

# Golden West College

## INSTRUCTIONAL PROGRAM REVIEW Spring 2013

**Program Name:** Floral Design

**Division Name:** Career and Technical Education

**Overview of Program:** *(THIS DESCRIPTION WILL LIKELY BE USED ON YOUR DEPARTMENT'S WEBSITE.)*

The Floral Design and Shop Management program trains students by offering excellent instruction of industry skills necessary to secure employment. Students receive hands-on experience and quality instruction with instructors who are accredited by the American Institute of Floral Designers (AIFD). AIFD is a globally recognized and respected organization that is dedicated to promoting the art of floral design as a professional career. AIFD is the definitive accreditation a florist strives to achieve.

The GWC Floral Design and Shop Management program was acknowledged as a Student Chapter of the American Institute of Floral Designers (SAIFD) at the AIFD National Symposium in Boston, July 2010. The program is recognized as the Shirley Haas Student Chapter of the American Institute of Floral Designers. Dr. Shirley Haas AIFD was the founder and professor of the Floral Design and Shop Management program until her passing in 1997. The objective of SAIFD is to further the students' education and participation in floral design through conventions at local and state levels, and at the National AIFD Symposium. The Shirley Haas Chapter of SAIFD is one of the education-based pathways aimed at preparing students for national accreditation with AIFD. As a student chapter of AIFD, the program is required to host an Artist in Residence (AIR) Program annually. "AIR is a cooperative program of industry partners and active and student members of AIFD that work together to facilitate the placement of AIFD guest educators at colleges and universities with SAIFD Chapters. Through this program, leading industry designers are linked to the campuses with SAIFD Chapters. AIFD designers/commentators are invited to teach and demonstrate some of the floral industry's latest trends, techniques and styles. This knowledge helps to strengthen student's skills as they enter the job market. In addition, the students also receive the benefits of hands-on, one-on-one design work with the guest artist. The AIR program builds bridges of community and career opportunities while also helping industry designers become more knowledgeable about colleges and their training programs." ([www.aifd.org](http://www.aifd.org))

The Floral Design and Shop Management program is aligned with the California State Floral Association's California Certified Florist's certificate (CCF). Completion of the Floral Design and Shop Management program will help prepare students for the state examination. The California Certified Florist's certificate is another approved education-based pathway to accreditation with AIFD. Our alignment with CCF therefore reinforces the opportunities offered our students. Courses not only teach technical skills necessary to gain employment but also address the multicultural and international aspect of this industry. Other courses challenge students to pursue their creativity and critical thinking skills. Some courses prepare students to be a salesperson, manager, business owner or entrepreneur.

The Floral Design program continues to support the Golden West College campus. Creating centerpieces and installing the floral décor for the GWC Foundation's Annual Gala is one of the

opportunities where students gain real-world experience. This not only provides students with hands-on experience but also highlights this unique career certificate program. Students participate during the annual College Preview Day by producing corsages for visiting high school seniors. The Floral Design program supports the campus community as needed by providing floral décor for the Foundation's Courtyard of Honor and Pillars of Achievement events, the President's Open House, Patron's events and Staff Development activities. Students designed the centerpieces for the year-end Staff Appreciation Breakfast honoring our employees and retirees.

Students also have the opportunity to participate in professional industry events, such as the California State Floral Association's Annual Event, Top Ten Design Competition and Student Competition, the AIFD National Symposium, including the SAIFD Competition at Symposium and local industry design shows. Golden West College students and alumni consistently earn honors and win awards at the Orange County Fair during floral design competitions, including "Best of Show". These "extra-curricular activities" add to the experience opportunities offered to our students and demonstrate the dedication of the Floral Design program's faculty in promoting this program and serving our Golden West College community.

The Shirley Haas Chapter of the Student American Institute of Floral Designers (SAIFD) and the Floral Design Program sells floral arrangements to the Golden West College community at various special occasions throughout the year. This fundraising activity will also incorporate special orders for event floral décor when applicable. Fundraising will sponsor student competitors at the American Institute of Floral Designer's National Symposium held each summer. This latest addition to our "extra-curricular activities" will continue to enhance the practical opportunities our students are offered.

#### Courses offered:

Floral Design G110	Basic Floral Design	2.5 units
Floral Design G111	Floral Business Practicum	2.5 units
Floral Design G115	Wedding Designs	2 units
Floral Design G120	Advanced Designs in Global Floristry	2 units
Floral Design G125	Advanced Floral Designs - Events and Display	2 units
Floral Design G127	Creativity and Competition	2 units
Floral Design G132	Permanent and Seasonal	2 units
Floral Design G150	Floral Productions Practicum	2 units

Choose one course, 3 units, from the group below to fulfill the requirements of the certificate:

Management G152	Small Business Management	3 units
Business G100	Introduction to Business	3 units
Marketing G100	Principles of Marketing	3 units

#### **Program Contact Information:**

Program Contact Name                      Phone #                      E-mail prefix



- Instructors are highly trained and qualified with AIFD and CCF accreditation.
- Program offers articulation with local ROP programs.
- Provide Pathway Days to local ROP students where they explore our program and classroom with a hands-on experience.
- Support the Golden West College campus community, including the Foundation's Gala.
- Instructors have strong industry ties and involvement to keep curriculum cutting edge.
- Floral Design Advisory Committee is active, strong and offers full support of this program.
- Instructors served on the Board of Directors of the California State Floral Association.
- Instructor served on the Board of Directors of the California Certified Florist (CCF) certificate program.
- Instructors act as evaluators at the CCF testing.
- Student success average of 83.35% for 2011 and 2012
- Provide internship opportunities for students through the College Central Network

#### **4. What are the challenges to your program.**

##### Within your program's control

- Update student's project photographs on webpage in a timely manner
- Limited funds for student scholarships for attendance at local industry events and seminars
- Limited funds for travel and registration expense for AIFD symposium and SAIFD competition
- Ability to purchase European floral design trade publications
- New program brochures

##### Beyond your program's control

- The economy and rising costs of material fees and tuition
- Display floral cooler does not work – need assistance in securing funds for new cooler.
- Visibility on the Internet – Need help with promotion of program on the Internet. Golden West College Floral Design program is not easily located with a "search" for floral design classes on the internet.
- Students move into the work force after taking several courses but do not complete the certificate.
- Aging walk-in floral cooler's possible need for maintenance and lack of funds in case of a break down
- Sink area in floral lab is in need of repair and upgrading
- Paneling on large walk-in cooler is peeling, moldy and needs replacement
- Lack of time and methods for fundraising for travel and registration expenses for AIFD symposium and SAIFD competition
- Mini blinds in floral lab need replacing
- Carpet in floral lab needs replacing
- Classroom and lab walls need repainting

- Student work tables are aging
- Student's stools are old and in need of repair
- Pad cam is aging and in need of newer technology
- Monitors need recalibrating for color accuracy or upgraded
- Lack of workstations for student access to utilize Photoshop for portfolio development.

## **5. What are the opportunities for your program**

- The launch of internship opportunities through College Central Network
- Articulation with Coastline ROP Floral Design Program
- Articulation with Capo/Laguna Beach ROP Floral Design Programs
- Articulation with North Orange County ROP Floral Design Programs
- Program is a Student Chapter of the American Institute of Floral Designers, (SAIFD)
- Students will compete at the national level at the American Institute of Floral Designer's (AIFD) National Symposium in Las Vegas, Nevada in June of 2013
- Students may compete at the national level at the AIFD National Symposium in Chicago, Illinois in July 2014
- Pathway option for Floral Design students to earn a Bachelor's Degree - Bellevue University
- Curriculum is aligned with the California Certified Florist's certification, (CCF)
- Articulation of courses with the CSU and/or UC systems
- Floral Design G110 will be included within the Art discipline
- Proposed Major for the Floral Design program
- Involvement with the California State Floral Association's professional events, including classes, seminars, and instructional workshops
- Students may compete at the state level at the California State Floral Association's (CSFA) annual event Calif Flora Student Competition
- To increase enrollment
- To increase the number of certificates granted
- All courses are 100 level class and transfer to the CSU system as electives
- Students can design floral arrangements to sell for the Shirley Haas Chapter SAIFD fundraisers
- Students support the Golden West College community with floral décor increasing their hands-on experience
- Membership in the Society of American Florists (SAF) to remain current regarding floral business and trends and to participate in webinars and seminars.

## **6. Identified areas in need of improvement**

- Workstations for student access to utilize Photoshop for portfolio development.
- Display floral cooler needs replacing.
- Support staff for student success and national Student AIFD Chapter.

- Visibility on the Internet – Need help with promotion of program on the Internet. Golden West College Floral Design program is not easily located with a “search” for floral design classes on the internet.
- Students move into the work force after taking several courses but do not complete the certificate.
- Some courses do not articulate to the CSU or UC system
- Aging walk-in floral coolers need for maintenance and lack of funds in case of a break down
- Sink area in floral lab is in need of repair and upgrading
- Paneling on large walk-in cooler is peeling, moldy and needs replacement

Golden West College

## Summary of Program SLO Assessment (pSLO) Results

Program

Name:

Floral

Semester

 Fall

Year:

2010-

2011

Program Type:

 Transfer Major Certificate of Achievement Basic Skills Sequence Area of Emphasis Gen Ed Area**Spring**

:

 Winter 

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	The successful student will be able to distinguish floral industry standards for application to commercial venues.
Step 2	What method did you use to assess the SLO?	This SLO was assessed during fall 2010 and fall 2011 semesters, in the Floral 015 courses. In each semester students were observed during lab activities. They were tasked with creating an industry appropriate bridal bouquet using the hand-tied technique.
Step 3	Describe the results of your assessment.	In fall 2010, 19 students were assessed. 11 students scored in the 90% range, 7 scored in the 80% range and 1 in the 70% range. In fall 2011, 23 students were assessed. 5 students scored in the 90% range, 15 scored in the 80% range, and 3 in the 70% range.
Step 4	Describe your analysis of the data.	The majority of students completed this task according to industry standards and showed competency by demonstrating the skills of the SLO stated above.
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	Instructors will continue to instruct using demonstration of techniques combined with assessment based in practical lab applications. Possibilities for future program assessments are other SLOs (for example the program SLOs)
Name/Title of Person Completing this		Gail Call
		Date:
		12/15/11

Golden West College

Summary of **Program SLO Assessment (pSLO) Results**

Program

Name:

Floral

Semester

 Fall

Year:

2011-

2012

Program Type:

 Transfer Major Certificate of Achievement Basic Skills Sequence Area of Emphasis Gen Ed Area

Spring

 Winter

<b>Step 1</b>	<b>Define the Expected Program Student Learning Outcome (pSLO).</b>	The successful student will be able to illustrate and produce industry standard floral designs used in wedding décor, sympathy tributes, window display, permanent botanicals and event designs.
<b>Step 2</b>	<b>What method did you use to assess the SLO?</b>	In fall 2011 and fall 2012 a mid-term practical design exam was given to students enrolled in Floral 111. Students were required to assemble one dozen roses, foliage and assorted filler flowers into an industry appropriate design within a limited time period.
<b>Step 3</b>	<b>Describe the results of your assessment.</b>	In 2011, 24 students were assessed. 10 students got in the 90% range, 7 in the 80% range and 2 in the 70% range. In 2012, 21 students were assessed. 6 students scored in the 90% range, and 12 in the 80% range.
<b>Step 4</b>	<b>Describe your analysis of the data.</b>	The majority of students during the two semesters completed this task according to industry standards and showed competency by demonstrating the skills of the SLO stated above. The scores variance between the two semesters are interesting mostly due to this exam representing a repeat of skills. The students are given this same sort of SLO assessment through a more informal class project earlier in the semester.
<b>Step 5</b>	<b>What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?</b>	Overall the assessment showed the students were able to learn and demonstrate the SLO appropriately. No changes to instruction or curriculum are planned at this time.
<b>Name/Title of Person Completing this</b>	Gail Call	<b>Date:</b> 12/11/12



Golden West College

Summary of **Program SLO Assessment (pSLO) Results**

Program

Name:

Floral

Semester

 Fall

Year:

2011-

2012

Program Type:

 Transfer Major Certificate of Achievement Basic Skills Sequence Area of Emphasis Gen Ed Area

Spring

 Winter 

Step 1	Define the Expected Program Student Learning Outcome (pSLO).	The successful student will be able to identify principles and practices that are industry appropriate.
Step 2	What method did you use to assess the SLO?	Hands-on lab project required students to create an industry standard floral design incorporating the elements of a specific theme and focus. Students created their own design with the materials provided, according to industry standards.  In some courses students presented their design to the class and orally shared advanced design techniques.
Step 3	Describe the results of your assessment.	In Floral 150, 21 students were assessed; 19 students demonstrated acceptable skills scoring 90% or higher. In Floral 127, 18 students were assessed; 17 students demonstrated acceptable skills scoring 90% or higher. In Floral 120, 32 students were assessed; 13 students scored in the 70% range; 5 students assessed scored 80% or higher; 12 students scored in the 90% range. In Floral 115, 24 students were assessed; all 24 students scored 70% or higher; 19 of the 24 students assessed scored 80% or higher; 6 of the 24 students scored 90%.
Step 4	Describe your analysis of the data.	Competency level is acceptable. Continued instruction-using demonstration of techniques and practical lab applications for student success.
Step 5	What planning and changes will or have occurred, as a result of assessment and analysis of data, to improve student learning?	Results are acceptable. Continue weekly lab projects of thematic nature. Also, continue the discussion process of the lab to influence all students with critical thinking.  To also possibly increase student success, incorporate interviewing skills workshops with the Counseling Department on campus. Also encourage non-native English speakers to continue with ESL classes.
Name/Title of Person Completing this		Gail Call
		Date:
		12/11/12

## Program-Level Student Learning Outcomes for 2012-14

*(List the 3-5 most important expected student learning outcomes to be assessed over the next two years.  
Complete a separate page for each major and/or certificate you did not complete the assessment for the last 2 years.*

Program Name: Floral Semester to be Assessed:  Fall  Spring  Winter  Summer Year: 2013

Program Type:  Transfer Major  Certificate of Achievement  Basic Skills Sequence  Area of Emphasis  Gen Ed Area

<b>Step 1</b>	<b>Define the Expected Program Student Learning Outcome (pSLO).</b>	The successful student will be able to distinguish floral industry standards for application to commercial venues.
<b>Step 2</b>	<b>What method did you plan to use to assess the SLO?</b>	Students will be observed during lab activities. They will be asked to create an industry appropriate bridal bouquet using the hand-tied technique.
<b>Step 3</b>	<b>When is the assessment going to be done and who is going to conduct it?</b>	Assessment will be initiated in Floral 115 - Spring semester of 2013 by the instructor.

Program Name: Floral Design Semester to be Assessed:  Fall  Spring  Winter  Summer Year: 2013

Program Type:  Transfer Major  Certificate of Achievement  Basic Skills Sequence  Area of Emphasis  Gen Ed Area

<b>Step 1</b>	<b>Define the Expected Program Student Learning Outcome (pSLO).</b>	The successful student will be able to illustrate and produce industry standard floral designs used in wedding décor, sympathy tributes, window display, permanent botanicals and event designs
<b>Step 2</b>	<b>What method did you plan to use to assess the SLO?</b>	Mid-term practical design exam will be given to students enrolled in Floral 111. Students will assemble one dozen roses, foliage and assorted filler flowers into an industry appropriate design within a limited time period.
<b>Step 3</b>	<b>When is the assessment going to be done and who is going to conduct it?</b>	Assessment will be initiated in Floral 111 – Fall semester of 2014 by the instructor.

Program Name: Floral Semester to be Assessed:  Fall  Spring  Winter  Summer Year: 2014

Program Type:  Transfer Major  Certificate of Achievement  Basic Skills Sequence  Area of Emphasis  Gen Ed Area

Step 1	<b>Define the Expected Program Student Learning Outcome (pSLO).</b>	The successful student will be able to identify principles and practices that are industry appropriate.
Step 2	<b>What method did you plan to use to assess the SLO?</b>	Hands-on lab project where students will create an industry standard floral design incorporating the elements of a specific theme and focus. Students will create their own design with the materials provided, according to industry standards.
Step 3	<b>When is the assessment going to be done and who is going to conduct it?</b>	Assessment will be initiated in Floral 120 – Spring semester of 2014 by the instructor.

Program Name: Floral Semester to be Assessed:  Fall  Spring  Winter  Summer Year: 2014

Program Type:  Transfer Major  Certificate of Achievement  Basic Skills Sequence  Area of Emphasis  Gen Ed Area

Step 1	<b>Define the Expected Program Student Learning Outcome (pSLO).</b>	The successful student will be able to identify principles and practices that are industry appropriate.
Step 2	<b>What method did you plan to use to assess the SLO?</b>	Hands-on lab project where students will create an industry standard floral design incorporating the elements of a specific theme and focus. Students will create their own design with the materials provided, according to industry standards.
Step 3	<b>When is the assessment going to be done and who is going to conduct it?</b>	Assessment will be initiated in Floral 115 – Fall semester of 2014 by the instructor.

## Resource Planning

**Staffing** What staff changes or additional employees does your program need to function adequately?

**Faculty:**

**Management:**

**Classified:**

**Hourly:**

Considering your current employees, what staff development/training does your program need?

Staff development for this program would include continued attendance at local industry events, workshops and seminars and national AIFD annual symposiums and SAIFD student competitions; Support through IPD funds and other possible funds for attendance at AIFD annual national symposiums and SAIFD student competitions is needed as these events can require a minimum of seven days of hotel expenses, registration fees and travel expenses with costs ranging up to \$3000.00 per attendee; continued membership in Society of American Florists (SAF); continuing subscriptions to industry trade publications; subscriptions to European industry trade publication; Blackboard; Excel; Word

Note: Complete all faculty request forms in separate files and submit with your program review report as an attachment.

**Technology** What improvements, changes or additions in equipment dedicated to your program are needed to function adequately?

**Equipment or Software** (e.g., computers, AV, lab equipment):

Upgraded 36" to 42" monitors; newer pad cam technology; computers for student use; Photoshop software for computers

**Technical Infrastructure** (e.g., AV or computer infrastructure, cabling):

**Facilities** What improvements or changes to the facilities would you need to function adequately?

**Physical Concerns** (e.g. electrical, gas, water, foundation, space, ventilation).

Large walk-in cooler is aging and needs maintenance.

**Health, Safety and Security** (e.g.

Paneling on outside of large walk-in cooler is water-damaged and needs replacing; leaking faucets cause excessive water to drip to floor. Stools are rocky and unstable.

**Other** What changes or other additions need to be made to your program to function adequately?

Pad cam and eye in the sky technology for the classroom such as:

PELCO model # DD53TC16

DC 06346 SN 6553016

60 HZ 15 WATTS 24 V

2 36" to 42" color monitors mounted in the corners of Rec Ed 119

36 stools

New paneling on outside of large walk-in cooler

New countertop, sinks and faucets in lab area

Maintenance on large walk-in cooler

IUA and Dean Review

Complete this section after reviewing all program review information provided. IUA and Dean are to separately indicate the level of concern for the program that exists regarding the following Program Vitality Review (PVR) criteria. Add comments for any item marked with a 1 or 2. Identify whether the comment is made by the IUA or the Dean.

(Scale: 0 – No concern at all, 1 – Some concern, 2 – Serious Concern)

IUA/Dean

- ( 0 ) ( 0 ) a. Significant declines in enrollment and/or FTES over multiple years
- ( 1 ) ( 1 ) b. Significant change in facility and/or availability and cost of required or necessary equipment
- ( 0 ) ( 0 ) c. Scarcity of qualified faculty
- ( 0 ) ( 0 ) d. Incongruence of program with college mission and goals, state mandates, etc
- ( 0 ) ( 0 ) e. Significant decline in labor market
- ( 0 ) ( 0 ) f. Continued inability to make load for full-time faculty in the program
- ( 0 ) ( 0 ) g. An over-saturation of similar programs in the district and/or region
- ( ) ( ) h. Other\_\_\_\_\_

Program Review Check-list

- ( ) Department Contact Information is up to date: Department Chairs, full-time faculty, classified
- ( ) Organization Chart: Verify that it is up to date: (q:\college information\org charts) Report necessary changes to the Director of Personnel
- ( ) Both the Dean and IUA has completed the Dean and IUA Review section.

**Signatures, Individual Comments**

Department Chair: Barbara Jones  
Comments:

Date: April 11, 2013

Division Dean: Claudia Lee  
Comments:

**( X ) No further review necessary**

**( ) We recommend this program for Program Vitality Review**

I have read the preceding report and accept the conclusions as an accurate portrayal of the current status of the program. Signatures are on file in the division office. Type the names of the faculty.

- ( X ) Gail Call
- ( )
- ( )
- ( )

I have read the preceding report and wish to add signed comments to the appendices.  
Signatures are on file in the division office.

- ( )
- ( )
- ( )
- ( )
- ( )

**Appendices**

- A. Data Sets
- B. Signed Comments
- C. Classified Position Requests
- D. Faculty Position Requests
- E. General Fund One-Time Funds Requests
- F. Curriculum Inventory
- G. SLO Inventory