

# FACULTY HIRING PRIORITIES COMMITTEE (FHPC)

## Fall 2026-Spring 2027

### Feedback to Authors

Rank	Request (Linked)	<b>Feedback to Authors</b> Feedback from committee reflects the overall request and is intended to support future requests. Authors are encouraged to reach out to the committee chairs with questions and/or suggestions for how FHPC can better support them in the future. The requests for the Fall 2026-Spring 2027 list were considered using the <a href="#">2025-2026 FHPC Rubric</a> .
1	<a href="#">Biology-Physiology</a> - <a href="#">Dept. Program Review</a>	<p><b>Data/Evidence in Support of Need:</b> This is an incredibly strong request with respect to data usage and could easily be a model for future authors/requests. The author effectively used data in a systematic way in order to demonstrate enrollment demand, fill rates, FTES generation despite lacking full-time faculty to teach physiology.</p> <p><b>Program Student Achievement and Potential Growth:</b> The request makes a clear case here by showing that physiology is a required prerequisite for Nursing and Allied Health programs. In addition, there is evidence presented for high student demand and room for program growth.</p> <p><b>Critical Need:</b> The author also made a strong case for why the position is so critical, as it affects healthcare pipelines, especially with respect to nursing and allied health programs.</p> <p><b>Support of Strategic Plan:</b> Lastly, the request told a clear narrative around how the position supports our strategic plan, especially with respect to workforce preparation and equity initiatives.</p>
2	<a href="#">English -Umoja</a> - <a href="#">Dept. Program Review</a>	<p><b>Data/Evidence is Support of Need:</b> There is a strong use of data to support this request.</p> <p><b>Program Student Achievement and Potential Growth:</b> The request discusses the work done by the English Department in closing equity gaps, especially for Black students. It is clearly articulated why this position will help increase the success and growth of the Umoja program and Black students at Cuyamaca.</p> <p><b>Critical need:</b> The request clearly showed that having a full-time English faculty supporting the Umoja program is an integral part to the success of the program overall as we work to support our Black/African American students and close achievement gaps. This is also part of the MOU with Umoja.</p> <p><b>Support of Strategic Plan:</b> There is a strong tie to the strategic plan. It is clear how this position directly supports each of the goals, especially as it relates to equity.</p> <p><b>Additional Information:</b> With the college focusing on the success of our Black/African American students, having a full-time faculty assigned to Umoja for the English class is essential to the success. In addition, teaching the class requires training and a specialized skill set and background.</p>

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3	<p><a href="#">Counseling 1</a> - <a href="#">Dept. Program Review</a></p>	<p><b>Data/Evidence is Support of Need:</b> There is a strong use of data to support the request. The counselor to student ratio clearly demonstrates a significant gap in services and supports the need for additional staffing.</p> <p><b>Program Student Achievement and Potential Growth:</b> The request connects counseling services to improve student outcomes. Data shows higher persistence rates for students who meet with counselors along with increased demand for AB928 and title V changes, supports strong growth potential.</p> <p><b>Critical need:</b> The request shows that without this position; the program will struggle to meet student demand and regulatory requirements. Staffing shortages, retirements, and increase workload make this a significant need for maintaining student support services.</p> <p><b>Support of Strategic Plan:</b> The request aligns strongly with the college goals including closing equity gaps, increasing persistence and supporting Guided Pathways. It also demonstrates a commitment to diversity and inclusive hiring along with a solid onboarding plan.</p>
4	<p><a href="#">Physics / Astronomy</a> - <a href="#">Dept. Program Review</a></p>	<p><b>Data/Evidence of Need:</b> Excellent data in support of consistent program growth, load cushion, and student interest/need. Solid argument for faculty to teach additional in-person labs, teach and develop additional Hi-flex courses, and to POCR certify additional online courses.</p> <p><b>Student Achievement and Potential for Growth:</b> Demonstrated student need. Use of data was strong to emphasize success, retention, and growth.</p> <p><b>Critical Need:</b> Position woven into multiple department program review goals; essential to continuation of equity efforts and program enhancement.</p> <p><b>Support for Strategic Plan:</b> Clear arguments for all Strategic Goals</p> <p><b>Additional:</b> Very thorough and thoughtful hiring and onboarding plan. The Committee requests being mindful of word limits in the future.</p>
5	<p><a href="#">Surveying</a> - <a href="#">Dept. Program Review</a></p>	<p><b>Data/Evidence of Need:</b> A clear narrative is presented, illustrating how the lack of full-time faculty results in staffing instability due to licensure requirements. However, the request could be made stronger with quantitative enrollment data.</p> <p><b>Student Achievement and Potential for Growth:</b> The request makes a strong case that students can face delays as a result of course cancellations. The request could nevertheless be strengthened with student success data.</p> <p><b>Critical Need:</b> The request demonstrates clear critical need by highlighting that surveying has never had full-time faculty and relies on adjuncts with specialized credentials.</p> <p><b>Support for Strategic Plan:</b> The request presents a solid argument that full-time faculty would promote equitable access to technical careers for our students.</p>

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6	<p><a href="#">Communication</a></p> <p style="text-align: center;">-</p> <p><a href="#">Dept. Program Review</a></p>	<p><b>Data/Evidence of Need:</b> The request presents a compelling narrative regarding the department's precarious staffing situation, noting that there is currently only one full-time faculty member who anticipates retiring within three years. This impending "vacancy of any full-time faculty" poses a significant threat to the stability and health of the program. While the narrative effectively illustrates the need for a transitional period to onboard a new chair, the request would indeed be strengthened by more comprehensive quantitative data. Although the department highlights high fill rates—specifically a <b>98.6% fill rate</b> for Interpersonal Communication (COMM 120)—additional data on long-term enrollment trends across all course offerings would provide a clearer picture of the sustained demand.</p> <p><b>Student Achievement and Potential for Growth:</b> The proposal highlights a significant opportunity for growth through the "resurrection" of the college's forensics team, which has been on hiatus since 2010. By hiring a faculty member with a background in competitive forensics, the department aims to provide students with high-impact learning opportunities in research, argumentation, and critical thinking that are currently only available to them at Grossmont College. This expansion, alongside the potential to develop new curriculum tailored to African American, Latino, or Gender studies, aligns with the college's mission to provide innovative, student-centered education. Furthermore, the intent to move toward zero-cost materials through OER textbooks directly supports student achievement by removing financial barriers to success.</p> <p><b>Critical Need:</b> There is a documented "critical need" for this position to ensure the continuity of the Communication program as the sole remaining full-time instructor nears retirement. Without this hire, the department faces a total lack of full-time leadership, which the petitioner notes would result in a "learn as you go" scenario for any future replacement—a situation that contradicts the college's values regarding employee wellness and institutional health. Additionally, the department is struggling to compete with Grossmont College, which has eight full-time faculty and has shifted many courses to online formats that Cuyamaca currently lacks the full-time oversight to implement effectively.</p> <p><b>Support for Strategic Plan:</b> The request strongly supports the College's Strategic Plan, particularly the goals of increasing equitable access and eliminating equity gaps. By seeking a candidate with EMTLI training and a commitment to diverse hiring practices, the department aims to better reflect the student population and provide the intensive mentoring that adjunct faculty, who often work across multiple campuses, cannot provide. The position is designed to increase student persistence by providing a dedicated full-time mentor to intervene when students struggle, thereby ensuring that historically marginalized groups have the consistent support needed to reach graduation or transfer milestones.</p>

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7	<p><a href="#">Librarian, Electronic Resources</a> - <a href="#">Dept. Program Review</a></p>	<p><b>Data/Evidence of Need:</b> The request provides a robust qualitative narrative centered on the increasing institutional and legislative demand for Zero Textbook Cost (ZTC) materials and digital accessibility. The department cites a Spring 2023 faculty survey showing that 21% of respondents already utilize electronic library resources for course materials, a trend that has grown since Fall 2023 across numerous programs including History, English, and Automotive Technology. While the narrative clearly links the position to new federal and state mandates—such as Title II digital accessibility and Title 5 burden-free access—the request could be further strengthened by including specific student usage statistics or wait-time data for ZTC resource procurement to more concretely illustrate the current "job creep" and capacity limits.</p> <p><b>Student Achievement and Potential for Growth:</b> This position is designed to directly improve student outcomes by removing financial and systemic barriers to higher education. By managing a system to measure student equity in relation to electronic resource usage, the librarian will provide the data necessary to refine instructional services and ensure that online collections are culturally responsive and inclusive. The potential for growth is significant; as a CVC Exchange Teaching College, Cuyamaca can leverage this role to badge more courses as ZTC, which prioritizes them on the exchange and historically leads to increased enrollment and better "day-one" access for students who rely on remote or mobile learning.</p> <p><b>Critical Need:</b> The request defines a critical institutional gap, noting that the work of managing electronic resources has been without a dedicated full-time lead since a retirement in 2017. This vacancy forces existing faculty to identify affordable materials without specialized expertise, a burden that can lead to "involuntary retention" or disengagement due to overwhelming workloads. Beyond staffing, the need is legally and operationally urgent; the librarian is required to ensure compliance with new federal digital accessibility regulations and to act as a vital liaison for distance education and technology efforts that are currently decentralized.</p> <p><b>Support for Strategic Plan:</b> The proposal is deeply integrated with the college's strategic priorities, specifically eliminating equity gaps in course success and increasing the retention of diverse employees. The department outlines a sophisticated onboarding and retention plan that moves beyond mere hiring to focus on "voluntary retention" through mentorship, transparency, and the prevention of job creep. By prioritizing the acquisition of diverse online materials—such as information created by people of color and queer communities—the position ensures that the library serves as a partner for equitable learning, directly reflecting the diverse students and communities Cuyamaca serves.</p>

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8	<p style="text-align: center;"><a href="#">Math</a> - <a href="#">Dept. Program Review</a></p>	<p><b>Data/Evidence of Need:</b> The Mathematics department provides a compelling case for a new full-time tenure-track faculty member, citing a significant reduction in instructional capacity due to three losses in three years: two retirements and one promotion to a Instructional Dean position. Despite these losses, the department maintains some of the highest productivity levels at the college, with a <b>fill rate averaging 90%</b> and an efficiency (WSCH/FTEF) that increased from 573 in Fall 2024 to <b>608 in Fall 2025</b>. While the narrative clearly explains that high "load cushion" figures are misleading due to several faculty members serving in critical college-wide leadership roles, the request could be further strengthened by providing specific data on how waitlist pressures or section cancellations have directly impacted student access during this period of reduced staffing.</p> <p><b>Student Achievement and Potential for Growth:</b> The department demonstrates remarkable success through its "Math Pathways" initiative, particularly in Calculus I with support, where 75% of students are successful in a single semester. This is a massive improvement over the traditional precalculus pathway, where only 25% of students have reached success within a full year. This evidence of tripled success rates illustrates a high potential for continued growth, provided there is enough full-time faculty to sustain these complex, student-centered instructional models. Furthermore, the commitment to developing Interactive Math ZTC textbooks on Canvas ensures that student achievement is not hindered by the cost of instructional materials, directly supporting the college's mission of providing equitable access.</p> <p><b>Critical Need:</b> This position is a critical replacement for foundational faculty members who were instrumental in the department's recent structural reforms. The department is currently operating at limited capacity, with only 33% of MATH units taught by full-time faculty as of Fall 2025—a decline from 45% the previous year. Without this hire, the department risks losing the momentum gained through its statewide math reform and AB1705 compliance efforts. A new full-time member is essential to provide the necessary leadership for "Math Pathways," including training of part-time faculty and collaborating with Umoja and Puente programs to support historically marginalized student groups.</p> <p><b>Support for Strategic Plan:</b> The request aligns with the college's strategic priorities, particularly eliminating equity gaps and increasing the retention of diverse employees. The department acknowledges that while its gender demographics match the student population, its racial and ethnic representation does not; currently, only two of six full-time faculty are Latine or Middle Eastern. By recruiting through organizations like SHPE, Lathisms, and the Black Caucus of the American Library Association, the department aims to hire faculty who validate students' cultural experiences and increase their sense of belonging. Additionally, the department's monthly mentorship program for new hires supports the strategic goal of employee retention and wellness during the tenure process.</p>

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9	<p style="text-align: center;"><a href="#">Child Development</a> - <a href="#">Dept. Program Review</a></p>	<p><b>Data/Evidence in Support of Need:</b> Clear argument for the importance of faculty to support the Mini-lab, expand dual-enrollment courses, create OER, and write new courses.</p> <p><b>Program Student Achievement and Potential Growth:</b> clear support for potential growth</p> <p><b>Critical need:</b> Strong argument for community need and employment opportunities for graduates</p> <p><b>Support of Strategic Plan:</b> argues effectively for improvement to program to benefit students and address equity gaps</p> <p><b>Other:</b> It would have been helpful to clarify if this was a new position or replacement - if there were formerly other FT positions. While the onboarding plan was thoughtfully laid out, the recruitment plan for a more diverse pool could have been stronger. In question #7, it was not very specific in explaining how this position would support historically marginalized groups. It referenced that the goals aim to support the groups, but not specific to the position tying that all together.</p>
10	<p style="text-align: center;"><a href="#">Art History</a> - <a href="#">Dept. Program Review</a></p>	<p><b>Data/Evidence in Support of Need:</b> Clearly argues the challenge of equity gaps and the need for a faculty member whose background is Art History rather than Studio Art. Program demonstrates strong efficiency and solid load cushion.</p> <p><b>Program Student Achievement and Potential Growth:</b></p> <p><b>Critical need:</b> Waitlists and variances in disaggregated outcomes demonstrate important opportunities to meet student needs.</p> <p><b>Support of Strategic Plan:</b> Clear arguments in support of all goals.</p> <p><b>Other:</b> The request was well-written with clear supportive evidence in each question. Data was thoroughly used throughout the request with helpful context regarding the goals and outcomes of the department. Recruitment and onboarding plans were thoughtfully considered.</p>
11	<p style="text-align: center;"><a href="#">HUM-Religious Studies</a> - <a href="#">Dept. Program Review</a></p>	<p><b>Data/Evidence in Support of Need:</b> The request clearly shows a need for this program as there are no full-time faculty to support the program right now. While there is data that shows the load cushion, high efficiency, and fill rates, the request did not discuss this data.</p> <p><b>Program Student Achievement and Potential Growth:</b> The request clearly discussed how the position would help modify curriculum to reflect the diversity on campus and close equity gaps as well as how this could potentially grow the class offerings and program. There was also a good use of data demonstrating growth over the last year.</p> <p><b>Critical need:</b> There is a clear critical need for this position as the department cannot</p>

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		<p>grow with the support of a full-time faculty member.</p> <p><b>Support of Strategic Plan:</b> The request discusses how the position supports each of the strategic goals.</p> <p><b>Additional Information:</b> There is a clear plan to advertise the position and support the person once they are hired.</p>
12	<p><a href="#">Counseling 2</a> - <a href="#">Dept. Program Review</a></p>	<p><b>Data/Evidence in Support of Need:</b> The request demonstrates a need to fill this position, with student to counselor ratios being disproportionate, leaving the department understaffed. This disproportionate affect limits students access to necessary services such as education plans becoming a bottleneck affect that can delay students academic progress. Evidence is also provided with load cushion of current department members. Also a commitment to diversity is included further demonstrating a commitment to building a diverse team to better serve the student population.</p> <p><b>Program Student Achievement and Potential Growth:</b> The request does make clear with evidence to support that the limited staffing prevents equitable access to counseling services to all students. The growth is also demonstrated on how the position can support marginalized group and supporting the college pathways access the campus.</p> <p><b>Critical need:</b> The request show a need for a new faculty member to replace those who have retired, resigned and have been promoted in our organization. The need is also support with statistical evidence with counselor to student ration and current success ratio within the department despite the reduction faculty.</p> <p><b>Support of Strategic Plan:</b> The request shows how it supports strategic goals. Supporting current campus projects and increasing equitable access to all students. Ensuring each student can see a counselor in a timely manner, to ensure they are on track academically.</p>

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13	<p><a href="#">Economics</a></p> <p style="text-align: center;">-</p> <p><i>No Dept. Program Review Submitted</i></p>	<p><b>Data/Evidence of Need:</b> The request provides a strong narrative regarding the critical lack of full-time leadership, noting that the department has been without any full-time faculty since 2018. This vacancy persists despite student enrollments increasing from 211 to a high of 378 over the last four years. The department demonstrates significant demand through active waitlists—specifically noting that 5 of 8 sections had waitlists in Spring 2026—and the awarding of 416 degrees and certificates over the last five years. While the narrative effectively highlights the disparity between the department's high contribution to campus enrollment (approximately 10%) and its lack of dedicated ECON faculty, the request could be made even stronger with more granular longitudinal data on waitlist pressures and student-to-faculty ratios compared to other non-Career Education departments.</p> <p><b>Student Achievement and Potential for Growth:</b> The Economics program shows high potential for growth, particularly through its alignment with the new GCCCD East County Education Alliance (ECEA) Focus Plan, which projects a 10% increase in campus enrollment by scaling Career Education (CE) pathways. Without a full-time lead, however, the program is currently dependent on Grossmont College for curriculum updates. Adding a full-time faculty member would allow the department to independently modify curriculum to reflect the college's diverse student population and implement specialized supports like EMTLI and POCR that adjunct faculty currently lack the bandwidth to manage. This investment is vital for closing existing equity gaps for African American and Hispanic/Latine students within the program.</p> <p><b>Critical Need:</b> The "critical need" for this position is underscored by the total absence of full-time oversight for a high-demand transfer discipline. This vacancy has led to administrative lapses, such as the failure to submit a program review since Spring 2023 because there are no full-time faculty individuals to complete the task. Hiring an Economics lead is essential to restore departmental functionality and ensure that basic institutional tasks, such as student-centered schedule development and community outreach.</p> <p><b>Support for Strategic Plan:</b> This request directly supports the college's strategic goals of eliminating equity gaps and increasing the hiring of diverse employees. The current adjunct team is entirely Caucasian, which does not reflect an Economics student population that is more than 50% male and has high Hispanic/Latine and Middle Eastern or North African enrollment. By hiring a full-time instructor who can focus on innovation and growth, the department aims to better serve historically underserved populations and meet the ambitious benchmarks of the ECEA Focus Plan. Furthermore, the existing Business and Professional Studies faculty have committed to a robust onboarding process to guide the new hire through tenure review and equity-minded training, ensuring long-term retention and success.</p> <p><b>Other:</b> The request's support relied on BPS data and evidence as a whole. While that context is helpful, each request is considered individually. For more effective requests in the future, the Committee recommends a program-specific focus that highlights that discipline's individual needs.</p>

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14	<p><a href="#">Real Estate</a> - <a href="#">Dept. Program Review</a></p>	<p><b>Data/Evidence in Support of Need:</b> There is currently no full-time faculty member in the program. There was a clear identification of the many projects a Real Estate faculty member would engage in to grow and strengthen the program. Data focused primarily on Career Education, overall, or the Business program overall. There was less focus on Real Estate data overall.</p> <p><b>Program Student Achievement and Potential Growth:</b> A full-time faculty member would be able to support in-person classes to help restore enrollments. In question #5, using this space to include data would make this stronger as there was reference to gaps and gaps shrinking. In addition, going into more detail of those steps being taken in #5.</p> <p><b>Critical need:</b> There is program and department need. The problem is there are so many areas across the college that have a need. Question #7 was not thoroughly answered: How would this position support those program goals/in what way? Response in #7 also did not address how this position would support historically marginalized groups.</p> <p><b>Support of Strategic Plan:</b> Program provides a path to a flexible employment opportunity. Question #9 broadly answers that the position would support all strategic goals but does not go into much detail beyond the diverse faculty.</p> <p><b>Other:</b> The inclusion of information on faculty across all of CE was helpful context. Growth data for East County Education Alliance and dual enrollment expansions are not specific to the impact of growth/need of Real Estate courses. The request's support relied on BPS data and evidence as a whole. While that context is helpful, each request is considered individually. For more effective requests in the future, the Committee recommends a program-specific focus that highlights that discipline's individual needs.</p> <p>The lack of FT faculty to serve as an appropriate department chair for this discipline was compelling and the goals to develop a one stop shop for RE students were strong points to emphasize.</p>

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15	<p style="text-align: center;"><a href="#">History</a> - <a href="#">Dept. Program Review</a></p>	<p><b>Data/Evidence is Support of Need:</b> The request does a good job of explaining the impact of position on the department and supporting it with specific data.</p> <p><b>Program Student Achievement and Potential Growth:</b> The request does a strong job of describing potential growth opportunities.</p> <p><b>Critical need:</b> The request does a strong job of showing the department’s need. However, since all requests reflect a level of critical need, more discussion of how the position could have an impact outside of the department could help demonstrate the level of criticality through the college-wide lens.</p> <p><b>Support of Strategic Plan:</b> The request does a strong job of Connecting to the college’s strategic goals.</p>
16	<p style="text-align: center;"><a href="#">Business Office Technology</a> - <a href="#">Dept. Program Review</a></p>	<p><b>Data/Evidence of Need:</b> The demographics of the faculty within your program were clearly stated. It was noted that there is currently only 1 FT faculty in BOT. General enrollment and BPS enrollment data were provided, but it was lacking BOT only enrollment data in question 9. Data on regional demand for administrative professionals was highlighted.</p> <p><b>Critical need:</b> The response provides a strong overview of program goals and equity-focused initiatives. You list evidence such as the importance of a new FT faculty member who can assist in the development of a new stackable Medical Office/Medical Assistant certificate and staying relevant with rapid evolving AI and BOT.</p> <p><b>Program Student Achievement and Potential Growth:</b> The response includes “Guided Pathways commitments to clarify academic maps and remove barriers to completion”. Connections and partnerships with key campus support services are highlighted in question 10; however, it could include what these partnerships will entail specifically, including concrete examples such as workshops, career panels, guest speakers, BOT career fair, etc.</p> <p><b>Support of Strategic Plan:</b> The response clearly states how the department plans to eliminate equity gaps for disproportionately impacted students seeking rapid entry into living-wage careers. It also highlights how this new hire would strengthen the recruitment and retention of diverse employees.</p> <p><b>Other:</b> The request’s support included some BPS data in addition to BOT data. While the BPS context is helpful, each request is considered individually. For more effective requests in the future, the Committee recommends a program-specific focus that highlights that discipline’s individual needs.</p>

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17	<p><a href="#">Graphic Design</a></p> <p style="text-align: center;">-</p> <p><a href="#">Dept. Program Review</a></p>	<p>Graphic design does not currently have a full-time faculty. The committee acknowledges that this creates an additional barrier to supporting and ensuring robust program review and resource request submissions.</p> <p><b>Data/Evidence is Support of Need:</b> The request does a solid job of explaining the impact of position on the department, but it does so without the support of data. The request would have been strengthened by the inclusion of specific data such as load cushion, fill rate and WSCH/FTEF. This would help the committee members more fully understand the need within the overall campus context.</p> <p><b>Program Student Achievement and Potential Growth:</b> The request does a good job of presenting the general potential impact on student learning and achievement, and close equity gaps in access and outcomes. However, a more specific explanation of current student need and achievement would help highlight the potential of the program. This information helps committee members better grasp the current reality of the program and therefore better understand the potential for growth.</p> <p><b>Critical need:</b> Given that there is currently no full-time faculty to support the program, there is a critical need for this position. However, this is the case for several other programs and therefore it is difficult for committee members to understand the level of criticality through the college-wide lens. In future requests, it would help to connect discussion of critical need to more specific references to data, student achievement, and examples of the challenges facing this particular department.</p> <p><b>Support of Strategic Plan:</b> The request discussed how this position would support the college’s Strategic Plan in a general sense but would be greatly strengthened by more specific examples based on current program demographics and context.</p>
18	<p><a href="#">American Sign Language</a></p> <p style="text-align: center;">-</p> <p><a href="#">Dept. Program Review</a></p>	<p><b>Data/Evidence in Support of Need:</b> The request demonstrates a need to fill a position that has been vacant since 2021. Also notes a decline in course offering and enrollments numbers. The request doesn’t speak to load cushion of the department and fill rates of the courses. Committee members had to research that information when scoring the request.</p> <p><b>Program Student Achievement and Potential Growth:</b> The request does make know about the reduced course offering and shows student completion rate, with a plan on the new faculty member working to increase efforts to recruit for program.</p> <p><b>Critical need:</b> The request show a need for a new faculty member to replace one who resigned and this has led to a decline in course offerings, updating of learning objectives and ability to give students equitable access to courses need to ensure students are completing in a timely manner. Success rates are stated but no detailed data was provided in the request to reinforce this and show a clear picture of the decline due to a faculty member resigning.</p> <p><b>Support of Strategic Plan:</b> The request shows how it supports strategic goals. To update</p>

Rank	Request (Linked)	<p style="text-align: center;"><b>Feedback to Authors</b></p> <p>Feedback from committee reflects the overall request and is intended to support future requests. Authors are encouraged to reach out to the committee chairs with questions and/or suggestions for how FHPC can better support them in the future. The requests for the Fall 2026-Spring 2027 list were considered using the <a href="#">2025-2026 FHPC Rubric</a>.</p>
		<p>learning outcomes increasing equitable learning to students and collaboration with ASL at Grossmont to support faculty at Cuyamaca.</p>
19	<p><a href="#">Ornamental Horticulture</a> - <a href="#">Dept. Program Review</a></p>	<p><b>Data/Evidence in Support of Need:</b> The request used data to show the student demographics. However, more data in support of the position is needed as the committee had to look up much of the data. This would have helped make the argument for the need of an additional full-time faculty member.</p> <p><b>Program Student Achievement and Potential Growth:</b> The request stated that the OH program has grown and surpassed pre-pandemic levels, but there was no data to further explain this and the potential for more growth. Data is an important part of showing how this position can help grow the program and help with improvements of student achievement and addressing equity gaps.</p> <p><b>Critical need:</b> The request showed a general need for the position and how it would help with curriculum development and expansion of OER. However, the questions were answered minimally and more information on why the position is needed was missing. The committee doesn't doubt that an additional full-time position is needed; the request didn't discuss the true nature of why this is a critical need.</p> <p><b>Support of Strategic Plan:</b> The request discussed how the position supports the strategic goals. More details were needed on the specifics of how the position supports the strategic plan and subsequent goals.</p> <p><b>Additional Information:</b> A second full-time faculty member can enhance student support in the classroom and community spaces. OH operates a student-led retail nursery where students cultivate and sell plants and manage nine acres of field space.</p>
20	<p><a href="#">CADD</a> - <i>No Dept. Program Review Submitted</i></p>	<p>Absence of complete position request and of Program Review hampered the ability of the committee to rank the needs of this program above the many needs campus-wide. When there is no program review, the faculty request would benefit from information on program goals and outcomes being included in the responses; description of the critical need; and relating to the strategic plan.</p>