

Instructional Faculty Consortium Committee Meeting (IFCC)

MINUTES

FEBRUARY 6, 2014

10 AM

CENTRAL GA TECH, MACON

PROGRAM	Environmental Horticulture
FACILITATOR	Greg Huber, Southern Crescent
SECRETARY	Greg Huber, Southern Crescent
ATTENDEES	Marcus Matthews, Augusta Alan Manley, Augusta Scott Smith, Augusta John Hatfield, Chattahoochee Shannen Ferry, Georgia Northwestern Aaron Poulsen, Gwinnett Craig Thurmond, North Georgia Mark Collier, South Georgia Greg Huber, Southern Crescent Kerry Watts, Wiregrass Karen Howard, TCSG

Agenda Topics

WELCOME HUBER

DISCUSSION	<p>The meeting was called to order by Chairperson Huber. He thanked the committee for attending and reviewed the agenda for the meeting. Huber introduced TCSG Curriculum Program Specialist Karen Howard to speak regarding TCSG updates. Karen distributed a spreadsheet outlining the various HORT programs offered at each college and asked the group to verify the information. Next, Karen outlined the Complete College Georgia Initiative and removing barriers to completion. She noted that members of the HORT IFCC group had recently participated in developing career pathways and articulation opportunities with the high school agriculture curriculum committee. She asked the committee for their thoughts and input regarding the possible restructuring of the diploma programs. She noted that there is a nationwide misconception regarding "diplomas" and that many states have made a shift towards expanded certificates (of 3 or less terms) as an alternative to diplomas.</p> <p>Faculty comments regarding diploma restructuring:</p> <ul style="list-style-type: none"> • Several members of the committee felt that the diploma program holds legitimate value to their industry employers and that a certificate would not carry nearly as much weight as the diploma in the eyes of hiring personnel. • Several colleges were concerned about dissolving the diploma because they do not offer the degree program at their locations. • Most agreed that the fundamentals of English, math, and employability skills were important aspects of training and were emphasized in the occupational courses as well as the general core. • The committee wants to bring this topic before their respective advisory committees for discussion and industry input. 	
CONCLUSIONS	Huber recommended that instructors solicit feedback from their program advisory committees on restructuring.	
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
Solicit input from program advisory committees on restructuring.	All IFCC members	Fall 2014

DISCUSSION	<p>Huber asked the group how things were going under the new semester system now that we have had some time to adjust. Members of the committee representing each college were invited to give an update of their programs. In general, the discussion revolved around enrollment trends, recruitment challenges in the industry, and student trends.</p> <p>Opportunities:</p> <ul style="list-style-type: none"> • The Workforce Investment Act was helping students at some colleges with tuition for horticulture program. • Local Prison Partnerships were being utilized for job training and transition employment and were giving programs public visibility. • Cross training with other programs was helping to reach more students. Example: Gwinnett Tech is successfully using HORT 1720 (Into Floral Design) as an elective course for the Hotel, Restaurant, and Tourism Management programs. Huber noted that the HORT 1720 was a potential candidate for culinary arts students, but that it was not included in the list of electives by the Culinary IFCC. Perhaps this could be revisited in the future. • Chattahoochee has had good success in offering HORT 1000 (Horticulture Science) as a college-wide elective, but is not seeing many students convert over to the horticulture program. <p>Challenges:</p> <ul style="list-style-type: none"> • The biggest challenge for students seems to be time and money. Non-traditional students are having difficulty finishing a degree because of the 16 week time commitment under the semester system. • We are seeing very low enrollment during the summer due to students' preference to take the summer off and due to limited financial aid options during the summer. • As an industry, we are having difficulty recruiting because there seems to be an image problem. The misconception is that a degree in horticulture means specializing in digging holes and cutting grass. Chattahoochee Tech is emphasizing the key term "management" skills when promoting their program. Perhaps some courses should be renamed (Example: Irrigation could be titled "Water Management"). • Students' preference for training are not matching up to the available jobs in the workforce. (Example: Students are very interested in organic farming and environmental careers, but the job placement is not very high in those fields.) • We are seeing an increase in the number of students who enroll for the purpose of receiving financial aid versus career attainment. How can we get them more vested?
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CONCLUSIONS	<p>Following the updates from the colleges, Huber opened the topic of removing barriers to program completion for students. Topics and recommendations are outline in the next agenda sections.</p>
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ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE

BARRIERS TO STUDENT COMPLETION & RECOMMENDATIONS (PART 1 OF 2)

DISCUSSION	<p>Huber noted three barriers to student completion are:</p> <ol style="list-style-type: none"> 1) the large investment of time required to complete a 3 credit HORT course (90 contact hours for most specialization courses) 2) the overall number of courses required to complete the program, and 3) the seasonal nature of horticulture requires that certain courses can only be offered during a particular semester once every few years. <p>Huber proposed that the contact minutes for certain courses be redistributed so as to provide the appropriate amount of training time and adjust the credit hours earned for certain courses. This would also potentially reduce the number courses required to complete the program by two courses. Huber stated that this would be a win-win for our students and would support the Complete College Georgia Initiative by removing barriers to attaining a degree. Huber also noted that since the Q2S conversion, a number of concerns from members of the consortium regarding curriculum adjustments, contact minute distribution, and various other course adjustments had been expressed.</p> <p>Huber opened the floor for discussion. After discussion, the committee addressed the following key topics:</p>
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CONCLUSIONS**TOPIC 1: HORT 1040 - Landscape Installation, Curriculum Revision**

Question: Should the curriculum for HORT 1040 be revised into two separate courses similar to Landscape Installation (formally known as EHO 107) and Horticulture Construction (formally known as EHO 104)?

Justification: During the Q2S conversion, the consortium combined EHO 104 & EHO 107 in an effort to reduce the total number of courses converting over to the semester system. The combined curriculum is not working well and instructors have expressed concerns over the time frame needed to diligently cover the extent of the material.

The Committee proposed to redesign the curriculum for HORT 1040 – Landscape Installation and establish a new course called HORT 1070 – Horticulture Construction – including seasonal color design and installation and basic management topics, & post installation and establishment care (not long term maintenance). Irrigation and low voltage would be left out. Gary Love is to draft up revisions and email drafts to IFCC. Target fall 2014 for initiation.

TOPIC 2: Redistribution of Contact Minutes for HORT 1080

Question: Should the contact minutes for HORT 1080 be redistributed similar to HORT 1000 (60 contact hours instead of 90)? (The course would still remain at 3 semester credits.)

Justification: The nature of the curriculum for these courses requires more lecture based minutes and less Lab 3 minutes. Redistributing minutes would also improve scheduling for evening students by allowing a four-hour block scheduling one night per week or stacking with HORT 100 two nights per week, two hours each.

After discussion, the committee proposed the following redistribution:

HORT 1080 – Redistribute minutes in course to Lecture-1500 minutes and Lab 2-1500 minutes so course is 60 contact hours and remain 3 credits.

TOPIC 3: Redistribution of Contact Minutes for Specialization Courses

Question: Should the contact minutes for all specialization courses be redistributed so as to maintain 90 contact hours of instruction while increasing the credit hours to 4?

Justification: Students have repeatedly expressed that while they approve of the time investment of the training and curriculum, they are dissatisfied with the credits awarded for a 90 contact hour course. This equates to six hours per week of training for a 3 credit course when English 1101, for example, only requires approximately 2 hours of training per week. That means that a full load of horticulture courses may require 24 hours of training per week for 15 weeks to earn 12 semester credits. By increasing the earned credits from 3 to 4, a student may take three specialization courses x 4 credits to be full time. This would not only reduce the contact hours per week from 24 to 18 hours for a full time schedule, but it would potentially reduce the length of the program by two courses and expedite graduation.

After discussing the subject, the committee agreed that many adjustments needed to be made in response to the Q2S conversion and that the concept of redistributing minutes made sense for many specialization courses and would benefit students. The consensus was that some specialization courses should remain the same, others should be redistributed to 60 contact hours and remain at 3 credits, and some should be redistributed to increase lecture minutes and decrease "Lab 3" minutes resulting in an overall increase of award credits from 3 credits to 4 credits.

Based on the discussions pertaining to particular courses and the program completion goals, the committee assigned Huber to draft up a list of proposed minute redistributions and email to the committee for review and approval. The proposed redistribution of minutes in courses follows:

1. For HORT courses 1020, 1080, 1140, 1160, 1410, 1680, 1800, and 2249, minutes were redistributed for these 60 contact hour courses to Lecture-1500 minutes, Lab 2-1500 minutes, and Lab 3-zero minutes. All courses remain at 3 credit hours.
 2. For HORT courses 1030, 1050, 1060, 1120, 1200, 1250, 1310, 1330, 1410, 1430, 1440, 1500, 1560, 1720, 1730, 1750, and 2500, minutes were redistributed for these 90 contact hour courses to Lecture-1875 minutes, Lab 2-1500 minutes, and Lab 3-1125 minutes. All courses are increasing from 3 to 4 credit hours.
 3. Minutes for HORT 1010 have been redistributed to Lecture-750 minutes and Lab 2-3,000 minutes. It remains a 3 credit hour course.
 4. The following HORT courses remain unchanged: 1100, 1150, 1420, 1440, 1690, and 1700.
- Additional proposed tweaks and amendments that were agreed upon during the discussion were:
HORT 1410 – Soils – redistribute to (60 contact hours) and eliminate the pre-req of HORT 1000
HORT 1310 – Irrigation – Rename the course "Irrigation and Water Management"
HORT 1060 – correct/delete "lab practicum/internship minutes"
HORT 1100 and HORT 1110 – (Add to the list of Specialization courses listed under the EH13 degree and EH12 diploma programs in KMS)

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
A probe will be released for the above proposed curriculum changes.	Karen Howard, CPS	April 2014

BARRIERS TO STUDENT COMPLETION & RECOMMENDATIONS (PART 2 OF 2) HUBER

DISCUSSION	
	<p>TOPIC 4: Program Restructuring for EH13 Degree Program</p> <p>After discussing redistributions and contact hour adjustments for certain HORT courses, the committee performed an analysis of the program structure as a result of the changes:</p> <p>Existing Degree Structure based on 3 credit specialization courses (current structure): Gen Core (5 courses) 15 credit hrs Occ. Core (7 courses) 21 credit hrs Specialization (8 courses) 24 credit hrs TOTAL (20 courses) 60 credit hrs</p> <p>Completion time for existing degree structure: 2 years including 2 summer terms (or one additional full term)</p> <p>Proposed Degree Structure using 4 credit specialization courses (with proposed revisions): Gen Core (5 courses) 15 credit hrs Occ. Core (7 courses) 21 credit hrs Specialization (6 courses) 24 credit hrs TOTAL (18 courses) 60 credit hrs</p> <p>Completion time for revised degree structure: 2 years including 1 summer term (or one additional part time term).</p> <p>Analysis: The redistribution of minutes for certain courses as proposed would have a positive impact on the degree structure by awarding students with more credit for certain specialization courses and reducing the total number of courses to reach graduation by two courses. The proposed revisions would improve the scheduling options for students and colleges while making the program more conducive to completion within a two-year time frame.</p> <p>TOPIC 5: Program Restructuring for EH12 Diploma Program</p> <p>Existing Diploma Structure using 3 credit specialization courses (current structure): Gen Core (3 courses) 8 credit hrs Occ. Core (7 courses) 21 credit hrs Specialization (5 courses) 15 credit hrs Totals (15 Courses) 44 credit hrs</p> <p>Completion Time for existing diploma structure: 2 years (4 terms) Proposed Diploma Structure using 4 credit specialization courses (proposed revisions): Gen Core (3 courses) 8 credit hrs Occ. Core (7 courses) 21 credit hrs Specialization (4 courses) 15 credit hrs Totals (14 courses) 44 credit hrs</p> <p>Completion Time for revised degree structure: 1.5 years (including 1 summer term or one additional part time term)</p> <p>TOPIC 6: Program Restructuring for the LS11 and GC31 TCC Programs</p> <p>Q: Should the LS11 and GC31 TCC's be restructured to be more conducive to the seasonal nature of Horticulture course scheduling while reducing them to four courses so that they could be completed in one semester?</p> <p>Based on the proposed redistribution of minutes for certain courses and the possibility that the diploma program may be dissolved and replaced by certificate programs, the committee decided to table discussion on the certificate restructuring. For now, the only revisions to the certificate programs would be the adjustment of credit hours pertaining to certain specialization courses as noted in Topic 2.</p>
CONCLUSIONS	

ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE
A probe will be released for the above proposed curriculum changes.	Karen Howard, CPS	April 2014

ELECTION OF OFFICERS

HUBER

DISCUSSION	Nominations for IFCC officers were opened.	
CONCLUSIONS	<p>The committee nominated and voted to appoint the following officers for 2014-2015:</p> <p>Chairperson: Greg Huber</p> <p>Vice Chair: Marcus Matthews</p> <p>Secretaty: Mark Collier</p>	
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE

NEXT MEETING DATE SET

HUBER

DISCUSSION	The committee proposed that the fall meeting be conducted by email and/or phone conference if possible (to be determined at a future date based on the nature of the agenda items). The date for the meeting will be set later in the year once college calendars are published.	
CONCLUSIONS		
ACTION ITEMS	PERSON RESPONSIBLE	DEADLINE