday, August 29<sup>th</sup>  
**Time:** 5:30 p.m.  
**Where:** Rodeo Fairgrounds located on campus  
*(directions available if needed)*

**Please join us for a fun evening!**

Hamburgers, hot dogs, door prizes, games  
and more!



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

XXXXX 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
		<b>TOTAL REQUIRED = 31</b>	

**APPENDIX IX (continued)**

**SAMPLE ACADEMIC ACHIEVEMENT CONGRATULATORY LETTER**

January 5, 2014

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 2013. 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, 2014

XXXXX X. XXXXXX  
XX XXXXXXXX XXXXX  
XXXXXXX, AR XXXXX

Dear XXXX:

I am writing to express my concern as your Academic Advisor. During the 2014 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 2014 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 2014 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