

## **SCHOOL OF AGRICULTURE**

### **ANNUAL ASSESSMENT REPORT 2010-11**

#### **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.

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

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

Evidence of learning may be found at the course, degree, and employment level. Course level data to measure of achievement of the six School of Agriculture student learning outcomes begins with the extent that students improve their test scores from the beginning of a semester to the end. Pre/post test evaluations were conducted for the fifth year in Fall 2010 and Spring 2011 on eight courses. Results by individual course are listed in Appendix II. The eight courses tested in 2010-2011 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 2010 and Spring 2011 courses were used as post-tests for this year.

A comparison of the 2010-2011 results for students completing the courses indicated that student score improvement ranged from 53% to 70% by specific course over the semester. Magnitudes of point improvement are obviously influenced by the levels of the pretest and posttest scores. Seven of the eight courses had larger point improvements over the semester in 2010-11 versus 2009-10. The average pretest score in 2009-10, weighted by class enrollment size, was 21.96 and in 2010-11 this increased to 24.54 for the eight courses examined. Post test scores for the same years also had an increase from an average of 77.79 in 2009-10 to 83.53 in 2010-2011. The average improvement also increased from 55.83 points to 59.07 points. These results are encouraging as the overall student body seems to be improving in academic proficiency, both in entry level at the start of the semester and the degree of improvement during the semester. The past year was our first time to compare weighted averages of year versus year. This measure will be replicated for sufficient years to validate the initial findings. Both data from prior years and future years will be included in the analysis. Faculty members examine these numbers on an annual basis and will continue to make adjustments in course assignments/topics to improve any weak areas if they are identified in the future.

Multiple year summary results for the pre/post tests are presented in Appendix II. Fall 2010 averages are compared to Fall 2006, 2007, 2008, and 2009. The Spring 2011 averages are compared to results from Spring 2006, 2007, 2008, 2009, and 2010. Faculty discussed the numbers at our academic unit meeting during the 2010 Faculty Development Week. Our data set is approaching the size required to identify long-term trends and consequentially any needed adjustments. The data set will be reexamined collectively by School of Agriculture faculty during the 2011 Development Week. As the set expands over subsequent semesters, 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. Class attendance and relatively small class numbers have 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 graph to 40 in Fall 2010, the largest number since 2004.

**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 July 28, 2011 to review the previous academic year. An agenda for the meeting is provided in Appendix V. The data presented in Question 3 was discussed. Several faculty members expressed the opinion that our incoming freshman class and other first-year students in Fall 2010 were of higher academic quality than previous years' averages. Ad hoc evidence was shared that more out-of-class factors such as extracurricular club activities, course field trips, and academic unit functions had improved student participation and thereby increased the level of learning. The continuation of the Fall Semester Guest Speaker series was also noted as providing encouragement and vision to new and continuing students. Speakers of the past two years have challenged our students with the expectations of future employers and expanded student vision of employment possibilities in the agriculture industry.

An issue that may require revisions is class attendance. Students may be obtaining notes and old exams with the perception that they can substitute adequately for daily attendance and notes. The increased percentage of students receiving a grade of "F" was discussed as a possible result of this perception. Faculty agreed to continue observing the prevalence of failing grades and the possible correlation with number of absences.

**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.

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 2010 and Spring 2011 survey responses are presented in Appendix (VI). Agriculture faculty members review the compiled survey results during our annual faculty meeting prior to Fall Semester. Suggestions are made to the School Dean regarding specific survey responses and possible unit adjustments in curricula. New questions that should be incorporated are developed based on curricula changes of the previous year. Curriculum changes may result from faculty analysis of the survey responses if a specific need is identified.

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

submitted reports to evaluate the appeal and effectiveness of the activity. One such activity in the past year was the guest lecture presented by Danny Kennedy, CEO of Riceland Foods Inc. who spoke in November. His visit also initiated a joint study with Riceland of employment and internship possibilities for our agriculture graduates. Other examples of these activities include a field trip to the University of Arkansas at Pine Bluff to hear U.S. Trade Ambassador Ron Kirk as the guest of then-U.S. Senator Blanche Lincoln and a field trip to Brinkley, Arkansas for an agricultural policy information meeting with our new U.S. Senator John Boozman. 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 an example of student comments are found in Appendix VII.

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

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 applicable to only within the course or option where it was obtained.

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

The School of Agriculture is taking a multi-emphasis approach to improving student learning in 2011. Within courses, the Dean and faculty are planning to coordinate a Blackboard training session during faculty development week where all School of Agriculture faculty members will attend together. The Dean and faculty will build on this basic instruction in a subsequent Agriculture faculty meeting later in the week. Utilizing new, available technology can facilitate learning in all School of Agriculture courses.

The School will continue to build relationships with the agriculture industry through the Fall Guest Speaker Series jointly coordinated by the Dean and agribusiness faculty member. This series has proven interesting to the student body and is beginning to generate employment opportunities with the participating companies. The Dean will continue to explore scholarship development possibilities. The 2010-2011 year saw a new scholarship endowed for UAM agriculture students by one industry group and similar potential support has been identified.

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

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

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

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

Within and beyond these priority areas, faculty members continue 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 will explore this option for one of the agricultural management courses and a decision will be made by early November. The School of Agriculture has offered several animal science special topics courses in recent years and they have been very well received. The animal science faculty member offered two courses: Sheep and Goat Production (Spring 2010) and Companion Animals (Spring 2011). The agribusiness faculty member offered an Agricultural Law course (Fall 2007) for one student with a course time conflict. The

Agriculture Economics Quiz Bowl course was offered several times as special topics before recently receiving a regular course number.

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

Faculty accommodate students with different learning styles by combining traditional lectures, PowerPoint slide presentations, individual pace laboratory exercises, and class group laboratory experiences. As needed, Special Topics and Independent Study courses are offered. No courses are currently offered by alternative instruction modes such as CIV and WebCT. 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.

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

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

Incoming students who have preregistered for Fall 2011 were provided faculty business cards and encouraged to contact a faculty member if they have questions or concerns prior to the first day of classes. Issues recently discussed include making a course change, explaining program options, and guidance toward campus employment. A welcome letter was also sent to each.

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. Agriculture organizations hold 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. 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.) may also receive a personal letter encouraging them to visit with their Advisor to discuss the issues and make schedule adjustments as needed (Appendix VII). 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



**UAM**

**The School of Agriculture**

THE UNIVERSITY OF ARKANSAS  
MONTICELLO  
WWW.UAMONT.EDU  
MONTICELLO • CROSSETT • MCGEEHEE

#### 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

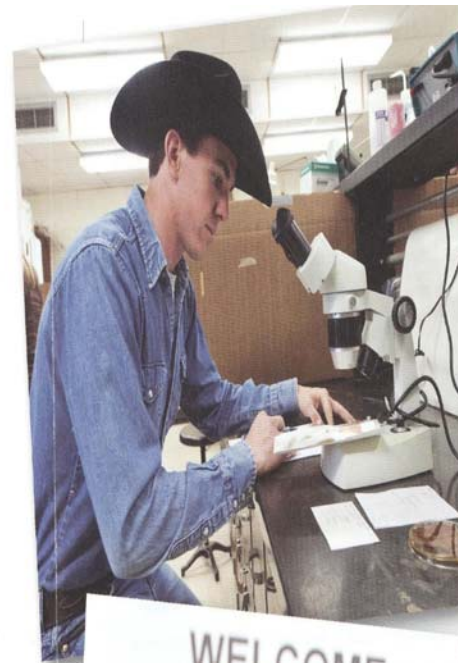
Animal science will prepare you for careers in livestock production, ranching, research, education and animal industry services. This option also provides a strong background for students who plan to pursue careers in veterinary medicine.

##### 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



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

THE UNIVERSITY OF ARKANSAS AT MONTICELLO

## APPENDIX I (continued)

AGEC 4803 AGRIBUSINESS FIRM MANAGEMENT  
UNIVERSITY OF ARKANSAS AT MONTICELLO - SPRING 2011  
INSTRUCTOR: C. Robert Stark, Jr.

**OFFICE HOURS:** TTh: 1:00-4:00 P.M. MWF: 3:30-5:00 P.M.  
Other hours by individual appointment. Office phone: 460-1414.

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

**COURSE DESCRIPTION:** Application of economic decision-making processes as they relate to the management of agricultural businesses.

**PREREQUISITES:** AGECE 2273 or ECON 2213

**TEXT:** Principles of Agribusiness Management, by Beierlein, Schneeberger, and Osburn, 4th Edition, Waveland Press, Inc., 2008.

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

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

<b>GRADING:</b>	Major Exams (3 per semester)	30%
	Comprehensive Final Exam	40%
	Quizzes (weekly-2 lowest will be dropped)	15%
	Special Assignments and Homeworks	<u>15%</u>
	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: Special Assignments may include presentations requiring Powerpoint software packages.)

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

UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage, <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.

**Student cell phones MUST BE TURNED OFF prior to entering the classroom!**

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

**STUDENT BEHAVIOR IN CLASS:** “The following actions are prohibited under the Student Conduct Code: H. Disorderly Conduct: Any behavior which disrupts the regular or normal functions of the University community, including behavior which breaches the peace or violates the rights of others.” Disorderly conduct in class may lead to expulsion from class, withdrawal from the course, loss of a grade, or failure of the course.

**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.

**SPECIAL DATES:** Monday, January 18 – Martin Luther King Holiday.  
Wednesday, January 20 - Last day to register or add classes.  
Wednesday, March 3 - Deadline to file for August/December graduation.  
Monday-Friday, March 22-26 – Spring Break.  
Monday, April 5-Friday, April 16 - Pre-registration for Summer/Fall’ 10.  
Wednesday, April 7 - Last day to drop with a "W".  
Thursday, April 29 - Last day to withdraw from class.  
Tuesday, May 4 - Last day of classes.  
Wednesday, May 5 from 3:15 P.M.-5:15 P.M. – Final Exam

### COURSE OUTLINE

<u>Lecture Topic</u>		<u>Reading Assignment</u>
<b>PART I</b>	<b>INTRODUCTION TO THE BUSINESS OF AGRICULTURE</b>	
	The Global Agri-Food System	Chapter 1
	The Agribusiness Manager	Chapter 2
	<b>THE PLANNING FUNCTION</b>	
	The Role of Marketing	Chapter 3
	Marketing Management	Chapter 4
	Understanding Consumer Demand	Chapter 5
	Forecasting	Chapter 7
	Budgeting	Chapter 8
	<b>First Examination</b>	
<b>PART II</b>	<b>THE ORGANIZING FUNCTION</b>	
	Organizing for Success	Chapter 9
	Choosing a Legal Structure	Chapter 10
	<b>Second Examination</b>	
<b>PART III</b>	<b>THE CONTROLLING FUNCTION</b>	
	Organizing Production Using Economic Principles	Chapter 11
	Production and Inventory Management	Chapter 12
	Basic Accounting Documents	Chapter 13
	Using Accounting Information for Business Control and Planning	Chapter 14
	Capital Budgeting I: Principles and Procedures	Chapter 15
	Capital Budgeting II: Applications	Chapter 16
<b>PART IV</b>	<b>THE DIRECTING FUNCTION &amp; EVALUATION</b>	
	Human Resource Leadership	Chapter 17
	Human Resource Management	Chapter 18
	Personal Selling	Chapter 19
	Developing a Workable Approach to Agribusiness Management	Chapter 20
	<b>Third Examination</b>	
<b>Special Assignments Due As Announced</b>		
	<b>Final Examination</b>	

## **APPENDIX I (continued)**

ANSC 3474: Beef Production

Fall 2010

Dr. Whitney A. Whitworth

104 Agriculture

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.

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

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

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

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

**Grade Reports:** UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM homepage: [www.uamont.edu](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:**

**Topic**

Introduction

Breeds, Breeding, and Genetics

**Exam 1**

Production Systems

**Exam 2**

Reproduction

**Exam 3**

Nutrition and Feeding

**Exam 4**

Management Practices

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

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

## APPENDIX I (continued)

**Course ID: AGRO 2244, Introductory Soil Science. FALL 2010**

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

*Text(s) and supplemental books and materials:*

The Nature and Properties of Soils, 14<sup>th</sup> Ed. by Brady and Weil, Prentice Hall, Upper Saddle River, NJ, USA.

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

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

*Office hours:* MWF 11-12, 1-3; TTh 10-12 or by appointment.

*Special policies statement:*

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

*Special dates of concern:*

Oct. 9, last day to apply for May graduation (Seniors, take note!).

Nov. 11, last day to drop with a 'W'.

*Goals and objectives:*

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



3. Know the definitions, influencing factors and measurement of basic soil chemical and biochemical properties associated with pH, colloids, mineralogy, micro- and macro-flora, organic matter and nutrients and their effects on plant and soil management for sustained production and environmental integrity.
4. Understand the role of soil management with regard to best management practices, sustainability, remediation, and environmentally sound production of food, fuel, fiber and wildlife production.
5. Gain a greater appreciation for the role of soils in agriculture, society and human and wildlife sustainability and health.

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

*Content Outline:*

Part I. Introduction to soils and soil physical properties.

Part II. Soil chemistry including clay mineralogy.

Part III. Soil fertility and plant nutrition.

Part IV. Soil taxonomy and management.

Tentative Itinerary:

<u>Sub-Area</u>	<u>Chapters</u>	<u>estimated no. lectures</u>	<u>associated labs</u>
1. Introduction to soils.	1	1	1
2. Soil physics.	4,5,6,7	5	2,3
*** TEST I. *** <i>Early season tornado.</i>			
3. Soil chemistry.	8,9,10	5	4,5,6,7,8
***TEST II. *** <i>Mid-term hurricane!</i>			
4. Soil fertility and plant nutrition.	13,14,15,16	4	7,8,9,10
5. Soil microbiology.	11,12	2	11
*** TEST III. *** <i>Late season earth quake!</i>			
6. Soil taxonomy.	2,3	2	12,16
7. Soil management.	17,18,19,20	4	12,13,14
*** FINAL EXAM: *** TBA <i>End of season tsunami!</i>			

*Special Projects, Assignments, Field Trips:*

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

*Provisions for tests and evaluations:*

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

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

<i>Grading policy:</i>	Three 100 pt lecture exams:	300 pts
	One final exam:	100 pts
	Laboratory exams, reports:	<u>150 pts</u>
	Total pts.:	550 pts

Letter grade assignments:    A: 495 +            B: 440-494            C: 385-439            D: 330-384

NOTE: There will be approximately 30 extra credit points given in the form of take-home problems or in-class projects. Sorry, you must be present to win if it is an in-class project. Laboratory points are added to course sum.

#### NOTICES:

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

"UAM will no longer mail grade reports to all students. You may access your grades through Campus Connect on the UAM Homepage, [www.uamont.edu](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 Office in Crossett or McGehee."

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

**APPENDIX II**  
**FALL 2010 PRE/POST TEST – UAM SCHOOL OF AGRICULTURE**

Student Number	AGEC 2273			AGEC 4623			AGEC 4683			AGEC 4823		
	Pretest Score	Post Score	Points Increase	Pretest Score	Post Score	Points Increase	Pretest Score	Post Score	Points Increase	Pretest Score	Post Score	Points Increase
1	28.0	98.5	70.5	30.0	79.3	49.3	25.0	84.5	59.5	39.0	88.0	49.0
2	28.5	83.5	55.0	20.0	90.8	70.8	16.0	76.0	60.0	19.0	74.5	55.5
3	22.0	84.5	62.5	25.0	94.0	69.0	12.0	82.0	70.0	25.5	90.0	64.5
4	17.0	88.5	71.5	16.0	75.2	59.2	6.0	84.0	78.0	21.0	82.0	61.0
5	53.0	99.0	46.0	15.0	50.8	35.8	26.0	88.5	62.5	23.0	74.0	51.0
6	17.0	81.5	64.5	27.0	93.5	66.5	20.0	101.0	81.0	28.0	87.0	59.0
7	24.0	83.5	59.5	8.0	62.5	54.5	12.0	99.0	87.0	12.5	68.0	55.5
8	26.0	86.0	60.0	14.0	75.5	61.5	29.0	103.0	74.0	32.0	80.5	48.5
9	22.0	98.0	76.0	13.0	76.2	63.2	26.0	96.5	70.5	29.0	72.0	43.0
10	35.0	48.5	13.5	16.0	67.8	51.8	48.0	100.0	52.0	44.0	93.0	49.0
11	26.0	83.5	57.5	21.0	93.1	72.1						
12	27.0	87.0	60.0	21.0	91.3	70.3						
13	27.5	81.0	53.5	16.0	85.8	69.8						
14	35.5	86.5	51.0	26.0	93.3	67.3						
15	30.5	85.5	55.0	11.0	102.0	91.0						
16	22.0	63.5	41.5	25.0	67.2	42.2						
17	15.5	97.5	82.0	25.0	78.5	53.5						
18	23.0	85.0	62.0	17.0	88.6	71.6						
19	20.0	95.5	75.5	28.0	96.3	68.3						
20	19.0	53.0	34.0	14.0	78.0	64.0						
21	22.0	43.0	21.0	31.0	91.1	60.1						
22	19.0	81.5	62.5	32.0	88.2	56.2						
23	16.5	74.0	57.5	36.0	97.3	61.3						
24	25.0	49.5	24.5	18.0	82.8	64.8						
25	25.0	74.5	49.5									
26	18.0	70.5	52.5									
27	13.0	86.5	73.5									
28	30.0	91.0	61.0									
29	27.0	88.5	61.5									
30	27.0	73.0	46.0									
31	25.0	81.5	56.5									
32	23.0	96.5	73.5									
<b>Average</b>	<b>24.66</b>	<b>80.61</b>	<b>55.95</b>	<b>21.04</b>	<b>83.30</b>	<b>62.25</b>	<b>22.00</b>	<b>91.45</b>	<b>69.45</b>	<b>27.30</b>	<b>80.90</b>	<b>53.60</b>

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

**APPENDIX II (continued)**

**APPENDIX II**

**SPRING 2011 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	36.0	94.0	58.0	24.0	84.5	60.5	30.0	85.0	55.0	23.0	94.5	71.5
2	38.0	89.5	51.5	22.0	86.0	64.0	26.5	79.5	53.0	22.0	101.5	79.5
3	35.0	94.0	59.0	28.5	91.0	62.5	35.5	95.0	59.5	21.0	80.0	59.0
4	20.5	86.0	65.5	16.5	91.5	75.0	16.5	67.5	51.0			
5	13.0	70.0	57.0	17.0	80.5	63.5	14.0	73.0	59.0			
6	29.5	91.0	61.5	15.5	84.0	68.5	15.0	75.5	60.5			
7	33.5	85.0	51.5	32.0	90.0	58.0	15.0	91.5	76.5			
8	24.5	64.5	40.0	24.5	100.0	75.5	35.5	82.5	47.0			
9	21.0	77.5	56.5				14.0	88.0	74.0			
10	23.5	73.0	49.5				22.0	50.0	28.0			
11	44.5	83.0	38.5				23.0	87.5	64.5			
12	47.0	90.5	43.5				16.0	78.5	62.5			
13	16.5	47.0	30.5				35.0	89.5	64.5			
14	34.0	92.5	58.5				19.5	82.0	62.5			
15	15.0	81.0	66.0				25.0	97.5	72.5			
16	28.0	88.0	60.0				20.0	91.5	71.5			
17	41.0	90.0	49.0									
18	14.5	87.5	73.0									
19	60.5	92.0	31.5									
20	26.5	73.5	47.0									
21	33.0	84.0	51.0									
22	38.5	99.0	60.5									
23	23.0	92.5	69.5									
<b>Class Average</b>	<b>30.28</b>	<b>83.70</b>	<b>53.41</b>	<b>22.50</b>	<b>88.44</b>	<b>65.94</b>	<b>22.66</b>	<b>82.13</b>	<b>60.09</b>	<b>22.00</b>	<b>92.00</b>	<b>70.00</b>

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

**APPENDIX II (continued)**

**UAM SCHOOL OF AGRICULTURE**

**FALL PRE/POST TESTS SUMMARY**

	<b>AGEC 2273</b>			<b>AGEC 4623</b>			<b>AGEC 4683</b>			<b>AGEC 4823</b>		
	<b>Pretest Score</b>	<b>Post-test Score</b>	<b>Points Increase</b>	<b>Pretest Score</b>	<b>Post-test Score</b>	<b>Points Increase</b>	<b>Pretest Score</b>	<b>Post-test Score</b>	<b>Points Increase</b>	<b>Pretest Score</b>	<b>Post-test Score</b>	<b>Points Increase</b>
<b>Fall</b>												
<b>2010</b>	24.66	80.61	55.95	21.04	83.30	62.25	22.00	91.45	69.45	27.30	80.90	53.60
<b>2009</b>	24.64	73.57	48.93	18.45	78.07	59.61	23.57	83.57	60.00	30.63	77.50	46.88
<b>2008</b>	25.08	74.96	50.67	24.13	77.19	54.31	23.42	84.33	60.92	28.08	81.38	53.29
<b>2007</b>	28.26	68.03	39.76	23.15	79.15	55.23	34.40	81.00	46.60	30.17	75.78	45.61
<b>2006</b>	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**

	<b>AGEC 4703</b>			<b>AGEC 4803</b>			<b>AGEC 4613</b>			<b>AGEC 4713</b>		
	<b>Pretest Score</b>	<b>Post-test Score</b>	<b>Points Increase</b>	<b>Pretest Score</b>	<b>Post-test Score</b>	<b>Points Increase</b>	<b>Pretest Score</b>	<b>Post-test Score</b>	<b>Points Increase</b>	<b>Pretest Score</b>	<b>Post-test Score</b>	<b>Points Increase</b>
<b>Spring</b>												
<b>2011</b>	22.00	92.00	70.00	30.28	83.70	53.41	22.66	82.13	59.47	22.50	88.44	65.94
<b>2010</b>	13.38	77.06	63.69	29.05	75.80	46.75	19.58	83.33	63.75	23.00	77.25	54.25
<b>2009</b>	17.67	74.50	56.83	29.17	79.50	50.33	23.69	78.94	55.25	21.31	76.38	55.06
<b>2008</b>	19.00	79.75	60.09	27.85	75.25	46.59	19.53	82.00	62.84	18.50	65.44	47.50
<b>2007</b>	13.75	86.13	72.38	30.29	79.36	49.21	23.10	77.50	54.40	23.38	72.13	48.50
<b>2006</b>	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 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
A	22%	58%	50%	65%	63%	45%
B	44%	15%	15%	12%	7%	13%
C	26%	9%	10%	6%	7%	10%
D	0%	6%	15%	12%	7%	10%
F	4%	6%	5%	3%	7%	20%
W	4%	6%	5%	2%	10%	3%
<b>N=</b>	27	33	20	34	30	40

**AGEC 2273 - Agriculture Economics**

Grade	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
A	21%	12%	21%	32%	24%	18%
B	29%	18%	11%	24%	20%	39%
C	21%	33%	26%	24%	32%	11%
D	4%	21%	21%	20%	4%	8%
F	25%	6%	11%	0%	4%	21%
W	0%	9%	11%	0%	16%	0%
<b>N=</b>	24	33	19	25	25	38

**ANSC1003 - Principles of Animal Science**

Grade	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
A	20%	20%	14%	12%	25%	13%
B	43%	43%	19%	35%	29%	41%
C	20%	20%	14%	21%	18%	10%
D	3%	3%	19%	21%	11%	10%
F	7%	7%	19%	9%	11%	23%
W	7%	7%	14%	2%	7%	3%
<b>N=</b>	32	30	21	34	28	39

**AGRO 2244 - Soils**

Grade	Fall 2005	Fall 2006	Fall 2007	Fall 2008	Fall 2009	Fall 2010
A	18%	18%	0%	17%	15%	37%
B	27%	24%	0%	57%	46%	47%
C	55%	29%	0%	26%	31%	16%
D	0%	24%	0%	0%	8%	0%
F	0%	6%	0%	0%	0%	0%
W	0%	0%	0%	0%	0%	0%
<b>N=</b>	11	17	13	23	13	19

**AGRO 1033 - Principles of Field Crops**

Grade	Spring 2006	Spring 2007	Spring 2008	Spring 2009	Spring 2010	Spring 2011
A	20%	15%	25%	44%	38%	29%
B	43%	44%	35%	22%	25%	48%
C	27%	18%	15%	19%	28%	19%
D	7%	6%	5%	9%	0%	0%
F	3%	9%	15%	6%	6%	5%
W	0%	9%	5%	0%	3%	0%
<b>N=</b>	28	34	20	32	32	21

**APPENDIX IV**

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

**UAM SCHOOL OF AGRICULTURE**

<b>CLASS</b>	<b>2000- 2001</b>	<b>2001- 2002</b>	<b>2002- 2003</b>	<b>2003- 2004</b>	<b>2004- 2005</b>	<b>2005- 2006</b>	<b>2006- 2007</b>	<b>2007- 2008</b>	<b>2008- 2009</b>	<b>2009- 2010</b>	<b>2010- 2011</b>
<b>Commencement Participants</b>	<b>23</b>	<b>22</b>	<b>17</b>	<b>14</b>	<b>9</b>	<b>10</b>	<b>15</b>	<b>12</b>	<b>18</b>	<b>21</b>	<b>18</b>

## APPENDIX V

### FACULTY MEETING MINUTES – 2010-2011

# UAM SCHOOL OF AGRICULTURE

## MINUTES OF FACULTY FALL PLANNING MEETING

### UAM SCHOOL OF AGRICULTURE

September 28, 2010

The following were present for the School of Agriculture Faculty Fall Planning Meeting held in the Conference Room at 9:25 a.m. on September 28, 2010: Dr. Kelly Bryant, Dean, Dr. Paul Francis, Dr. Robert Stark, Dr. Whitney Whitworth, and Rusty Jones.

Dr. Bryant called the meeting to order with the purpose of addressing four items:

Item 1 - Faculty concerned selection of an invited speaker for this semester similar to John Tyson's visit last year. The faculty agreed that the speaker should represent a prominent sector of the agriculture industry, offer vision to students of post-graduate opportunities, and have the possibility to provide support to the School of Agriculture. Several names were considered and the faculty asked Dr. Stark to contact Mr. Danny Kennedy, CEO of Riceland Foods.

Item 2 – Dr. Bryant described opportunities for Student Undergraduate Research Fellowship (SURF) grants. The grants are available to support undergraduate students who wish to pursue a science research project with any faculty member(s). Faculty will individually consider this opportunity, evaluate time demands and benefits, and submit proposals as they see fit.

Item 3 – Dr. Bryant and Dr. Stark reported on the Governor's Cup business plan competition and their meeting with a representative of the sponsoring organization. After discussion, the faculty decided to offer the opportunity to promising seniors, gauge interest and commitment toward the competition, and estimate costs of participation.

Item 4 – Visitors from Ghana are scheduled to be on campus sometime during the coming week. These visitors are touring the state with emphasis on agricultural production and processing. Dr. Bryant encouraged all faculty to utilize the visit as an opportunity for students to learn more about international aspects of agriculture.

The meeting was adjourned at 10:00 a.m.

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## APPENDIX V (continued)

### MINUTES OF SCHOLARSHIP PLANNING MEETING UAM SCHOOL OF AGRICULTURE April 12, 2011

The following were present for the School of Agriculture Scholarship Planning Meeting held in the Conference Room at 1:30 p.m. on April 12, 2011: Dr. Kelly Bryant, Dean, Dr. Paul Francis, Dr. Robert Stark, Dr. Whitney Whitworth, and Rusty Jones.

Dr. Bryant provided those present with a list of scholarship recipients for the period July 1, 2010 – June 30, 2011 and estimates of the funds available for each respective scholarship in 2011-2012. He noted that School of Agriculture policy has been to award scholarships with preference to Senior and Junior students based primarily on academic achievement while attending UAM. The exceptions are those scholarships specifically designated for entering freshmen. Forty-eight current students and eighteen prospective students were considered for the awards. Sixteen students were chosen to receive varying scholarship amounts and will be notified of their selection by Dr. Bryant.

The meeting was adjourned at 3:30 p.m.

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### MINUTES OF STRATEGIC PLANNING MEETING UAM SCHOOL OF AGRICULTURE May 6, 2011

The following were present for the School of Agriculture Strategic Planning Meeting held in the Conference Room at 10:00 a.m. on May 6, 2011: Dr. Kelly Bryant, Dean, Dr. Paul Francis, Dr. Robert Stark, Dr. Whitney Whitworth, Rusty Jones, and Linda Outlaw (recorder).

Dr. Bryant provided those present with a copy of the Strategic Plan for the period July 1, 2010 – June 30, 2011 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 or changes in the plan will be noted when the Strategic Plan is updated online.

The meeting was adjourned at 12:00 p.m.

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## APPENDIX V (continued)

**Stark Robert**

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**Subject:** FW: Faculty Meeting Thursday Afternoon

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**From:** Bryant Kelly  
**Sent:** Monday, July 25, 2011 3:10 PM  
**To:** Bryant Kelly; Francis Paul; Stark Robert; Whitworth Whitney; Jones Rusty  
**Cc:** 'Scott Akin'; Coker Cliff; Smith Ken; Outlaw Linda; Pennington Jill  
**Subject:** RE: Faculty Meeting Thursday Afternoon

Due to schedule conflicts from some of you I am rescheduling the faculty meeting announced below. Let's meet on Thursday afternoon at 3:10 pm instead. We will adjourn by 4:30.

Thanks, Kelly

---

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

All,

Let's get together at 9:30 Friday morning in the Conference room to discuss the following items:

### AGENDA

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

If you have other items you would like to discuss please let me know ahead of time so that they can be put on the agenda.

We will adjourn by 11:00.

Thanks, Kelly

## APPENDIX VI

### SUMMARY OF GRADUATING SENIOR AGRICULTURE MAJOR SURVEYS

#### FALL 2010 - 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 2010

Agriculture Option Area:

Animal Science	-	2
Agribusiness	-	1
General Agriculture	-	1
Plant and Soil Science	-	1
Unspecified	-	1

Circle the appropriate response: female - 4                      male - 2

married - 1                      single - 5

American Indian    Asian    African American    Hispanic    Caucasian - 6

Describe your situation the current semester:

2                      Lived on campus

\_\_\_\_\_                      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 - 5

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:

- Seminar
- For some of my classes I had to write papers. I feel that this helped with my writing skills. I also think giving a presentation in Seminar was helpful.
- Learned what Forage class had to offer and applied them to my search. Also applied the economic aspect to the search for a job.
- Yes, the research papers that each class required. Proper way, how it was critiqued.

Did your advisor or other Agriculture faculty provide useful information about selecting a graduate school or looking for a job?                      Yes - 4                      No - 1                      Yes & No - 1

What information was especially useful?

- Working in \_\_\_\_\_ (?)

- **Information about what info to put on resume was helpful.**
- **Telling us to find something I'm interested in and comfortable doing.**
- **Not the advisor, but other faculty have made some suggestions.**

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

- **Specify what exactly I can do with my degree.**
- **When and how to start applying to graduate school.**
- **For each Agri major ex: Animal Science major, suggest there is an opening at such and such, and I think this would be something you need to look into. Or, maybe help out more on resume and suggestions.**

**How would you rate your:**

**Research skills in the library      Excellent - 1    Adequate - 4    Modest - 1    Weak**

**Computer research skills      Excellent - 2    Adequate - 3    Modest - 1    Weak**

**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 - 5                      Moderately Helpful - 1                      Not Very Helpful**

*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 - 5</b>	<b>excellent - 2</b>	
<b>Accessible to students</b>	<b>outstanding - 6</b>	<b>excellent</b>	
<b>Dedicated to students</b>	<b>outstanding - 6</b>	<b>excellent</b>	
<b>Concerned with student progress</b>	<b>outstanding - 6</b>	<b>excellent</b>	
<b>Provided specific career guidance</b>	<b>outstanding - 4</b>	<b>excellent - 1</b>	<b>good - 1</b>
<b>Role model</b>	<b>outstanding - 5</b>	<b>excellent - 1</b>	<b>good</b>
<b>Advising</b>	<b>outstanding - 4</b>	<b>excellent - 2</b>	

### **COURSES**

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

### **SUPPORT SERVICES**

<b>Library offerings in agriculture</b>	<b>outstanding - 2</b>	<b>excellent - 2</b>	<b>good - 1</b>	<b>fair - 1</b>
<b>Support from office staff/secretaries</b>	<b>outstanding - 6</b>	<b>excellent</b>	<b>good</b>	
<b>Support from dean of school</b>	<b>outstanding - 6</b>	<b>excellent</b>	<b>good</b>	
<b>Computer lab</b>	<b>outstanding - 4</b>	<b>excellent - 1</b>	<b>good</b>	<b>poor - 1</b>
<b>Classroom facilities</b>	<b>outstanding - 3</b>	<b>excellent - 1</b>	<b>good - 2</b>	

Laboratory facilities                      outstanding - 3    excellent - 1    good - 2

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

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

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

- The General Education classes did a pretty good job preparing me for my B.S. degree.
- Helped me to understand what was expected out of students.
- The General Education class helps you with your other classes, like the computer class helps you with learning on how to use programs.
- It helped me learn how to write papers.
- Most parts of the General Education classes were fairly okay. I feel like some were unnecessary. I think more G.E. should be your major, not a repeat from high school.
- It wasn't very helpful for Agriculture, especially for World Literature, Survey of Civilization.

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

**STRENGTHS –**

- Great faculty and staff.
- Beef Production, all economics classes, Soils, Forages.
- Knowledge and being updated in their field; pushing the students to do better; let the students ask questions and give opinions and not being downgraded for asking.; one-on-one with faculty numbers and students; relaxed atmosphere – no one is better than the other.
- Kind and caring teachers and staff.
- Shows concern for students; can always find someone to talk to.

**AREAS FOR IMPROVEMENT -**

- More hands on during the labs.
- Maybe have a 'summer camp' (classes) if possible to have the experiences that are needed to put on resume.
- Too bad the School of Agriculture couldn't have a 'pilot project' to which those who are Animal Science would have a working ranch and lab, Plant and Soil Science would have land for different crops and greenhouses, and Agribusiness would have a classroom to learn how to do stock trading and so forth. All three majors would interact with one another. This could be a self-sufficient project to put back into the School for upgrades and maybe scholarships, or help students who have problems meeting their college goals. Too bad we couldn't get the land close to the college to do this, but I do feel like the agri community would help out to some part, it would take awhile for it to see its full potential. But it would work. Also have a dorm for ag students only to work there to pay for their room and board.
- Wish we could have gotten more hands on experience and had a broader range of ag classes to choose from.
- A teacher in a class such as weeds needs to be available more. If not, that teacher needs to be replaced. I have never had a class that was so messed up.
- None that I know of off-hand.
- The printers always seem to be out of ink in the computer lab.



Did your advisor or other Agriculture faculty provide useful information about selecting a graduate school or looking for a job?      Yes - 10      No - 1

What information was especially useful?

- Word of mouth. Many times this semester I have had a professor tell me about a job posting in which I am eligible for.
- Do what interests you, helped me figure out what I was good at.
- Provide information on grad schools and helped get me in touch with professors.
- The knowledge of which graduate schools had the programs I was interested in at the time.
- The list of classes required for vet school.
- Job postings.
- Information about Extension jobs.
- How to write a resume; available jobs in the area.
- My advisor helped answer my questions about grad school.
- Contacting graduate professors that know professors at UAM.

What other information would have been helpful?

- Location, salary, hours.
- Maybe talk more about the different jobs that are available in the Ag field.
- If the information would have been given to me earlier in my college career.
- Nothing that I can think of.
- Other available jobs with Agri. Science degree.
- Variety of jobs with my degree.
- Examples of careers one can do with an animal science B.S. degree.
- Having strong relationships with graduate professors.
- Dr. Akin helped me more than anything, but I think Dr. Francis would have helped me as much as possible had I not been lucky enough to get with Dr. Akin.

How would you rate your:

Research skills in the library      Excellent – 3    Adequate - 7    Modest - 1    Weak

Computer research skills      Excellent - 8    Adequate - 3    Modest      Weak

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 - 2      Not Very Helpful

*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 - 1
Accessible to students	outstanding - 8	excellent - 3
Dedicated to students	outstanding - 11	excellent
Concerned with student progress	outstanding - 9	excellent - 2
Provided specific career guidance	outstanding - 7	excellent - 3    good - 1
Role model	outstanding - 10	excellent    good - 1
Advising	outstanding - 9	excellent - 2

## COURSES

Challenging content	outstanding - 9	excellent - 2	good
Broad range of courses	outstanding - 5	excellent - 4	good - 2
Reflect career needs of graduates	outstanding - 8	excellent - 2	good - 1
Applied content (i.e. lab)	outstanding - 8	excellent - 2	good - 1
Internship	outstanding - 5	excellent - 2	good - 3 fair - 1
Preparation for grad school	outstanding - 6	excellent - 2	good - 3 fair - 1
Usefulness of textbooks	outstanding - 5	excellent - 2	good - 3 fair - 1
Outside reading assignments	outstanding - 4	excellent - 3	good - 2 fair - 2
Use of technology in teaching	outstanding - 7	excellent - 1	good - 3

## SUPPORT SERVICES

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

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

Agriculture Club	outstanding - 6	excellent - 1	good - 1
Rodeo Club	outstanding - 1		
Soil Judging Team	outstanding - 2	excellent	good
Ag Economics Quiz Bowl	outstanding - 4	excellent	good
Intramural Team	outstanding - 2	excellent	good - 1
Farm Bureau Discussion Meet	outstanding - 5	excellent	good

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

- Not much of the General Education curriculum reflected agriculture.
- I think the General Education curriculum was extremely helpful in getting a B.S. degree in Agriculture.
- I was very prepared for my B.S. in Agriculture.
- Very well prepared.
- It was crucial for my preparation.
- The Gen Ed curriculum did very little to help. The only classes that helped were the different chemistries.
- They did not have much effect other than getting me into the swing of college.
- It helped me with writing and some aspects of science.
- I don't feel like my General Education courses helped me very much at all while pursuing my Agriculture degree.
- Minor – chemistry was very helpful; help throughout core plant and soil classes; math helped with Ag Business classes.

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

## STRENGTHS –

- Strong, helpful faculty and staff; great advising; one-on-one communication with faculty; agricultural clubs.
- Amazing staff; great facilities; excellent computer lab.
- Great faculty; knowledgeable professors.



- Faculty support; hands on activities; experienced faculty.
- Faculty concern for students; classes well prepared and challenging; vast resources of knowledge.
- Concern for students; help with advising.
- Attentive, friendly staff; willingness to help.
- Professors are very easy to talk to and will work around school sponsored functions.
- Teachers are great and care more than my other teachers on campus.
- Great atmosphere; one-to-one time with professors; professors showed interest in students.
- Challenging classes; helpful and supportive faculty and staff; well prepared to educate its students.
- Very concerned for students; many clubs and activities throughout the semester.

#### **AREAS FOR IMPROVEMENT -**

- Newer computers.
- New computers and printers in computer lab; that is the only thing that could be improved in my opinion.
- Information about areas of employment that are not widely known or advertised.
- More animal science classes offered in semester; animal science or agriculture classes offered in summer terms.
- Find student's interest in grad school at start in case extra classes are needed; offer soil morphology.
- Computer lab needs some attention; not all computers work properly, as well as printers.
- None that I can think of.
- None.
- Newer technology; broad range of classes; more hands on in applied classes such as entomology, weeds, plant pathology; better/newer facilities; on-campus research plots.
- A new or remodeled building would be beneficial; an updated lab for all areas; more hands on experience; Agriculture Education as an option.

## APPENDIX VII

### SAMPLE STUDENT ACTIVITY FEEDBACK

11/04/10

**Stark Robert**

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**Subject:** FW: Appreciation for Visit

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**From:** Danny Kennedy [<mailto:dkennedy@riceland.com>]  
**Sent:** Thursday, November 04, 2010 10:21 AM  
**To:** Stark Robert  
**Subject:** Re: Appreciation for Visit

Bob, I really enjoyed meeting all of you. It was a great opportunity for me to develop an understanding of the Ag. program at U of A Monticello.

kdk

\*\*\*\*\*

**NOTICE:** This communication may contain proprietary, privileged or other confidential information. If you are not the intended recipient, or believe that you have received this communication in error, please do not print, copy, retransmit, disseminate, or otherwise use the information. Also, please indicate to the sender that you have received this email in error, and delete the copy you received.

>>> Stark Robert <[Stark@uamont.edu](mailto:Stark@uamont.edu)> 11/4/2010 8:45 AM >>>

Danny:

Thank you for visiting the students in our UAM School of Agriculture and presenting your thoughts and information on the agriculture industry. I know that our students benefited greatly. Exposure to agricultural leaders like you provides them with a career vision beyond the classroom. Thank you again and I look forward to continued mutual pursuits between our university and Riceland Foods.

Bob Stark

Dr. C. Robert Stark, Jr.

Professor of Agricultural Economics and Extension Economist

UAM School of Agriculture/UA Southeast Research & Extension Center

University of Arkansas at Monticello

1408 Scogin Drive - PO Box 3508

Monticello, AR 71656

## APPENDIX VII (continued)

Xxxx xxxx  
AGEC 4683  
10/07/10

Matt O'Whene

AGEC 4683 Commodity Marketing

Dr. Stark

October 7, 2010

### Ambassador Kirk Field Trip Report

#### I. GENERAL IMPRESSIONS

- A) Senator Blanche Lincoln – This was the first time I was able to sit down and listen to her speak in person. She is a moderately good speaker being loud so everyone could hear her and was able to not be completely serious and joke about her relationship with Mr. Kirk.
- B) Ambassador Ron Kirk – Personally, I did not know what to expect from Mr. Kirk but he turned out to be a very funny individual who is a great public speaker. His jokes about his children are something all of us students could relate to! However, it felt like he was not being direct in his answers towards some of the questions the audience had.
- C) Arkansas Agricultural Panel Members – They all exceeded their one to two minutes! I guess that's something expected with this mild political setting. Each panel member gave a "drawn-out" statement that left me feeling slightly confused, so I believed they could have shortened up their statements to the actual two minutes, instead of five to ten!

#### II. NEW EXPERIENCE

- A) An overall new experience was being in the same room as major public figures such as Senator Blanche Lincoln and Ambassador Ron Kirk. Since being here in Arkansas, I've always heard about Mrs. Lincoln and was looking forward to listening to her speak about agriculture. I learned how a "round-table" discussion is organized as well and thought it was a good format.

#### III. MOST INTERESTING OBSERVATION

- A) I was unaware that there have been talks about opening trade up with Cuba. I guess this just goes to show how well I pay attention to the world around me. Despite all of the previous confliction with Cuba, I do believe that opening up trade with Cuba will help open a more competitive market since the United States is much further advanced than all other third world countries.

#### IV. RECOMMENDATIONS

- A) If it were up to me, I'd develop a PowerPoint that lists the important points of each panel member's statements. Also, I'd change the "one to two minutes" per statement to five to ten minutes because I believe that none of the eight panel six panel members stuck to the schedule. Other than that, the field trip was beneficial in listening to everyone's statements and issues.

## APPENDIX VII (continued)

Boozman News Release

### **Stark Robert**

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**From:** Brewer Jim  
**Sent:** Tuesday, February 01, 2011 10:54 AM  
**To:** ADHE Newsletter II; Advance Monticellonian; Camden News; Chris Garrett; Crossert News Observer; DeWitt; Dumas Clarion; El Dorado News; Fordyce News Advocate; Freeman Naomi (Tina); Hamburg Ledger; Helena Daily World; Joe Burgess; KAGH Radio; Karon Pamsh; KBJT Radio; KHBM Radio; KWRF Radio; Lake Village Spectator; McGehee Times; Pine Bluff Commercial; qlite@arkansas.net; Rison Cleveland County Herald; Rison Cleveland County Herald; Sheridan Headlite; Star City; Stuttgart Daily Leader; Voice . The Warren; Warren Eagle Democrat; White Hall Journal  
**Cc:** Brewer Jim; Lassiter Jack; Ray David; Brown Clay E; Hughes Jay L.; Jones Jay; Bryant Kelly; nellist  
**Subject:** UAM News Release (with photo) / UAM Ag Policy Students Meet With Senator Boozman  
**Attachments:** Boozman and UAM Students.jpg

### **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)

<<mailto:brewer@uamont.edu>>

### **UAM Students Hear Senator Boozman's**

### **Positions on Agricultural Policy**

(1/31/11)

MONTICELLO, AR — Agricultural policy students from the University of Arkansas at Monticello's School of Agriculture recently attended an agriculture informational meeting in Brinkley hosted by U.S. Senator John Boozman.

The senator used the opportunity to introduce his staff to Arkansas farmers and ranchers in attendance and discussed key agriculture issues that face consideration by the 112th Congress.

Arkansas Farm Bureau President Randy Veach opened the meeting, introduced Boozman, and presented him with a "Friend of Farm Bureau" award. The award goes to legislators whose positions agree with Farm Bureau policies at least 60 percent of the time.

Boozman provided an overview of his agricultural connections and some of his policy positions. The UAM students then heard audience members raise specific questions and Boozman's responses during a question and answer period. Following the meeting, class members visited with Boozman's staff and had an opportunity to personally meet the senator and exchange ideas for Arkansas agriculture.

The meeting and lunch were jointly sponsored by Arkansas Farm Bureau, Arkansas Rice Federation, the Agriculture Council, Farm Credit of Arkansas, and Riceland Foods. Dr. Bob Stark, professor of agriculture economics at UAM, organized the class field trip in cooperation with Arkansas Farm Bureau staff and accompanied the students to Brinkley.

**APPENDIX VII (continued)**

Boozman News Release Photo



**APPENDIX VIII**

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

**UAM SCHOOL OF AGRICULTURE**

**MAJORS BY CLASS FOR FALL TERMS**

<b>CLASS</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
<b>School of Agriculture</b>											
Freshman	30	31	13	23	27	24	22	24	32	29	40
Sophomore	33	20	22	17	12	10	15	17	17	18	20
Junior	12	24	14	15	15	20	11	18	13	20	14
Senior	29	20	18	14	12	16	21	15	27	21	22
Pre-freshman	0	0	0	0	0	0	0	4	4	1	0
Special (non-degree seeking)	1	0	0	0	0	0	0	0	0	0	1
Post Bachelor	6	0	0	2	1	0	1	0	0	0	0
<b>TOTAL</b>	<b>111</b>	<b>95</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>Pre-Veterinary</b>											
Freshman	1	1	5	6	4	4	8	2	10	5	5
Sophomore	0	0	1	0	1	0	0	3	2	1	1
Junior	0	0	0	0	0	0	0	0	0	0	0
Senior	0	0	0	1	0	0	0	0	0	0	0
Pre-Freshman	0	0	0	2	0	1	1	0	0	2	0
Special (non-degree seeking)	0	0	0	0	0	0	0	0	0	0	0
Post Bachelor	0	0	0	0	0	0	0	0	0	0	0
<b>TOTAL</b>	<b>1</b>	<b>1</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>UNIT TOTALS</b>	<b>112</b>	<b>96</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>

**APPENDIX IX**  
**EVIDENCE OF EFFORTS FOR RETAINING STUDENTS**  
**IN AGRICULTURE MAJORS**  
**2010-2011 UAM SCHOOL OF AGRICULTURE**

June 15, 2011

Dear

I was pleased to visit with you at the recent 2011 Arkansas State FFA Convention. Planning for a college education in agriculture requires inquiries and preparation. I hope that you will benefit from the academic information that I provided about our agriculture degree program and that you will consider UAM when making your post-high school education plans. Our Admissions Office has been given your name as a prospective student and the agriculture faculty will also be contacting you in the future. Thank you again for the opportunity to visit with you. I hope that you will consider the UAM School of Agriculture as you make your future plans and extend my best wishes for your success. Please feel free to contact me if you have any questions regarding our program or UAM in general. Sincerely yours,

C. Robert Stark, Jr.

**APPENDIX IX (continued)**

**SAMPLE NEW STUDENT WELCOME LETTER**

**June 17, 2011**

**Ms. Xxxxxx Xxxxxxx  
xxx Xxxxx Xxxxx  
Monticello, AR 71655**

Dear Xxxxxxx:

Welcome to the UAM School of Agriculture! I enjoyed meeting you last night and helping you develop a schedule for the Fall 2011 Semester. Dr. Whitworth will probably be your Academic Advisor since she assists the Pre-Vet and Animal Science majors. The School of Agriculture students are a close-knit group and I am sure that you will quickly make new friends within your agriculture classmates. Feel free to contact me if you have questions or need additional information. Best wishes for an enjoyable summer and I look forward to seeing you again when classes begin in August.

Sincerely yours,

C. Robert Stark, Jr.

c: Dr. Kelly Bryant



APPENDIX IX (continued)

# Back To School Bash



**September 2, 2010 5:30 p.m.**

**School of Agriculture Parking Lot**

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

APPENDIX IX (continued)

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

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

**APPENDIX IX (continued)**

**SAMPLE ACADEMIC CLOSING PLAN**

Xxxxxx Xxxxxxxx

**UAM – March 18, 2011**

**REMAINING COURSES REQUIRED FOR B.S. DEGREE**

<b>COURSE #</b>	<b>COURSE NAME</b>	<b>CREDIT HRS</b>	<b>PERIOD</b>
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, 2011

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 2010. 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  
Chair, School of Agriculture

cc: Advisor

**APPENDIX IX (Continued)**

**SAMPLE LETTER – UNSATISFACTORY ACADEMIC PERFORMANCE**

**May 17, 2011**

XXXXX X. XXXXXX  
XX XXXXXXXX XXXXX  
XXXXXXX, AR XXXXX

Dear XXXX:

I am writing to express my concern as your Academic Advisor. During the 2011 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 2011 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 2011 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