



unit **PIE**

2014-15
2015-16
2016-17
2017-18

Planning for Institutional Effectiveness

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NOTE: This PIE Form is optimized to be used in Acrobat or [Adobe Reader 10 or later](#).



Planning for Institutional Effectiveness

Introduction

UNIT	MENT	Current Year	YEAR 1	YEAR 2	YEAR 3
Contact Person	Bruce Nixon	2014-15	2015-16	2016-17	2017-18
E-mail / Extension	bnixon@mtsac.edu /4917	<input checked="" type="checkbox"/> Summary	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Planning	<input checked="" type="checkbox"/> Planning

Your Unit Program Review will be recorded on this form summarizing the current year and documenting planning for the next three-year cycle.

Please remember that all outcomes assessment work should be recorded in TracDat (<http://tracdat.mtsac.edu/tracdat>) in order for your assessment work to best contribute to institutional reports. Outcomes assessment work may include courses, programs, direct and indirect services, organizational structure, structural elements, and institutional outcomes. Respond to only the outcomes categories or types that apply to your unit.

Institutional Planning Framework

The college is unified through its demonstrated connection to the mission. Driven by the California Master Plan for Higher Education, revised by the President's Advisory Council, and approved by the Board of Trustees, it informs all planning and assessment.

Institutional Mission

The mission of Mt. San Antonio College is to support students in achieving their full educational potential in an environment of academic excellence.

Unit Mission

Enter your Unit mission statement here if applicable

College Themes and Goals

College themes and goals allow the campus to focus on critical issues. Articulated by the President's Advisory Council and approved by the Board of Trustees, they guide institutional planning and assessment processes.

Theme A: To Advance Academic Excellence and Student Achievement

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|-----------------|---|
| College Goal #1 | The college will prepare students for success through the development and support of exemplary programs and services. |
| College Goal #2 | The college will improve career/vocational training opportunities to help students maintain professional currency and achieve individual goals. |
| College Goal #3 | The college will utilize student learning outcome and placement assessment data to guide planning, curriculum design, pedagogy, and/or decision-making at the department/unit and institutional levels. |

Theme B: To Support Student Access and Success

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|-----------------|---|
| College Goal #4 | The college will increase access for students by strengthening recruitment opportunities for full participation in college programs and services. |
| College Goal #5 | Students entering credit programs of study will be ready for college level academic achievement. |
| College Goal #6 | The college will ensure that curricular, articulation, and counseling efforts are aligned to maximize students' successful university transfer. |

Theme C: To Secure Human, Technological, and Financial Resources to Enhance Learning and Student Achievement

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| College Goal #7 | The college will secure funding that supports exemplary programs and services. |
| College Goal #8 | The college will utilize technology to improve operational efficiency and effectiveness and maintain state-of-the-art technology in instructional and support programs. |
| College Goal #9 | The college will provide opportunities for increased diversity and equity for all across campus. |
| College Goal #10 | The college will encourage and support participation in professional development to strengthen programs and services. |
| College Goal #11 | The college will provide facilities and infrastructure that support exemplary programs and the health and safety of the campus community. |
| College Goal #12 | The college will utilize existing resources and improve operational processes to maximize efficiency of existing resources and to maintain necessary services and programs. |

Theme D: To Foster an Atmosphere of Cooperation and Collaboration

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|------------------|---|
| College Goal #13 | The college will improve the quality of its partnerships with business and industry, the community, and other educational institutions. |
| College Goal #14 | The college will improve effectiveness and consistency of dialogue between and among departments, committees, teams, and employee groups across the campus. |

SectionOne

Where We Are: A Summary and Analysis of the Current Year 2014-15

I. Summary Context - Unit Goals for: MENT

Identify the goals that guided your Unit's work for the 2014-15 year (from your 2013-14 PIE form) in the following table and connect those goals to the College Themes. *Add rows (+) as needed. Delete rows (X).*

Unit Goal Name	Unit Goal	<u>College Theme</u>
Board Scores	Maintain passing score on State Board Examination for program's first-time test takers at 90% or higher	A: Academic Excellence
Cohort start	Begin each cohort with a full class of 48 students	B: Access and Success
Retention	Increase student retention throughout the program	B: Access and Success
Clinical sites	Maintain full complement of clinical sites	D: Cooperation/Collaboration
Educational experience	Increase student success by offering varied clinical/educational experiences	D: Cooperation/Collaboration
Technology	Students will have access to the latest technology/equipment	C: Secure Resources
"Just in Time" learning	Students will be able to access information on a "real-time" basis	B: Access and Success
Student competition	Students will participate in student competitions on a state and national level	A: Academic Excellence
Faculty training and Best Practice	Faculty will remain current with best practice	A: Academic Excellence

II. Notable Achievements for: MENT

Enter your Unit's successes for the 2014-15 year in the table below. This provides opportunity for closing the loop on your Unit's activities completed this year. *Text boxes will expand as needed. Add rows (+), delete rows (X).*

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
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Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
High	Annual pass rate for the program in 2014 was 89%	Unit: Board Scores
		A. Academic Excellence
High	11 program students won a total of 15 medals (9 gold, 4 silver, 2 bronze) at the Health Occupations Students of America (HOSA) State Leadership Conference. All 11 students qualified for the national competition.	Unit: Student competition
		A. Academic Excellence
Low	Began Winter 2015 with a full cohort of 48 students.	Unit: Cohort start
		B. Access and Success
Low	4 clinical sections anticipated for MENT 58L in Summer and for MENT 72L in Fall.	Unit: Retention
		B. Access and Success
Med	Casa Colina (Transitional Living Center and Adult Day Center) acquired as a clinical site for MENT 58L and MENT 72L.	Unit: Clinical sites
		D. Cooperation/Collaboration
Med	Covina Valley Unified School District (Adult Transition Program and Adult Medically Fragile Program) acquired as a clinical site for MENT 72L and MENT 82.	Unit: Clinical sites
		D. Cooperation/Collaboration
Med	9 computers purchased (via Perkins funding) for MENT classrooms.	Unit: Technology
		C. Secure Resources
Med	Schizophrenia simulation equipment purchased (via Perkins funding) for use in MENT 73T/L	Unit: Educational experience
		C. Secure Resources
Med	All full-time department faculty attended the California Association of Psychiatric Technician Educators' (CAPTE) conference.	Unit: Faculty training and Best Prac
		A. Academic Excellence
Med	3 full-time faculty trained as certified assault response trainers in non-violent crisis intervention.	Unit: Faculty training and Best Prac
		A. Academic Excellence

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
High	Formed partnership with Adult Basic Education (ABE) for assessment and mentoring in math skills.	Unit: Retention
		B. Access and Success
High	Program students and faculty trained 511 Bassett High School students in "hands only" CPR at Basset's Health Career Fair.	Unit: Educational experience
		D. Cooperation/Collaboration
High	Program Director chosen as a panel speaker by the Board of Vocational Nurses and Psychiatric Technicians on best practices at annual Director's Forum.	Unit: Faculty training and Best Prac
		A. Academic Excellence
Med	Students in multiple semesters attended BVNPT disciplinary hearings either in person or via webcast.	Unit: "Just in Time" learning
		B. Access and Success
Med	Students in MENT 56L took a field trip to the Los Angeles County Coroner's office.	Unit: "Just in Time" learning
		A. Academic Excellence
Med	4 new adjunct faculty approved by the BVNPT to teach in the program. 3 are program graduates.	Unit: Faculty training and Best Prac
		A. Academic Excellence
High	Samantha James-Perez (industry partner and program graduate) was elected vice-president of the BVNPT	Unit: Faculty training and Best Prac
		A. Academic Excellence
High	Formed partnership with Psychology Department to start the Mental Health Awareness Club	Unit: Educational experience
		D. Cooperation/Collaboration
Med	A program graduate from Fall 2013 was selected by the Department of Consumer Affairs as a Psychiatric Technician Subject Matter Expert.	Unit: Faculty training and Best Prac
		B. Access and Success
Med	HOSA club members were awarded a chapter stipend under the SB 1070 grant, which had been completed by HOSA faculty advisors.	Unit: Faculty training and Best Prac
		C. Secure Resources

Priority for Manager Summary	Unit Achievements for the 2014-15 Year	Connected Unit Goal/ College Theme
High	The gold medalists from the HOSA State Leadership Conference were all awarded John Muir Health scholarships.	Unit: Student competition
		A. Academic Excellence
Med	One of the gold medalists from the HOSA State Leadership Conference was recognized by Janice Rutherford, Second District Supervisor for the County of San Bernardino.	Unit: Student competition
		A. Academic Excellence
Priority	Revised/updated all Program Level Outcomes	Unit: Faculty training and Best Prac
		A. Academic Excellence
Priority	Updated catalogue description of both certificate and degree programs.	Unit: Faculty training and Best Prac
		A. Academic Excellence
High	Data (2013-2014) shows 60 certificates awarded. 60 students completed the program in the same calendar period.	Unit: Retention
		B. Access and Success

III. External/Internal Conditions, Trends, Impacts, Retention & Success, Critical Decisions and Outcomes Assessment

The following table is intended to track conditions that influence planning over a multi-year period beginning with the 2014-15 year. Please include data. The "Link to Data Sources and Support Options" button will open a Mt. SAC webpage that offers suggestions and links for possible data sources for your Unit. Text boxes will expand. *Add (+) rows, delete (X) rows as needed.*

Link to Data Sources and Support Options			
Year	Add item	External Conditions, Trends, or Impacts	Data Sources
2014-15		Closure of Lanterman Developmental Center	State of California
2014-15		Decrease in institutional-based services, with shift to community-based services	State of California
2014-15		Increased use of psychiatric technicians within the correctional system.	State of California
2014-15		Shifting of jobs from local area to central part of the state	State of California
2014-15		Clinical sites wanting smaller clinical groups	Advisory
2014-15		Clinical sites wanting 1 instructor per clinical group (no splitting between two instructors)	Advisory
2014-15		Clinical sites wanting students to have completely "clean" livescans	Advisory
Year	Add item	Internal Conditions, Trends, or Impacts	Data Sources
2014-15		Retirement (Fall 2013) of a full-time faculty member with 15-year's tenure with the program	College
2014-15		Retirement (Spring 2015) of a full-time faculty member with 28-year's tenure with the program	College
2014-15		Program re-accreditation due May 2016	BVNPT
2014-15		One full-time faculty member on 100% release from the department	College
2014-15		New probationary faculty member (year two) requiring mentoring	College
2014-15		Heavy attrition within cohort of Winter 2013	Program
2014-15		1 clinical section usually requires splitting between two instructors. Clinical sites are requesting continuity of instruction by using only one clinical instructor.	Program
2014-15		Increased requirements to maintain clinical sites (livescans, CPI (department staff are required to be the CPI instructors))	Advisory
2014-15		Assistant program director (AD) position is becoming vacant with above-mention retirement. New AD will require training	Program
2014-15		Alcohol and Drug certificate program merging into the MENT department	College
Year	Add item	Retention and Success Data	Data Sources

2014-15	<p>Retention data is as follows: Began the cohort of Winter 2014 with 43 students. That cohort is currently in the final semester of the program. There are currently 31 students (72% of original cohort) remaining for an attrition rate of 29%.</p> <p>Began the cohort of Summer 2014 with 48 students. This cohort is currently in the second semester of the program. There are currently 37 students (77% of the original cohort) remaining for an attrition rate of 23%.</p> <p>Began cohort of Winter 2015 with 48 students. This cohort is currently in the first semester of the program. There are currently 51 students (100% of original cohort plus 6% from previous cohort) for an attrition of -6%.</p> <p>In regards to retention using Perkins data, results are as follows: Core indicator 1 (Technical Skill Attainment) was 73% which was 14% below the District's negotiated level; Core indicator 2 (Completions--Credential, Certificate, Degree or Transfer ready) was 86% which was 4% above the District's negotiated level; Core indicator 3 (Persistence and Transfer) was 87% which was at the District's negotiated level.</p> <p>Success data is as follows: of the 73% of students taking the state licensure examination in calendar year 2014, 65 (89%) passed. When looking at the number of students (56) that took the examination for academic year 2014-2015 thus far 48 (86%) have passed.</p> <p>In regards to Success using Perkins data, results are as follows: Core indicator 5 (employment) was 66%, 4% below District negotiated level.</p>	Retention data from Portal and Perkins. Success data from BVNPT and Perkins.
Year	<i>Add item</i> Critical Decisions	Data Sources
2014-15	To add student tutors to decrease the attrition rate of program students	Multiple sources
2014-15	To have all program full-time faculty attend 2015 Statewide CAPTE conference	CAPTE
2014-15	To continue involvement in HOSA	Program
2014-15	To rewrite all Program Level Outcomes	College
2014-15	To continue to seek upgrades of classroom computers/printers/simulation equipment/audio-visual material	Program
2014-15	To rewrite catalogue description of certificate and degree programs	Program
2014-15	To update program web page	Program
2014-15	To increase tracking employment of program graduates	Multiple sources
2014-15	To increase utilization of program graduates as industry partners/student mentors	Multiple sources
2014-15	To maintain faculty certification as Non-Violent Crisis Intervention trainers (clinical site requirement)	Advisory
2014-15	To update all program examinations	Program
2014-15	To replace faculty retiree positions with new full-time faculty.	<i>Cite Data Sources</i>
Year	<i>Add item</i> Progress on Outcomes Assessment	Data Sources
2014-15	Rewrote all Program Level Outcomes	Program
2014-15	Reviewed/updated all Student Learning Outcomes (except MENT 40--11 courses)	Program

IV. Alignment and Progress on Unit and College Goals: Closing the Loop

This section serves as a "reporting" function. It shows how your Unit closes the loop and connects planning to budget allocation: How did the prioritized college resources connect to your Unit's outcomes? What progress has your Unit made with the resources provided? Include progress on plans that did not require new resources if applicable. You are also prioritizing your Unit's progress or outcome for inclusion in your manager's summary. The **Plan Status** drop-down offers a time-frame update on the progress of your plan.

Some information has been pre-loaded into this form by your manager. Add rows (+) as needed. Delete rows (X).

Priority for Manager Summary	Plan from Previous PIE (2013-14) and Resources Obtained (if any)	Resources Secured (if any)	Progress/Outcomes/Result/Impact (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
Med	Increase percentage of students who pass the State Board Examination for licensure on the first attempt.	\$ 0.00	Percentage of students that passed the state licensure examination on the first attempt dropped 2 percentage points from 91% (2013) to 89% (2014). This, however, remains 9 percentage points above the state average. New PLOs developed to better align with test plan and to track results in individual content areas. No specific funding request planned.	Unit: Board Scores
	Source 1			A. Academic Excellence
	Plan Status Select	Source 2		
Med	Increase student retention	\$ 8,000.00	Specific retention data discussed above. Retention for our current first semester cohort is currently at 106%. Perkins funding approved for fiscal year 2015-2016 for tutors (\$8,000.00).	Unit: Retention
	Perkins Grant			B. Access and Success
	Plan Status Select	Source 2		
High	Increase number of certificates processed by admissions and records	\$ 0.00	Data (2013-2014) shows 60 certificates awarded. 60 students completed the program in the same calendar period.	Unit: Retention
	Source 1			B. Access and Success
	Plan Status Select	Source 2		
Med	Increase number of students pursuing degree	\$ 0.00	Data (2013-2014) shows 9 degrees awarded. Enrollment in Ment 82 (program course required for students pursuing the AS degree in Mental Health) was 16 for 2014-2015. No data yet as to the number of degrees awarded.	Unit: Retention
	Source 1			B. Access and Success
	Plan Status Select	Source 2		
Low	Increase adjunct pool to cover all program specialties	\$ 0.00	4 faculty added to adjunct pool. Areas of expertise cover all program content areas.	Unit: Faculty training and Best
	Source 1			A. Academic Excellence
	Plan Status Select	Source 2		
Med	Continue to develop clinical sites to meet program enrollment needs	\$ 0.00	Casa Colina (Transitional Living Center and Adult Day Center) acquired as a clinical site for MENT 58L and MENT 72L. Covina Valley Unified School District (Adult Transition Program and Adult Medically Fragile Program) acquired as a clinical site for MENT 72L and MENT 82.	Unit: Clinical sites
	Source 1			D. Cooperation/Collaboration
	Plan Status Select	Source 2		

Priority for Manager Summary	Plan from Previous PIE (2013-14) and Resources Obtained <i>(if any)</i>		Resources Secured <i>(if any)</i>	Progress/Outcomes/Result/Impact (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
Priority	Train faculty on the use of statistical data in test construction and evaluation		\$ 0.00	No formal documented progress on this goal. Informal training done by program staff that are more familiar with the process of examination construction and analysis. The program would like to purchase examination generation software that has more sophisticated statistical analysis capabilities.	Unit: Technology
			Source 1		C. Secure Resources
	Plan Status	Select	Source 2		
Priority	Keeping audio-visual instructional content current		\$ 900.00	Schizophrenia simulation software and equipment purchased for use in the mental disorders portion of the program.	Unit: Educational experience
			Perkins Grant		C. Secure Resources
	Plan Status	Select	Source 2		
Low	Enhance instructional resources to meet the needs of developmental disability and mental health program content areas		\$ 750.00	Funding allocated but not utilized. Search for material done by multiple faculty but issues of quality, price, or lack of closed captioning resulted in non-purchase of material. Funding requested for a series of mental health DVDs for 2015-2016 but funding was denied.	Unit: Educational experience
			Perkins Grant		C. Secure Resources
	Plan Status	Select	Source 2		
Low	Replace full time faculty retirement		\$ 0.00	Replacement requested. Did not rank in top 3 in Division.	Unit: Faculty training and Best
			Source 1		A. Academic Excellence
	Plan Status	Select	Source 2		

SectionTwo

Where We Are Going: Planning for the Next Three Years: 2015-16, 2016-17, 2017-18

I. Planning Context - Unit Goals Assessed and Revised for: MENT

This table contains your goals as noted in Section One for 2014-15. Review your Unit's goals and revise, add new goals or remove goals that are no longer relevant as appropriate for planning for 2015-16, 2016-17, and 2017-18. *Add rows (+) as needed. Delete rows (X).*

Unit Goal Name	Unit Goal	College Theme
Board Scores	Maintain passing score on State Board Examination for program's first-time test takers at 90% or higher	A: Academic Excellence
Cohort start	Begin each cohort with a full class of 48 students	B: Access and Success
Retention	Increase student retention throughout the program	B: Access and Success
Clinical sites	Maintain full complement of clinical sites	D: Cooperation/Collaboration
Educational experience	Increase student success by offering varied clinical/educational experiences	D: Cooperation/Collaboration
Technology	Students will have access to the latest technology/equipment	C: Secure Resources
"Just in Time" learning	Students will be able to access information on a "real-time" basis	B: Access and Success
Student competition	Students will participate in student competitions on a state and national level	A: Academic Excellence
Faculty training and Best Practice	Faculty will remain current with best practice	A: Academic Excellence

II. Annual Implementation Plan for: MENT

This section serves as a "planning" function. This is where you ask for resources and record new action plans, activities, or interventions necessary to achieve success. Use the Expected Outcomes section to describe how the plan and resources requested is supported by your Unit's to outcomes assessment plan. This section will also be used to record revisions to plans as needed across the three years of planning.

Add rows (+) as needed. Delete rows (X).

Priority for Manager Summary	Plans, Activities, or Interventions	Resources Needed (if any)	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
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Priority for Manager Summary	Plans, Activities, or Interventions		Resources Needed (if any)	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)		Connected Unit Goal/ College Theme
Med	Purchase examination generation/grading software with sophisticated data analysis capabilities		\$ \$500.00	This will allow faculty to develop examinations that better differentiate between high and low scorers, as well as to be able to look at each distractor for each examination question to		Unit: Technology
			Instr. Equipment			
New	Projected Completion	2015-16	Grant	Person Responsible	Bruce Nixon (Department Chair)	A. Academic Excellence
Med	Will replace outdated computers (and associated equipment), and printers.		\$ \$10,000.00	The program has worked to introduce technology to the classroom. This will make our graduates more "marketable" to employers. This will also allow students to take the on-line state		Unit: Educational experience
			Instr. Equipment			
Ongoing	Projected Completion	2015-16	Perkins Grant	Person Responsible	Bruce Nixon (Department Chair)	C. Secure Resources
Med	Purchase upgrades to Audio-Visual material.		\$ \$1,200.00	This will allow us to become compliant with ADA regulations regarding closed-captioning of instructional material. (Funding denied for 2015-2016).		Unit: Educational experience
			Perkins Grant			
Ongoing	Projected Completion	Select	Source 2	Person Responsible	Bruce Nixon (Department Chair) with faculty	C. Secure Resources
Med	Begin tutoring program for current students utilizing tutors (current students and program graduates).		\$ \$8,000.00	Our desired outcome is that student retention will be increased, as well as student comprehension of material (this will impact the Board Scores goal as well).		Unit: Retention
			Perkins Grant			
New	Projected Completion	Select	Source 2	Person Responsible	Bruce Nixon (Department Chair)	B. Access and Success
Low	Faculty attendance at CAPTE		\$ \$2,000.00	This will keep faculty current on best practices		Unit: Faculty training and Best
			Prof. Development			
Status	Projected Completion	2015-16	Perkins Grant	Person Responsible	All program full-time faculty	A. Academic Excellence
Med	Faculty and student participation in HOSA		\$ \$29,000.00	This will increase best practices for the faculty and student success.		Unit: Student competition
			Grant			
Ongoing	Projected Completion	Select	Perkins Grant	Person Responsible	Mary-Ellen Reyes and Jill McGraw (Club Adv	A. Academic Excellence
Low	Loaner textbook library for program tutors		\$ \$4,000.00	This will allow program tutors (especially ones that have graduated) to have access to the same materials that current students are using. This will enhance the tutoring experience.		Unit: "Just in Time" learning
			Perkins Grant			
New	Projected Completion	Select	Source 2	Person Responsible	Bruce Nixon (Department Chair)	B. Access and Success

Priority for Manager Summary	Plans, Activities, or Interventions		Resources Needed (if any)	Expected Outcomes / Criteria for Success (Resource requests should be based on outcomes assessment)	Connected Unit Goal/ College Theme
Priority	Replace retired faculty (2)		\$ 0.00	Replacement of 2 retired faculty will promote consistency, hopefully increasing student retention as well as board scores.	Unit: Faculty training and Best
			Source 1		
Status	Projected Completion	Select	Source 2	Person Responsible	A. Academic Excellence

III. Resources Identified in Relation to Planning

This section will serve the budget prioritization function in the Manager's PIE. Your manager will inform you when actual quotes are due.

SectionThree

Recommendations for Improving the Planning Process

What additional information should the College provide to assist your Unit's planning?

Enter additional information suggestions here.

What suggestions do you have for improving the planning process for your Unit?

None. The new process was amazingly simple and user friendly.

Enter your name as contributing to and approving of this Unit PIE Plan below. Add rows (+) as needed.

Contributer		Contributer	
Bruce Nixon	<input checked="" type="checkbox"/> Approve	Add your name as contributing to this Unit PIE and check that you approve	<input type="checkbox"/> Approve
Mary-Ellen Reyes	<input checked="" type="checkbox"/> Approve	Add your name as contributing to this Unit PIE and check that you approve	<input type="checkbox"/> Approve
Jill McGraw	<input checked="" type="checkbox"/> Approve	Add your name as contributing to this Unit PIE and check that you approve	<input type="checkbox"/> Approve
Nancy Meggelin	<input checked="" type="checkbox"/> Approve	Add your name as contributing to this Unit PIE and check that you approve	<input type="checkbox"/> Approve
Andrew Sanchez	<input checked="" type="checkbox"/> Approve	Add your name as contributing to this Unit PIE and check that you approve	<input type="checkbox"/> Approve
Cheryl Gilbert	<input checked="" type="checkbox"/> Approve	Add your name as contributing to this Unit PIE and check that you approve	<input type="checkbox"/> Approve
Corie Hernandez	<input checked="" type="checkbox"/> Approve	Add your name as contributing to this Unit PIE and check that you approve	<input type="checkbox"/> Approve

Thank you for completing the Unit PIE form summarizing 2014-15, and initiating your Unit's planning for the 2015-16, 2016-17, and 2017-18 three-year cycle.

Please save this form and forward to your Unit's manager by 06/30/ 2015.

Questions regarding this form? Send an email to Don Sciore, Interim Associate Dean of Arts, member IEC, at dsciore@mtsac.edu