

# Golden West College

## INSTRUCTIONAL PROGRAM REVIEW

### Spring 2016

**Program Name: Floral Design and Shop Management**

**Division Name: Career and Technical Education**

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## Floral Design and Shop Management Certificate of Achievement and Associate in Arts - Program Review 2016

### PROGRAM INFORMATION:

Assume the reader does not know anything about your program. Briefly describe your program and how your program supports one or more of [Golden West College's mission and goals](#). **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 in the floral industry.
- 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.
  - As a student chapter of AIFD, the program hosts 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. All courses challenge

students to pursue their creativity and critical thinking skills. Some courses prepare students to be a salesperson, manager, business owner or entrepreneur.

- 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 Floral Design program participates in Pathways Days with local ROP's by hosting students in our classroom or faculty travel to guest lecture in the ROP's classroom.
- The Floral Design program actively participates with the Deputy Sector Manager of the Retail, Hospitality, and Tourism sector by providing floral décor for the Retail Reveal event held at local shopping malls.

**College's mission (check all that apply)**

- Basic Skills**
- Career Technical Education**
- Transfer**
- Offer Degrees/Certificates**

**College goals(check all that apply):**

- Institutional Mission & Effectiveness
- Instructional Programs
- Student Support Services
- Library and Learning Support Services
- Student Engagement
- Student Equity
- Human Resources
- Facilities & Campus Environment
- Technology
- Fiscal Resources
- Planning Processes
- District Collaboration
- Community Relations
- Business, Industry, Governmental Partnerships

**Program Contributions:** Describe how your department contributes to the campus. Consider areas such as diversity, campus climate, student success, campus processes, student support, and other college goals below.

- Supporting the GWC overall mission.
- Support of goal number one: Institutional Mission and Effectiveness by demonstrating a strong commitment to student learning: ensuring program excellence through assessment, student achievement and service.
- Support of goal number two: Maintain and refine a portfolio of strong programs that support our institutional mission.
- The Floral Design program has been referred to as a “Boutique Program” in the past and although smaller in size than most, arguably mighty in enthusiasm and campus participation by faculty and students, outside the “job description”.
- The Floral Design program continues to support the Golden West College community by maintaining an active extra-curricular presence on and off campus.
  - Annually, students and faculty create centerpieces and install the floral décor for the GWC Foundation’s Annual Gala. The Gala provides an opportunity for students to gain real-world experience in grand event design and corporate events.
  - Student participation in this off-campus Gala provides an exceptional opportunity to highlight this unique career certificate program to the community.
  - The Floral Design program supports the campus community as needed by providing floral décor for the
    - Foundation’s Courtyard of Honor annual event.
    - Foundation’s Pillars of Achievement event.
    - President’s Holiday Open House.
    - Patron’s events.
    - Annual Gala.
    - Staff Development activities.
    - Foundation’s Donor Appreciation event.
    - Year-end Staff Appreciation Breakfast
    - Nurses’ Pinning Ceremony
  - Floral Design faculty supports the GWC Patron’s and their fundraising efforts by providing demonstrations and guest lectures.
  - Students participate during the annual College Preview Day with such activities as creating floral boutonnieres or spotlighting their floral designs from previous lab projects.

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 appropriate. 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.

**External Requirements:** Indicate any requirements that are imposed on your program by the state, federal regulations, or other external accrediting bodies (if applicable).

- The GWC Floral Design and Shop Management program is a student chapter of AIFD and is required to host an Artist in Residence (AIR) Program annually and attend AIFD National Symposium annually.

## REVIEW OF LAST CYCLE PROGRAM REVIEW

Provide assessment of your previous program review initiatives. Summarize any accomplishments that your program achieved. (2 pg limit)

- Floral Design program continues to provide excellent industry standard floral design education and extra-curricular activities to all students.
- Graduates of the program are currently working in the industry.
- SAIFD members attended AIFD National Symposium in Las Vegas in 2013 and in Denver in 2015. One of our student competitors placed 3<sup>rd</sup> for the Arrangement category in Las Vegas. Team placed 7<sup>th</sup> overall in Denver, nationally.
- Program continues to be the only comprehensive floral design program and Student AIFD Chapter in Southern California.
- Participated with “Doing What Matters” first Retail Reveal event.
- Classroom monitors were upgraded and mounted in classroom.
- New digital pad cam was installed.
- “Eye in the sky” technology camera, compatible with other technology was installed to enhance demonstrations during labs.
- Paneling on outside of walk-in cooler was replaced to control mold issue.
- New granite countertop was installed.
- New sinks and basic faucets were installed.
- New stools were purchased.
- Curriculum review of Floral G110 Basic Floral Design lead to a revision of course outline adding content, changing lecture and lab hours and increasing unit value.
- Developed a new course, Floral G130 - Floral Business and Marketability, which combined Floral G111 Floral Business Practicum and Floral G150 Floral Production Practicum to streamline the Certificate of Achievement.

## FOR CTE PROGRAMS ONLY

### Labor Market Demand:

- Labor market demands are being met. Employment of floral designers is expected to decline by 8 percent from 2012 to 2022.
- Employment of brick and mortar floral shop designers continues to decline with growth in grocery stores floral department designers and mass marketers.
- Program remains consistent with labor demands.
- Other programs in the area do not seem to affect enrollment but many times contribute to increased enrollment.
  - Long Beach City- Smaller program that is embedded in their Horticulture department. Students have attended our program to continue their education in Floral Design.

- Phil Rulloda- Private – he has recommended our program to his students who desire to continue their formal education.
  - Coastline ROP – Articulates to our program
  - North OC ROP– Articulates to our program
  - OC School of Floral Design- A to Z, Michael Gaffney, “Designer to the Stars,” finds a Wholesaler to hold classes. Online entrepreneur.
- See attached document for more details.

**VTEA Core Indicators:** When reviewing the state VTEA core indicators, what are the trends that contribute to or impede student success? Why is this occurring?

- See attached document for VTEA Core Indicators.

### **Advisory Council Input:**

The Floral Design program has a very strong, active, and dedicated Advisory Committee.

Recommendations:

- Industry is evolving with more specialized floral design positions available for students, such as wedding and special event designers; continue specialized courses.
- Continued need for educated floral design employees.
- Floral Design program should continue strong industry involvement.
- Floral Design program should continue annual membership with the Society of American Florists and subscriptions to floral industry publications.
- Need to include current industry trends in instruction and lab projects.
- Review curriculum to ensure students are receiving the proper credit for hours spent in class and rigor.
- Recommended creating smaller stackable certificates.
  - Committee members appreciate that many of our students learn skills necessary for employment and may move into the workforce before completing the Certificate of Achievement therefore not being considered a completer.

### **Strengths:**

- Program provides comprehensive curriculum of current industry skills in the art of Floral Design.
- Program is a Student Chapter of the American Institute of Floral Designers, (SAIFD).
- Provide opportunities for students to participate and compete at the national student competition during the annual American Institute of Floral Designers (AIFD) symposium
- Curriculum is aligned with the California Certified Florist’s Certification, (CCF).
- Provides opportunities for students to compete at the state level at the California State Floral Association’s Calif Flora Student Competition.
- Teaches students the skills required to pass the California Certified Florist’s (CCF) certification examination.
- Program provides pathway to accreditation with state certification and national AIFD accreditation.

- Alumni of the program pass the rigorous testing of AIFD and are current members of this prestigious organization.
- Program has produced award winning floral designers including the Designer of the Year 2012 at California State Floral Association's annual convention.
- Program has produced alumni who design for the Rose Parade and the AIFD Experience at the Los Angeles County Fair.
- Instructors are highly trained and qualified with AIFD and CCF accreditation.
- Program partners with "Doing What Matters" Deputy Sector Manager of the Retail, Hospitality, and Tourism sector participating in activities such as Retail Reveal.
- 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.
- Student success average of 83.6% for 2014 and 2015

### **Weaknesses:**

- Year-round offering of courses. Need for summer class offering of entry-level Floral G110 Basic Floral Design course.
- Marketing of program/classes to high schools.
- Attendance and visibility at high school college and career days.
- Webpage updates on Golden West College website.
- Social media marketing.
- 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.
- Need for smaller stackable Certificates of Specialization so those students who move into the work force after taking several courses will be recognized for their achievements.
- Need for Co-operative Work Experience program for students seeking internship opportunities.
- Perpetual need of funds for student scholarships for attendance at local industry events and seminars.
- Perpetual need of funds for travel and registration expense for AIFD National Symposium and SAIFD competition.
- Ability to purchase European floral design trade publications.
- New program brochures.

### **Opportunities**

- Faculty will propose two new Certificates of Specialization to build toward the Certificate of Achievement.
  - Approval of the Floral Design Artisan Certificate of Specialization and the Floral Design Entrepreneur Certificate of Specialization will reward those students who move quickly into the workforce and improve completion rates.
- Articulation with Coastline ROP Floral Design Program

- 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 Anaheim, California in July of 2016.
- 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).
- Floral Design G110 will be included within the Art discipline.
- Major for the Floral Design program; Associate in Arts opportunity for students.
- 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 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.

### **Threats/Challenges**

- Students move into the work force after taking several courses but do not complete the certificate.
- 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.
- youtube videos and other Internet sources of floral design instruction are available, including lead instructors own.
- Enrollment has decreased.
- Some courses do not articulate to the CSU or UC system
- Sink area in floral lab needs commercial faucets with tall necks or retractable nozzles for bucket filling.
- Support staff for student success and national Student AIFD Chapter.
- Concern of the aging walk-in floral cooler's possible need for maintenance and lack of funds in case of a break down. To this point, Maintenance and Operations have repaired when necessary.

## **CURRICULUM REVIEW**

**Course Outlines of Record:** It is expected that all Course Outlines of Record (CORs) will be reviewed every three years. Starting in summer 2016, courses featured in the College Catalog will directly link to the courses' official CORs. It is crucial for all CORs to be reviewed to ensure their accuracy. Upon reviewing the courses in your disciplines through [CurricUNET](#), please provide a 3 year timeline of when all of the CORs under your disciplines will be reviewed. Please follow the table format below.

CORs needing review/ revision	Timeline to complete review	Person responsible
Flrl G127	October 2017	Gail Call
Flrl G132	October 2017	Gail Call
Flrl G115	October 2017	Gail Call
Flrl G120	October 2018	Gail Call
Flrl G125	October 2018	Gail Call
Flrl G110	October 2019	Gail Call
Flrl G111	October 2019	Gail Call
Flrl G150	October 2019	Gail Call
Flrl G130	October 2019	Gail Call

**C-ID Designation:** In 2006, the Academic Senate for California Community Colleges developed the [Course Identification Numbering System \(C-ID\)](#). This system improves curricular consistency for courses throughout the state and provides many articulation/ transfer benefits to our students. Many courses at Golden West College have been approved for C-ID alignment. Please review the list provided by Office of Research, Planning, and Institutional Effectiveness and discuss the following:

1. Does your department plan to submit more courses for C-ID designation? If yes, which ones? (These courses may or may not be part of an ADT. See C-ID.net for more information regarding courses, descriptors, and ADTs.)

N/A

**Dual-listed courses:** Review the list of dual listed courses in your area and complete the following chart.

N/A

**Curriculum Offering:** Review the list of active courses in your programs that were offered and not offered in the last three years. Based on your review, what courses could you add, suspend, or retire to improve your overall program to ensure student success? (Data provided by ORPIE)

Course Name	Recommended Action (add/suspend/retire)
Flrl G130 – Board and State Approved Spring 2016	Add Fall of 2017
Flrl G111	Suspend Fall of 2017
Flrl G150	Suspend Fall of 2017

## **PROGRAM DATA AND ANALYSIS** (Items in black font are provided by ORPIE)

### **SLO Assessments**

List of courses with ongoing assessment

- Flrl G110

- Flrl G111
- Flrl G115
- Flrl G120
- Flrl G125
- Flrl G127
- Flrl G132
- Flrl G150

List of courses offered in the last 3 years that have not been assessed  
 N/A All courses were assessed.

Question:

Looking at all assessments of your programs and courses, describe proposed plans for improvement.

- Plans for improvement include assessing the courses mid-term as opposed to the final project. I understand the final exam is typically a poor tool for measuring SLO assessment. I plan to ask for students' feedback mid semester.

- Describe the SLO's that have not been assessed and what is the future plan to assess. Also, any emerging themes to the action plan.

- SLO's that have not been assessed include:

- Courses with cSLOs that still need to be assessed Course Name cSLO # cSLO

- FLRL G110 cSLO 2 Distinguish floral industry standards for application to commercial venues.
- FLRL G110 cSLO 4 Illustrate and produce industry standard floral designs used in wedding décor, sympathy tributes, window display, permanent botanicals and event designs.
- FLRL G110 cSLO 5 Identify principles and practices that are industry appropriate.
- FLRL G111 cSLO 2 Distinguish floral industry standards for application to commercial venues.
- FLRL G111 cSLO 3 Identify and categorize varieties of floral and foliage varieties by genus and species.
- FLRL G111 cSLO 5 Identify principles and practices that are industry appropriate.
- FLRL G115 cSLO 4 Illustrate and produce industry standard floral designs used in wedding décor.
- FLRL G115 cSLO 5 Identify principles and practices that are industry appropriate.
- FLRL G120 cSLO 1 Create an arrangement illustrating elements and principles of color theory and floral design.
- FLRL G120 cSLO 2 Distinguish floral industry standards for application to commercial venues.

- FLRL G120 cSLO 5 Identify principles and practices that are industry appropriate.
- FLRL G125 cSLO 2 Distinguish floral industry standards for application to commercial venues.
- FLRL G125 cSLO 4 Illustrate and produce industry standard floral designs used in event work and window displays.
- FLRL G125 cSLO 5 Identify principles and practices that are industry appropriate.
- FLRL G127 cSLO 1 Create an arrangement illustrating elements and principles of color theory and floral design.
- FLRL G127 cSLO 4 Illustrate and produce industry standard floral designs using advanced design techniques.
- FLRL G127 cSLO 5 Identify principles and practices that are industry appropriate.
- FLRL G132 cSLO 2 Distinguish floral industry standards for application to commercial venues.
- FLRL G132 cSLO 4 Illustrate and produce industry standard floral designs used in permanent botanical floral décor.
- FLRL G132 cSLO 5 Identify principles and practices that are industry appropriate.
- FLRL G150 cSLO 1 Create an arrangement illustrating elements and principles of color theory and floral design appropriate for an industry environment.
- FLRL G150 cSLO 2 Distinguish floral industry standards for application to commercial venues.
- FLRL G150 cSLO 5 Identify principles and practices that are industry appropriate
- Assessment will continue each semester. All SLO's will be completed by Fall of 2017

### **Student Demographics (Headcount by Discipline)**

- Gender
  - Floral Design - 94.5% female student population compares with GWC at 54% female students.
  - Floral - male population is an average of 5.05% while the campus is slightly above 46%.
- Age
  - Floral - greatest percentage of the total population is over 50 years old.
  - GWC - greatest percentage of the total population is 20 and 24 years old.
  - Floral - least percentage of the total population is 35 to 39 years old.
  - GWC - least percentage of the total population is 50 or older.
- Ethnicity
  - Floral's greatest percentage of students - white group with an average of 37%
  - GWC's greatest percentage of students – white group with 32% average.

- Overall, Floral and GWC have 3 major ethnicity groups that are within a few percentage points – White, Hispanic, and Asian. Rather evenly distributed.
- Disability
  - Floral – 5.9% disabled students in 2013-2014 and 4.7% disabled students in 2014-2015.
  - GWC – 4.1% disabled students in 2013-2014 and 3.7% disabled students in 2014-2015.
- Economic Disadvantage
  - Floral – Average of 37.15 students
  - GWC – Average of 54.9 students
- Veteran
  - Floral – Data shows no Veterans however I know we had 1 last semester. Obviously this number is too small to be recorded.
  - GWC – 1.7% of the student population are Veterans.
- Foster Youth
  - Floral – 1.3% Foster Youth students in 2013-2014 and 2.3% Foster Youth students in 2014-2015.
  - GWC – 2.1% Foster Youth students in 2013-2014 and 2.3 Foster Youth students in 2014-2015.

**Possible adjustments** - Continued outreach of younger students through partnering with high schools, FFA, and ROP's. Look to increase male participation, a special population of the industry.

### **Program Enrollment (Filter by: Discipline, Session Type, Large Lecture Factor)**

#### Enrollment at Census

- Floral
  - Fall 2013-2014: filled 130 of 144 seats.
  - Spring 2013-2014: filled 121 of 168 seats.
  - Fall 2014-2015: filled 105 of 168 seats.
  - Spring 2014-2015: filled 127 of 168 seats.
- GWC
  - Fall 2013-2014: filled 37,844 of 40,362 seats.
  - Spring 2013-2014: filled 37,238 of 44,129 seats.
  - Fall 2014-2015: filled 36,562 of 40,687 seats.
  - Spring 2014-2015: filled 36,186 of 46,021 seats.
- Sections Offered (by CRN)
  - Fall 2013-2014 Flrl G110 58052, 58053; Flrl G111 – 58054; Flrl G115 – 58534; Flrl G125 – 58535; Flrl G132 – 58536
  - Spring 2013-2014 Flrl G110 – 60647, 60648; Flrl G115 – 60883; Flrl G120 – 60884; Flrl G125 – 61045; Flrl G127 – 60885; Flrl G150 -60886
  - Fall 2014-2015 Flrl G110 – 58082, 58083, 58863; Flrl G111 – 58054; Flrl G115 – 58534; Flrl G120 – 58847; Flrl G125 – 58535; Flrl G132 – 58536

- Spring 2014-2015 Flrl G110 – 60647, 60648; Flrl G115 – 60883; Flrl G120-60884; Flrl G125 – 61045; Flrl G127 – 60885; Flrl G150 – 60886
- Fill Rate at Census
  - Floral – 90.3% fill rate Fall 2013-2014; 72% fill rate Spring 2013-2014.
  - 62.5% fill rate Fall 2014-2015; 75.6% Spring 2014-2015.
  - GWC – 93.8% fill rate Fall 2013-2014; 84.4% fill rate Spring 2013-2014.84.4% fill rate Fall 2014-2015; 78.6% fill rate Spring 2014-2015.
- FTES/FTEF
  - Floral total – 25.8 in 2013-2014; 20.6 in 2014-2015.
  - GWC total – 37.6 in 2013-2014; 35.8 in 2014-2015.

Questions:

Consider sections offered, session type, and your current PT faculty pool as part of your analysis.

- What factors have contributed to your trends in enrollment, sections offered, and fill rate?
  - All courses are offered within four semesters so students are able to complete the certificate in a timely manner.
  - A first ever Saturday offering of Flrl G110, offered in Fall of 2014, proved to be critically under enrolled. Spring of 2015 proved the same and the class was cancelled before the semester began.
  - Full time faculty teaches five courses per semester, or 75% and part time faculty teaches one or two courses, or 17% to 25%, depending on the total offerings.
  - Adjusts were made for the Spring 2016 semester and one less course was offered to try to keep courses from cannibalizing each other and causing low fill rates.
  - More evening courses are offered to accommodate our working students. Evening courses have a higher fill rate and students are more successful.

Based on your review of the data, should you increase, decrease, or keep the same number of sections offered?

- Number of sections will remain steady at six course offerings per semester.

How does your department average FTES/FTEF compare to college-wide average FTES/FTEF?

- Floral FTES/FTEF is 68% of GWC college-wide average.
- Course Retention and Success
  - Overall Retention
    - 2013-2014 – 92.2% Fall – 90.0% Spring
    - 2014-2015 – 92.4% Fall – 95.3% Spring
  - Overall Success
    - 2013-2014 – 79.1% Fall – 86.5% Spring

- 2014-2015 – 79.0% Fall – 87.4% Spring
- Retention by Ethnicity
  - 2013-2014 Fall– Asian – 93.3%; Hispanic – 88.0%; White – 96.2%
  - 2014-2015 Fall- Asian – 100.0%; Hispanic – 93.3%; White – 88.4%
  - 2013-2014 Spring - Asian – 90.3%; Hispanic – 92.9%; White – 90.4%
  - 2014-2015 Spring - Asian – 92.9%; Hispanic – 97.1%; White – 95.0%
- Success by Ethnicity
  - 2013-2014 Fall– Asian – 84.4%; Hispanic – 68.0%; White – 82.7%
  - 2014-2015 Fall- Asian – 88.9%; Hispanic – 76.7%; White – 74.4%
  - 2013-2014 Spring - Asian – 83.9%; Hispanic – 64.3%; White – 76.9%
  - 2014-2015 Spring - Asian – 88.1%; Hispanic – 85.3%; White – 87.5%
- Retention and Success by Gender
  - Overall retention rates remain above GWC campus statistics. Lack of men in this program does not allow comparison of success rates or retention rates as they are not included in the statistics. Need outreach for greater male population.
  - Female retention average of 92.5% 2013-2015.
- Success by Session Type
  - Day and evening courses are the only offerings; with evening courses marking a higher success rate overall between 2012 and 2014.
  - Floral Design has not offered Summer courses between 2009 and 2015.

### **Course Retention and Success**

Looking at success rates for different demographic groups (age, gender, ethnicity), which groups are experiencing disproportionate impact (success rates for those groups are lower than the average success rates) in student success?

If there are student groups experiencing disproportionate impact, what's your department's plan to address the disproportionate impact?

- Overall success rates remain above GWC campus statistics. Lack of men in this program does not allow comparison of success rates or retention rates as they are not included in the statistics. Female success rates dipped during the fall semesters to 78.7% respectively but bounced back during spring semesters 2014-2015 to 89.0%.
- Success rates appear lower for the economically disadvantaged by 4% to 10%. Disproportionate impact is most evident with our disabled students; students with no disability - success rate is 79.9% while the students with a disability success rate is only 50%.
- Program must reach out to these students with more personal attention and work with the Disabled Students Program to further assist in ensuring the students understands the content and expectations of the program and the industry they are planning to move into.

## Degrees and Certificates

Number of degrees and certificates conferred in the last 6 years

Completers are defined

Questions:

- Based on the number of degrees/certificates you are awarding, discuss any differences between your expectations and actual numbers.
- - Thirteen (13) Associate Degrees awarded.
  - Sixty-three (63) Certificates of Achievement awarded.

The number of certificates awarded has remained consistent while there has been a slight increase in Associates Degrees from past years. Considering the “Boutique” nature of this very unique certificate program of a specialized industry, I believe the number of certificates awarded can be increased through a logical sequence of courses bound together to create certificates with dedicated specialization of subjects focused toward industry area trends and specific job skill requirements.

- Please answer this question for programs that have fewer than 10 completers in the last 6 years: What strategies will you implement within your department to increase/attract completers or majors?

**Click here to enter text.**

## Faculty Staffing

Percentage of courses taught by full-time versus part-time faculty

- 2013-2014 Fall – 83% full-time verses 17% part-time faculty.
- 2013-2014 Spring – 71% full-time verses 29% part-time faculty.
- 2014-2015 Fall – 57% full-time verses 43% part-time faculty.
- 2014-2015 Spring – 71% full-time verses 29% part-time faculty.
  
- In recent years, what successes/challenges have you had in hiring and retaining qualified part-time faculty?
  - Part-time faculty has remained consistent with one part-time faculty member.
  - Addition of a part-time faculty member in Fall of 2014-2015 was unsuccessful with the low enrollment of a Saturday class.
  - Specialized discipline of Floral Design limits number of qualified instructors.
  
- Based on your department discussion, what do you see as your ideal number of full-time faculty to promote student success?
  - One full-time faculty is required to maintain student success.

## PROGRAM PLANNING

Based on your analysis of previous program review and current data:

- What does your program want to accomplish in the next three years?

- Offer the revised Floral G110 course for the Fall 2016 schedule.
- Offer new course, Floral G130, for Fall 2017 schedule.
- Create two smaller stackable Certificates of Specialization.
- Revise the current Certificate of Achievement to include the revised Floral G110 course and new Floral G130 course.
- Complete all SLO assessments for all courses and program.
- Offer Floral G110 during the summer semester.
- Update classroom facilities to create aesthetically pleasing interior and exterior atmosphere and to ensure safety.
- Research funding to create stipends for guest speakers to the floral design classes to embrace industry in instruction and encourage community participation with the program.
- Create in-class library of textbooks so students will not have to purchase them.

- **What areas does your program plan to improve?**

- Increase enrollment.
- Increase outreach to region.
- Increase number of certificates awarded.
- Facility upgrade of faucets to improve lab experience for students.
- Visual appeal of exterior of floral lab with replacement of damaged awning.

- **What specific actions will you take to improve upon those areas?**

- Continued outreach at industry events, high schools and FFA.
- Create two smaller stackable Certificates of Specialization.
- Revise the current Certificate of Achievement to include the revised Floral G110 course and new Floral G130 course.
- Pursue funding to improve facility interior and exterior.
- Offer a regional event to include other floral design programs, high schools, and Student AIFD Chapters.

- **How will you assess whether your program has accomplished those goals?**

- Review of Program Review 2016.
- Request data from Research, Planning, and Institutional Effectiveness.

## RESOURCE ALLOCATION

In order to accomplish those goals, what resources do you need? You will need to fill out the resource request forms and include them with your Program Review Report.

- Staffing
- Facilities
- Technology
- Equipment
- Funding for Professional Development

Floral Design plans to submit requests for resources

- To replace an aging, damaged awning on the exterior of RecEd 104 Floral Design Lab.

- To install commercial grade industrial faucets with a long neck for filling buckets.
- Funding for guest speakers and industry professionals.
- Funding to offer regional events in our facility to include other floral design programs, high schools, and Student AIFD Chapters aimed at outreach and collaboration.
- Funding for classroom set of textbooks, Principles of Floral Design: An Illustrated Guide Hardcover by Pat Diehl Scafe.

**Requests for Resources  
2016-2019 Program Review Cycle**

**General Fund One-Time Funding Resource Request (page 1)**

(Complete pages 1 and 2 of the form for EACH type of funds requested and submit electronically with your program review report)

TYPE OF FUNDS REQUESTED (Note: This form **CANNOT be used** for any personnel requests including faculty, classified, and hourly positions.)

- Equipment (Technology)     Equipment (Non-Technology)  
 Facilities (e.g., improvements/repairs to classrooms, offices, and buildings)  
 Other (e.g. conferences, funding for professional development )

Requestor's Name: Gail Call

Email: gcall@gwc.cccd.edu

Phone # : Ext. 58330

Area:  Instruction and Student Learning    Student Life and Admin Svcs    Executive

Supervisor: David Gatewood, PhD. MBA

Program Review Unit/Department: CTE/Floral Design

Request reviewed/approved by area manager:  Yes     No

The department submitted 5 Step-Model course assessments for 2015-16:

- Yes     No     N/A – not an instructional program

The department submitted 5 Step-Model program assessment for 2015-16:

- Yes     No

The department submitted 2016 Program Review Report by May 02, 2016

- Yes     No

**Description of Item(s) / Cost \$ Replace exterior awning fabric - \$10,000.00**

**Total Requested: \$ \$10,000.00**

---

**Health and Safety Justification**

Does this request address a clear health and safety issue?  Yes    No

(If you check "No", skip to page 2 of this form)

What is the health and safety issue?

Awning fabric is damaged and presents a hazard to people below.

How long has this condition existed?

Since January of 2016

Have any work orders been submitted for this issue and when?

Yes; work order to repair, submitted by Dean's office.

What are the consequences if not funded?

Awning will continue to deteriorate and give the campus a run-down, old, and unappealing appearance and possible hazard.

## **General Fund One-Time Funding Request (page 2)**

How does this request for funds meet the following criteria? (2 page max.)

To be used by planning teams to rate and prioritize the request.

### **#1. Program Needs (40 points):**

What program conditions support the need for the requested funds and how does this request address those needs? Please use analysis from Program Review, course and program assessment (SLOs/SAOs/AUOs), and student achievement data provided by the Office of Research, Planning, and Institutional Effectiveness.

**Keeping the campus in good order will improve enrollment.**

### **#2. Support of College Goals (30 points):**

How does this request align and directly support the [College's Goals](#)? Please cite the college goal or strategic priority that the requests will support. Please describe how this request (if funded) will lead to the improvement of [Key Performance Indicators](#) associated with the College goals.

**Goal 3: Resources b. Facilities & Campus Environment GWC will create, maintain, and enhance a safe campus environment conducive to student learning by utilizing resources in ways that are sustainable.**

### **#3. Contributions to Other College Operations (15 points):**

Will the item requested benefit and/or serve other departments, programs, or plans?

If so, how?

**Support of Goal 3: Resources b. Facilities & Campus Environment GWC will create, maintain, and enhance a safe campus environment conducive to student learning by utilizing resources in ways that are sustainable. This goal supports the entire campus**

### **#4. Demonstrates long-term cost savings or improves program efficiency or effectiveness. (Determined by P&B) (15 points):**

If funded, how will this contribute to long-term cost savings for the college or improve program efficiency and effectiveness?

[Click here to enter text.](#)

**Please note that all requests will need the following information:**

#### **Sales quote need to include**

- a. Sales tax
- b. Installation fee

- c. Training fee
- d. Service life agreement/fee

Please note that approved requests over 10k will need 3 quotes before purchase.

**Requests for Resources  
2016-2019 Program Review Cycle**

**General Fund One-Time Funding Resource Request (page 1)**

(Complete pages 1 and 2 of the form for EACH type of funds requested and submit electronically with your program review report)

TYPE OF FUNDS REQUESTED (Note: This form **CANNOT be used** for any personnel requests including faculty, classified, and hourly positions.)

- Equipment (Technology)     Equipment (Non-Technology)  
 Facilities (e.g., improvements/repairs to classrooms, offices, and buildings)  
 Other (e.g. conferences, funding for professional development )

Requestor's Name: Gail Call

Email: gcall@gwc.cccd.edu

Phone # : Ext. 58330

Area:  Instruction and Student Learning    Student Life and Admin Svcs    Executive

Supervisor: David Gatewood, PhD. MBA

Program Review Unit/Department: CTE/Floral Design

Request reviewed/approved by area manager:  Yes    No

The department submitted 5 Step-Model course assessments for 2015-16:

- Yes     No     N/A – not an instructional program

The department submitted 5 Step-Model program assessment for 2015-16:

- Yes     No

The department submitted 2016 Program Review Report by May 02, 2016

- Yes     No

**Description of Item(s) / Cost   2 Commercial Grade Industrial Faucets \$500.00 each**

**Total Requested: \$ \$1,000.00**

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**Health and Safety Justification**

Does this request address a clear health and safety issue?    Yes    No

(If you check "No", skip to page 2 of this form)

What is the health and safety issue?

How long has this condition existed?

Have any work orders been submitted for this issue and when?

**Click here to enter text.**

What are the consequences if not funded?

## **General Fund One-Time Funding Request (page 2)**

How does this request for funds meet the following criteria? (2 page max.)  
To be used by planning teams to rate and prioritize the request.

### **#1. Program Needs (40 points):**

What program conditions support the need for the requested funds and how does this request address those needs? Please use analysis from Program Review, course and program assessment (SLOs/SAOs/AUOs), and student achievement data provided by the Office of Research, Planning, and Institutional Effectiveness.

**This improvement will keep the floral design lab area consist with industry specs and efficiency and the campus in good order, therefore improving enrollment.**

### **#2. Support of College Goals (30 points):**

How does this request align and directly support the [College's Goals](#)? Please cite the college goal or strategic priority that the requests will support. Please describe how this request (if funded) will lead to the improvement of [Key Performance Indicators](#) associated with the College goals.

**Goal 3: Resources b. Facilities & Campus Environment GWC will create, maintain, and enhance a safe campus environment conducive to student learning by utilizing resources in ways that are sustainable.**

### **#3. Contributions to Other College Operations (15 points):**

Will the item requested benefit and/or serve other departments, programs, or plans?

If so, how?

**Support of Goal 3: Resources b. Facilities & Campus Environment GWC will create, maintain, and enhance a safe campus environment conducive to student learning by utilizing resources in ways that are sustainable. This goal supports the entire campus**

### **#4. Demonstrates long-term cost savings or improves program efficiency or effectiveness. (Determined by P&B) (15 points):**

If funded, how will this contribute to long-term cost savings for the college or improve program efficiency and effectiveness?

[Click here to enter text.](#)

**Please note that all requests will need the following information:**

#### **Sales quote need to include**

- e. Sales tax
- f. Installation fee
- g. Training fee
- h. Service life agreement/fee

Please note that approved requests over 10k will need 3 quotes before purchase.

**Requests for Resources  
2016-2019 Program Review Cycle**

**General Fund One-Time Funding Resource Request (page 1)**  
(Complete pages 1 and 2 of the form for EACH type of funds requested and submit electronically with your program review report)

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- Equipment (Technology)     Equipment (Non-Technology)  
 Facilities (e.g., improvements/repairs to classrooms, offices, and buildings)  
 Other (e.g. conferences, funding for professional development )

Requestor's Name: Gail Call

Email: gcall@gwc.cccd.edu

Phone # : Ext. 58330

Area:  Instruction and Student Learning     Student Life and Admin Svcs     Executive

Supervisor: David Gatewood, PhD. MBA

Program Review Unit/Department: CTE/Floral Design

Request reviewed/approved by area manager:  Yes     No

The department submitted 5 Step-Model course assessments for 2015-16:

- Yes     No     N/A – not an instructional program

The department submitted 5 Step-Model program assessment for 2015-16:

- Yes     No

The department submitted 2016 Program Review Report by May 02, 2016

- Yes     No

**Description of Item(s) / Cost \$ Honoraria for 20 guest speakers per year @ \$100.00 per speaker event.**

**Total Requested: \$ \$2,000.00**

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**Health and Safety Justification**

Does this request address a clear health and safety issue?     Yes     No

(If you check "No", skip to page 2 of this form)

What is the health and safety issue?

How long has this condition existed?

Have any work orders been submitted for this issue and when?

[Click here to enter text.](#)

What are the consequences if not funded?

## **General Fund One-Time Funding Request (page 2)**

How does this request for funds meet the following criteria? (2 page max.)

To be used by planning teams to rate and prioritize the request.

### **#1. Program Needs (40 points):**

What program conditions support the need for the requested funds and how does this request address those needs? Please use analysis from Program Review, course and program assessment (SLOs/SAOs/AUOs), and student achievement data provided by the Office of Research, Planning, and Institutional Effectiveness.

Support of industry professionals increases the student's knowledge of applicable processes involved in the industry of floral design.

### **#2. Support of College Goals (30 points):**

How does this request align and directly support the [College's Goals](#)? Please cite the college goal or strategic priority that the requests will support. Please describe how this request (if funded) will lead to the improvement of [Key Performance Indicators](#) associated with the College goals.

Request aligns with Goal #1 **Institutional Mission and Effectiveness**

**GWC will demonstrate a strong commitment to student learning. The College will ensure program excellence through the assessment of student learning, student achievement, and service outcomes.**

### **#3. Contributions to Other College Operations (15 points):**

Will the item requested benefit and/or serve other departments, programs, or plans?

If so, how?

The Floral Design Department supports the campus in many aspects through their community service of creating floral designs for a variety of campus events. This commitment by the floral design faculty and students has contributed to the overall benefit of the entire campus.

### **#4. Demonstrates long-term cost savings or improves program efficiency or effectiveness. (Determined by P&B) (15 points):**

If funded, how will this contribute to long-term cost savings for the college or improve program efficiency and effectiveness?

[Click here to enter text.](#)

**Please note that all requests will need the following information:**

**Sales quote need to include**

- i. Sales tax
- j. Installation fee
- k. Training fee
- l. Service life agreement/fee

Please note that approved requests over 10k will need 3 quotes before purchase.

**Requests for Resources  
2016-2019 Program Review Cycle**

**General Fund One-Time Funding Resource Request (page 1)**

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Requestor's Name: Gail Call

Email: gcall@gwc.cccd.edu

Phone # : Ext. 58330

Area:  Instruction and Student Learning    Student Life and Admin Svcs    Executive

Supervisor: David Gatewood, PhD. MBA

Program Review Unit/Department: CTE/Floral Design

Request reviewed/approved by area manager:  Yes    No

The department submitted 5 Step-Model course assessments for 2015-16:

Yes     No     N/A – not an instructional program

The department submitted 5 Step-Model program assessment for 2015-16:

Yes     No

The department submitted 2016 Program Review Report by May 02, 2016

Yes     No

- **Description of Item(s) / Cost** 12 copies of Principles of Floral Design: An Illustrated Guide Hardcover by Pat Diehl Scace. Not currently available digitally. Approximately \$110.00 each

**Total Requested: \$ \$1,320.00**

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**Health and Safety Justification**

Does this request address a clear health and safety issue?    Yes    No

(If you check “No”, skip to page 2 of this form)

What is the health and safety issue?

How long has this condition existed?

Have any work orders been submitted for this issue and when?

**Click here to enter text.**

What are the consequences if not funded?

## **General Fund One-Time Funding Request (page 2)**

How does this request for funds meet the following criteria? (2 page max.)

To be used by planning teams to rate and prioritize the request.

### **#1. Program Needs (40 points):**

What program conditions support the need for the requested funds and how does this request address those needs? Please use analysis from Program Review, course and program assessment (SLOs/SAOs/AUOs), and student achievement data provided by the Office of Research, Planning, and Institutional Effectiveness.

**Texts are overly expensive and students cannot afford to purchase them. This book is not available digitally; therefore a classroom set of books is the most economical and practical solution to this dilemma.**

### **#2. Support of College Goals (30 points):**

How does this request align and directly support the [College's Goals](#)? Please cite the college goal or strategic priority that the requests will support. Please describe how this request (if funded) will lead to the improvement of [Key Performance Indicators](#) associated with the College goals.

## **Goal #2 . Student Learning Programs and Services**

### **a. Instructional Programs**

GWC will maintain and refine a portfolio of strong programs that support our institutional mission.

### **#3. Contributions to Other College Operations (15 points):**

Will the item requested benefit and/or serve other departments, programs, or plans?

If so, how?

### **#4. Demonstrates long-term cost savings or improves program efficiency or effectiveness. (Determined by P&B) (15 points):**

If funded, how will this contribute to long-term cost savings for the college or improve program efficiency and effectiveness?

**Long-term savings to students who will not have to purchase the text yet have access in the classroom and improve the student's experience.**

**Please note that all requests will need the following information:**

**Sales quote need to include**

- m. Sales tax
- n. Installation fee
- o. Training fee
- p. Service life agreement/fee

Please note that approved requests over 10k will need 3 quotes before purchase.

**Requests for Resources  
2016-2019 Program Review Cycle**

**General Fund One-Time Funding Resource Request (page 1)**

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- Equipment (Technology)     Equipment (Non-Technology)  
 Facilities (e.g., improvements/repairs to classrooms, offices, and buildings)  
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Email: gcall@gwc.cccd.edu

Phone # : Ext. 58330

Area:  Instruction and Student Learning    Student Life and Admin Svcs    Executive

Supervisor: David Gatewood, PhD. MBA

Program Review Unit/Department: CTE/Floral Design

Request reviewed/approved by area manager:  Yes    No

The department submitted 5 Step-Model course assessments for 2015-16:

- Yes     No     N/A – not an instructional program

The department submitted 5 Step-Model program assessment for 2015-16:

- Yes     No

The department submitted 2016 Program Review Report by May 02, 2016

- Yes     No

➤    **Description of Item(s) / Cost \$ Annual Student AIFD Chapter Artist in Residence (AIR) program resources to provide floral material, supplies, snacks, water, coffee, and paper goods - \$1,500.00**

**Total Requested: \$ \$1,500.00**

---

**Health and Safety Justification**

Does this request address a clear health and safety issue?    Yes    No

(If you check "No", skip to page 2 of this form)

What is the health and safety issue?

How long has this condition existed?

Have any work orders been submitted for this issue and when?

[Click here to enter text.](#)

What are the consequences if not funded?

## **General Fund One-Time Funding Request (page 2)**

How does this request for funds meet the following criteria? (2 page max.)

To be used by planning teams to rate and prioritize the request.

### **#1. Program Needs (40 points):**

What program conditions support the need for the requested funds and how does this request address those needs? Please use analysis from Program Review, course and program assessment (SLOs/SAOs/AUOs), and student achievement data provided by the Office of Research, Planning, and Institutional Effectiveness.

The GWC Floral Design and Shop Management program is a Student Chapter of AIFD and is required to host an Artist in Residence (AIR) Program annually. This program requires the use of fresh flowers and supplies to create new trends for this educationally experience for our students, the campus, and the community including ROPs and other regional Student AIFD Chapters.

### **#2. Support of College Goals (30 points):**

How does this request align and directly support the [College's Goals](#)? Please cite the college goal or strategic priority that the requests will support. Please describe how this request (if funded) will lead to the improvement of [Key Performance Indicators](#) associated with the College goals.

## **Goal #2 Student Learning Programs and Services**

### **a. Instructional Programs**

GWC will maintain and refine a portfolio of strong programs that support our institutional mission.

## **Goal #5 Community Engagement**

### **a. Community Relations**

GWC will actively seek additional opportunities to serve as the educational center for its local community.

### **#3. Contributions to Other College Operations (15 points):**

Will the item requested benefit and/or serve other departments, programs, or plans?

If so, how?

The Floral Design Department supports the campus in many aspects through their community service of creating floral designs for a variety of campus events. This commitment by the floral design faculty and students has contributed to the overall benefit of the entire campus.

**#4. Demonstrates long-term cost savings or improves program efficiency or effectiveness. (Determined by P&B) (15 points):**

If funded, how will this contribute to long-term cost savings for the college or improve program efficiency and effectiveness?

**Please note that all requests will need the following information:**

**Sales quote need to include**

- q. Sales tax
- r. Installation fee
- s. Training fee
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**Requests for Resources  
2016-2019 Program Review Cycle**

**General Fund One-Time Funding Resource Request (page 1)**

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Requestor's Name: Gail Call

Email: gcall@gwc.cccd.edu

Phone # : Ext. 58330

Area:  Instruction and Student Learning    Student Life and Admin Svcs    Executive

Supervisor: David Gatewood, PhD. MBA

Program Review Unit/Department: CTE/Floral Design

Request reviewed/approved by area manager:  Yes    No

The department submitted 5 Step-Model course assessments for 2015-16:

Yes     No     N/A – not an instructional program

The department submitted 5 Step-Model program assessment for 2015-16:

Yes     No

The department submitted 2016 Program Review Report by May 02, 2016

Yes     No

➤    **Description of Item(s) / Cost \$ Registration, travel, and hotel expenses for one student competitor at annual AIFD National Symposium per year; 2017 in Seattle, WA, 2018 in Washington DC, 2019 in Las Vegas, NV; \$2,500.00**

**Total Requested: \$ \$7,500.00**

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**Health and Safety Justification**

Does this request address a clear health and safety issue?    Yes    No

(If you check "No", skip to page 2 of this form)

What is the health and safety issue?

How long has this condition existed?

Have any work orders been submitted for this issue and when?

**Click here to enter text.**

What are the consequences if not funded?

## **General Fund One-Time Funding Request (page 2)**

How does this request for funds meet the following criteria? (2 page max.)

To be used by planning teams to rate and prioritize the request.

### **#1. Program Needs (40 points):**

What program conditions support the need for the requested funds and how does this request address those needs? Please use analysis from Program Review, course and program assessment (SLOs/SAOs/AUOs), and student achievement data provided by the Office of Research, Planning, and Institutional Effectiveness.

The GWC Floral Design and Shop Management program is a Student Chapter of AIFD and is required to attend the AIFD National Symposium by sending a minimum of one student each year.

### **#2. Support of College Goals (30 points):**

How does this request align and directly support the [College's Goals](#)? Please cite the college goal or strategic priority that the requests will support. Please describe how this request (if funded) will lead to the improvement of [Key Performance Indicators](#) associated with the College goals.

## **Goal #2 Student Learning Programs and Services**

### **a. Instructional Programs**

GWC will maintain and refine a portfolio of strong programs that support our institutional mission.

## **Goal #5 Community Engagement**

### **a. Community Relations**

GWC will actively seek additional opportunities to serve as the educational center for its local community.

### **#3. Contributions to Other College Operations (15 points):**

Will the item requested benefit and/or serve other departments, programs, or plans?

If so, how?

The Floral Design Department supports the campus in many aspects through their community service of creating floral designs for a variety of campus events. This commitment by the floral design faculty and students has contributed to the overall benefit of the entire campus.

**#4. Demonstrates long-term cost savings or improves program efficiency or effectiveness. (Determined by P&B) (15 points):**

If funded, how will this contribute to long-term cost savings for the college or improve program efficiency and effectiveness?

**Please note that all requests will need the following information:**

**Sales quote need to include**

- u. Sales tax
- v. Installation fee
- w. Training fee
- x. Service life agreement/fee

Please note that approved requests over 10k will need 3 quotes before purchase.

### Department Chair and Dean Review

Complete this section after reviewing all program review information provided. The Department Chair 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)

Chair/Dean

( 1 ) ( 1 ) a. Significant declines in enrollment and/or FTES over multiple years

[Chair's and Dean's comments: As the economy continues to improve following the recession of 2008-2011, the number of CTE program applicants will inversely decrease due to more work opportunities in the community. We can no longer just open our doors and expect students to come. We need to market our programs and promote career pathways. The GWC Floral Program is a regionally recognized and viable program, and will continue to strengthen with program revisions and promotion.]

( 0 ) ( 0 ) 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

( x ) Department Contact Information is up to date: Department Chairs, full-time faculty, classified

( X ) Organization Chart: Verify that it is up to date: (q:\college information\org charts)  
Report necessary changes to the Director of Personnel

( x ) Both the Dean and Department Chair have completed the Dean and Department Chair Review section.

**Signatures, Individual Comments**

Date of Department Discussion: **4//29/16**

Discussion Modality

- Department Meeting                       Emails                       Online/Skype  
 Other : **Enter text here**

Summary of Discussion Outcome: **Updated department resource needs.**

**Departmental Recommendation**

**(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.

- ( ) Gail Call AIFD
- ( ) David Gatewood, PhD. MBA
- ( )

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

- ( )
- ( )
- ( )

Department Chair: Gail Call AIFD  
Comments:

Date: 4/29/16

Division Dean: David Gatewood, PhD. MBA  
Comments:

Date: 4/29/16