

Biological, Health, Environmental Sciences and Workforce Education Division  
(BHES-WE)  
Spring 2013  
Dr. Anita Muthyala-Kandula

The BHES-WE division is comprised of the **Automotive Technology, Biology, Environmental Studies, Health Technologies, Manufacturing & CNC Technology, Medical Laboratory Technology, and Nursing** Departments.

Enrollment trends in the division continue to be strong. Student enrollment in the division has reached an all time high of 20,057 students. WSCH, FTES and productivity have all shown increases of between 4 to 6 percent while the FTEF has remained constant. Efficient enrollment management has allowed us to continue to sustain growth in these areas. Faculty dedicated to student success, and strong staff support has also enabled us to witness both strong student retention and student success.

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. Student success rates range from 83% to 88% among targeted student groups within the division. In all departments early student intervention, mentoring and counseling by faculty as well as peer tutoring have helped to maintain the success rates and the popularity of our programs.

The success rates in under-represented student groups can be credited to 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 Automotive Technology, Health Technologies, Manufacturing & CNC, 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.

Our CTE programs are all supported by labor reports that show increased job demands in their fields: Auto technicians will see a 7% growth rate from 2008 to 2018; HTEC employment opportunities are projected to grow by 22 to 30%; MLT employment opportunities show a growth rate of 14.3% from 2008 to 2018; in the field of MCNC predicted growth rates are at 6.1 to 18.5% and in Nursing employment will see a growth of 25.7%.

The Biology and Environmental Studies departments have both seen sharp increases in enrollment showing an increased student demand for GE transfer courses, majors courses and pre-requisite courses used for the allied health careers.

Biology enrollment has gone from 4177 students in 226 sections in 2008 - 2009 to 6447 students in 201 sections in 2011 - 2012.

Environmental Studies enrollment has gone from 3775 students in 255 sections in 2008 to 2009 to 4976 students in 258 sections in 2011 to 2012. This data supports the reality that our faculty and staff are persistently doing more with fewer resources.

Areas of immediate concern are the lack of full time faculty in the Medical Laboratory

Technology program, lack of staff support in the Health Technologies and Medical Laboratory Technology program and lack of sufficient B budgets in all departments within the BHES-WE division.

The MLT program served 488 students, at the end of this academic year the one full time faculty is retiring and the program will be run by a part time faculty serving as program director.

The single full time faculty members in both the Medical Laboratory Technology program and the Health Technologies program are responsible for maintaining the program's national accreditation and/or state approval, all administrative duties, marketing and student recruitment, maintaining laboratory instrumentation, laboratory preparations, and instruction, as well as supervising part time faculty. The demands on the faculty and the lack of staffing in these departments have limited the growth of their programs, despite an increased student demand. Both these departments are in need staff support and the MLT program is in need of a full time faculty.

Another area of concern is the B budget.

Since 2008 - 2009 all departments in the BHES-WE division have seen years of budget cuts, this trend will eventually impact our ability to foster student success in our programs. The ability to replenish and replace equipment, stock our classrooms and lab rooms with supplies and technology and there by make our students competitive in their future educational/occupational goals is extremely vital. The strong enrollment growth in the division must be supported by increase in B budget funding. Elimination of material fees collection will also severely impact already low department B budgets.

The Health Technologies Department has seen a 4% growth in enrollment. With the temporary closure of the Advanced Technology Center; CAD & Digital Imaging classes have been scheduled in SC3103 – a computer room used by both the HTEC and Nursing classes. Loss of this classroom has seriously impacted the ability to offer classes and continue growth in this department.

The science resource centers are 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. These centers should be available to our students in the evenings and possibly on weekends.

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.