**Biological Health and Environmental Sciences Division**

**Name of Dean/Administrator: Anita Muthyala-Kandula**

**Dean's/Administrator's Comments:** The BHES division is comprised of the Biological Sciences, Environmental Sciences/Environmental Studies, Health Technologies, Medical Laboratory Technology, and Nursing Departments.   
  
**Enrollment:**  
        Enrollment trends in the division continue to be strong. Student enrollment in the division has continued to grow by 3.1 % over the last three academic years and overall enrollment within the BHES division has reached an all time high once again this year.  Prudent review and consideration of enrollment trends has allowed us to continue to show strong growth in these areas. We work as a team – administrator, staff and faculty –and all are dedicated to student access to our services, retention in our courses and programs and success in their career and educational goals. Working as a cohesive team we have witnessed both strong student retention and student success and low student equity gaps.   
       The Environmental Studies (ES) department has seen a sharp increase in enrollment at 4.6% over the last academic year with an increased student demand for career technical education classes in energy management and building science (EMBS). ES enrollment has gone from 4993 in 2012 - 2013 to 5190 students in 2014 -2015.  EMBS enrollment has gone from 320 students in 2013 - 2014 to 640 students in 2014 - 2015.   
       The Biology department has also seen a growth in enrollment of 4 % over the past three years. Biology enrollment has gone from 6810 students in 2012-2013 to 7088 students in 2014 - 2015.   
       The HTEC department has also seen a growth in enrollment of 3.1 % over the past three years. HTEC enrollment has gone from 2361 in 2012-2013 to 2436 students in 2014 - 2015.  
       The ESCI and Nursing departments both have seen a loss in Full time faculty due to retirements and this has caused us to offer fewer sections in these areas which has also led to decreased enrollment. We have since then hired new faculty and anticipate recuperating lost student enrollment.  
  
**Retention and Success rates:**  
   The division has persistently high retention and success rates in both targeted and non-targeted student groups, out-performing the over-all college every year in these numbers. Solid student success rates accompany our strong growth in enrollment with student success rates staying strong and constant in targeted student populations within the division over the past three academic years.   
  However as targeted student enrollment has grown we will need to see more resources allocated to our departments and programs if we want to sustain the drop in equity gap. In all departments additional resources are needed for early student intervention, mentoring and guidance by faculty as well as peer tutoring. With the addition of a dedicated Division counselor we are hoping to continue to see a decrease in the equity gap as we seek to identify - earlier on - and provide guidance/resources for students who may need additional assistance to succeed in the classroom  
  
**Equity and Access:**  
     The success rates in under-represented student groups can be credited to dedicated resource centers for the students in Biology, Nursing and Environmental Studies, where students can get more hands on experience, practice and exposure to course materials.   
     The  Environmental Studies, Health Technologies, Medical Laboratory Technician and Nursing programs have strong connections with industry and clinical sites, enabling them to offer impressive externships, internships and job placement opportunities for our students. In the past year the Environmental Studies department has seen the addition of several new industry partners for student externship opportunities.  
      The Science Resource Center is essential in tackling the issues of student retention and success and in closing the equity gap. These resource centers are content-specific regions where students can go, outside of regular class time, to review course materials, look at specimens, microscopes, models etc., to continue their exposure to scientific content as well as create communities of learning.  
  
**CTE labor trends**  
     Our CTE programs are all supported by labor reports that show increased job demands in their fields: Energy Management Building Science employment opportunities are projected to grow by 26.7%;  HTEC employment opportunities are projected to grow by 12 - 18%; MLT employment opportunities show a growth rate of 8% from 2008 to 2018; and in Nursing employment will see a growth of 12 %.   
  
**Division Needs**:  
     Since the 2008 – 2009 academic year all departments in the BHES-WE division have seen years of budget cuts, the budgets have never returned to that level of allocation.  Our enrollments, however, have continued to show strong growth. This data continues to support the reality that we have all been persistently doing more with fewer resources. This trend will eventually impact our ability to foster student success in our programs and affect our ability to continue to narrow the equity gap.    
   Areas of immediate concern are the lack of needed budgetary support in the Biology department.  With the increasing enrollment more lab sections are being offered without any increase in B budget funding.  The ability to stock our classrooms and lab rooms with supplies and technology is essential to continue to support the growth in enrollment. As we see more students in the class sections, equipment like microscopes face increased wear and tear and refreshing and replacing equipment is crucial to meeting curriculum demands. It also provides our students with the skills and expertise needed to be competitive in their future educational goals. The strong enrollment growth in the department must be supported by an increase in B budget funding.   
    The Science Resource Center should be available to our students in the evenings and possibly on weekends to foster learning communities and access to course materials.  
   There is also a lack of budgetary support in the Health Technologies and Medical Laboratory Technology program. Elimination of material fees collection is severely impacting already low department B budgets. There is an increased demand for classes in medical communications, transcription and office management and growth here is limited by access to computer labs. The HTEC department is seeking a computer classroom or computers to address this growing demand for courses in a rapidly expanding health care industry. The MLT department is also looking to update classroom instructional and laboratory equipment.  The lack of staff in the MLT department has limited the growth of this program, despite an increased student demand.   
  
**SLOs/PLOs**:  
  The BHES-WE division’s progress in establishing and assessing student learning outcomes at the course and program level has been outstanding. Departments have had meaningful discussions on student learning objectives & assessments and have reflected on these outcomes. Technology, laboratory, and equipment needs were consistently identified as limiting factors in achieving desired outcomes. Increasing B budget funds will go a long way in addressing these concerns.   
 **Vision for the Future:**  
    As access to higher education continues to be a challenge for many of our students due to a multitude of socioeconomic factors  - community college will remain a viable and often superior option for students before they continue to 4 year institutions in order to advance in their educational and career goals. We need as a division, to continue to find ways and resources to better serve these students  
    Based on hiring prospects, unemployment rates, average salaries, and job satisfaction, careers in the energy fields, life sciences and the health care fields continue to be extremely popular and a great vehicle for upward mobility for our socio-economically disadvantaged populations.   
    The BHES division wants to play an active role in this process and anticipates increased demand for our all our courses – both traditional and CTE - and continued strong growth in student enrollment.

* 1. Reviewed by Division Dean: Yes