



## CATEGORY 4 VALUING PEOPLE

### 4C1 Organizing the Professional Environment

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The college organizes its work through the following units: academic affairs, student life, communications and public relations, institutional advancement, business affairs, information technology, and Professional Studies. Each of these areas is headed by a vice president who reports to the college's president and is a member of the college's Administrative Council, which meets weekly and is chaired by the president. The college has entered into outsourcing arrangements for its main campus bookstore (Follett), main campus food service (Sodexo), and facilities maintenance (Sodexo).

As the college's program for adult learners has grown and developed, the college has made decisions about how its Professional Studies organization should be integrated into the overall structure of the college. Key support processes for PS – the registrar, financial aid, billing, administrative software support – are provided by main campus administrative employees. Academic advising, student recruitment and admission, hiring and supervision of staff and faculty, and direction of PS academic programs are undertaken by PS staff, most of whom are headquartered at the college's Wichita East Professional Studies Center.

The college's main campus provides a traditional college setting for a largely residential student population. The physical locations of administrative, staff, and faculty offices are determined based upon the department and its function.

The offices of student life administrators and staff are located in areas of greatest and easiest access to students. The vice president for student affairs and her staff are located in an office suite in a centrally-located residence hall. The director of campus life is located in the student center, which also houses the cafeteria, the mailroom, and the bookstore. Within student life, positions and job descriptions have been developed to meet the needs of the students. The campus life office serves students by working with student organizations. The director also plans and coordinates student events, including freshman orientation. The director of career planning and academic support service counsels students regarding career goals, works with students identified as being at risk academically, and also serves as a counselor for international students. The college will be reorganizing its academic support services in a new Student Success Center directed by a newly-hired associate academic vice president in the 2007-08 academic year.

Most administrators who are not part of the student life division have offices in the Christy Administration Building, located at the heart of the campus. The business office, college services (a central location for students to take care of their financial business), and the financial aid office, under the leadership of the vice president for finance, are located together on the main floor. The registrar's office is adjacent, thus providing for a central location for students to do the majority of their business.

The offices of the faculty of each department are grouped together, and the majority of the classrooms used by the department are in the same area. This provides for a more efficient use of space and provides a better learning environment for students.

Professional Studies requires a different structure and model due to the types of programs offered and the fact that they are targeted to the working adult. As noted above, the college's Wichita East Professional Studies Center is the administrative hub for Professional Studies, strategically placing it



within a large market area. As other PS teaching locations have been developed, the staffing at each location is focused on the needs of the students, primarily advising and assistance with registration-related issues.

#### **4C2 Work Environment and Part-Time Employees**

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The main campus in Winfield, Kansas, is the location of the college's primary administrative functions. Processes for division of labor and communication have resulted from having the Professional Studies primary location in Wichita, approximately 45 miles from Winfield, with additional PS teaching locations in Wichita, Kansas; Oklahoma City, Oklahoma; Junction City, Kansas; and at the White Sands Missile Range, New Mexico. The development of online learning programs has created additional challenges, as instruction typically is provided to learners at a distance from Kansas.

The majority of the courses (85%) offered through Professional Studies are taught by part-time adjunct faculty. Administrative functions are performed by full-time employees.

Main campus courses are taught primarily by full-time faculty (78%) with the remainder taught by adjuncts. Some areas employ a small number of part-time personnel, with all of the administrative staff being full-time. Temporary part-time employees are hired to assist with special projects or events.

Students on the main campus have the opportunity to work part-time under the Federal College Work Study program or Southwestern's campus employment program. Students work in a variety of roles including as assistants in administrative offices, in the library, and in the academic departments. The graduate assistant program provides opportunities for graduate students to work part-time in academic departments and administrative offices at a higher level of responsibility.

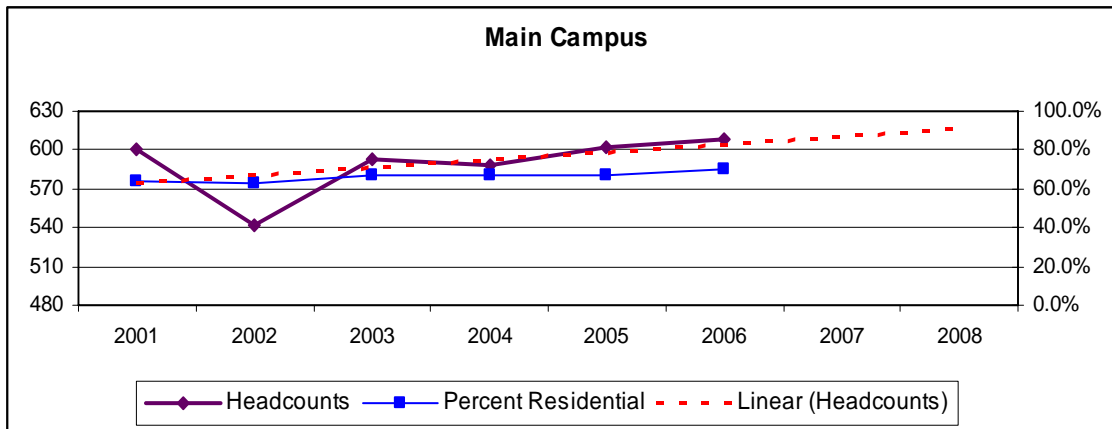
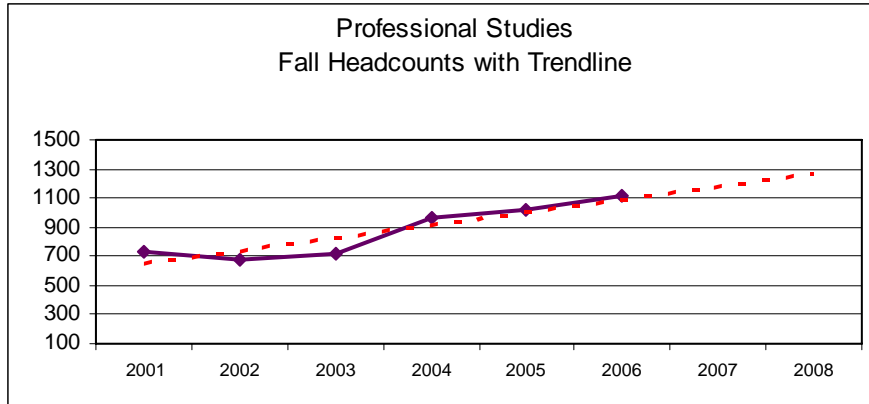
#### **4C3 Demographic Influences**

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The Professional Studies program has experienced steady growth in enrollment since its inception. Southwestern regularly assesses the needs of local businesses and adult learners in general, and the college addresses these needs by developing new programs. Enrollment growth in the undergraduate programs of Professional Studies is projected to continue at its current rate:

The creation of new teaching locations and expanded online offerings and services, including a growing graduate studies program, will require adaptation of the workforce, including changes in job descriptions and addition of new positions.

Main campus enrollments have fluctuated slightly over the past eight to ten years, but have stabilized in recent years at a headcount of about 600 students. The college's budgeting and planning assume that enrollment will be stable, perhaps growing slightly, and that the percentage of main campus students residing on campus will be similarly stable at about 70%. It appears that main campus enrollments will not drive any significant changes in the main campus workforce in the foreseeable future.



### 4C4 Training Initiatives

Employees have been in training during the past year on the college's new administrative software. The college recently completed a training program for administrative supervisors designed to strengthen alignment between individual performance plans and evaluations, departmental operating plans, and institutional objectives. Training related to diversity and cultural competence is planned for 2007-08.

In response to requests for training on Microsoft applications, Southwestern now offers Microsoft e-Learning Library (MELL), providing the opportunity for individual employees to complete training electronically.

Multi-cultural awareness training is planned for the 2007-08 academic year.



#### 4P1 Identifying and Hiring the Right People

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Position descriptions detail relevant credentials, skills, and values for administrative and staff positions. These descriptions are reviewed and updated annually. Position descriptions are used in evaluating and hiring new employees. Search committees, the director of human resources, and, ultimately, the president are responsible for reviewing the qualification of job applications and ascertaining that candidates hired have appropriate abilities.

When a full-time faculty vacancy occurs, the vice president for academic affairs and dean of faculty institutes a search. Candidates are then brought to campus for interviews with the selection committee and with informal groups with representation from all areas of the campus.

The hiring of administrators and staff is under the leadership of heads of the departments. A selection committee is formed for the hiring of administrators and similar interviews of candidates occur.

#### 4P2 Managing the Work Force

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Recruitment procedures for various positions depend on the type of position being recruited. Most staff positions are advertised and filled locally. Faculty and senior administrative positions are filled through national searches. Mid-level administrators are normally hired through regional searches.

New employee orientation with the department supervisor and benefits administrator takes place during the first few days of employment. The director of human resources or that person's designee offers a comprehensive employee orientation at the beginning of the fall term. The intent of the orientation is to bring the employee in contact with various resource persons and facilitate knowledge about the departments and divisions of the college. The vice president for academic affairs and dean of faculty is responsible for new faculty orientation.

#### 4P3 Working and Communicating

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The Administrative Council meets on a weekly basis with the president, and most of the vice presidents meet with their staff on a weekly basis. Faculty meet monthly. The college's various committees meet frequently. Through these means, communication and cooperation are fostered. Campus-wide e-mail, the JinxTale daily electronic newsletter, *The Southwesterner* quarterly alumni publication, and Web sites of various programs and departments of the college offer further communication and information.

The college has made significant strides in creating a professional work environment in which employees have clear job descriptions, are evaluated regularly, and have the tools and skills they need to perform their jobs. The participation of many employees in AQIP action project teams has improved cooperation and awareness of organizational challenges and opportunities. These changes have enhanced performance.

The college seeks to ensure ethical practices through the frequent invocation of its mission of Christian service and education. College policies specifying norms of conduct are in place and are applied when needed. The college, at the urging of its liability insurance provider and its auditor, is studying the possibility of adopting codes of ethics for each of its employee categories.



#### **4P4 Continuous Growth for an Effective Work Force**

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Each full-time faculty member is expected to continue to grow academically and professionally through research, independent study, and participation in seminars and workshops. While professional development is the responsibility of the faculty member, the college supports attendance at conventions and conferences with funds provided through the faculty development fund. Routine expenditures of these funds are supervised by the vice president for academic affairs and dean of faculty in accordance with guidelines provided by the faculty development committee. Additional funds are provided to support special activities by faculty members. To encourage study and research to increase the professional effectiveness of faculty members, sabbatical leave for faculty is available to full-time faculty after six years of continuous full-time service. Assistance in the completion of doctoral or other advanced degree may be provided at the discretion of the administration. A faculty member, with the permission of the dean of faculty, may take up to three hours in on-campus, undergraduate, or graduate courses without tuition charge each fall, spring, or summer term. This benefit is also available to administrators and staff.

Each vice president controls budgeted funds that may be expended for training and development opportunities for administrators and staff. Performance evaluations provide opportunity for supervisors and employees to discuss and identify appropriate professional development goals and opportunities. Funding to support such opportunities is, on occasion, not adequate. The college provides a tuition benefit to all employees that allows them to complete courses, undergraduate degrees, and graduate degrees through study at Southwestern College with no tuition charges. A number of college employees take advantage of this benefit each year.

#### **4P5 Effective Training**

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Training needs at the employee-specific level are determined by supervisors in discussion with employees. The college attempts to evaluate institutional training needs by including a section on training needs in the annual "Are We Making Progress?" survey administered to all full-time employees.

Faculty teaching evaluations from peers and students are important in determining development and training needs. Administrators and staff have yearly performance appraisals which can determine areas where training is needed. Technological support and training are available for administrators and staff. Alignment between training and institutional planning processes is achieved through performance planning and evaluation meetings that attempt to connect the individual employee's job performance objectives to departmental plans and to link those plans to stated institutional objectives. The college recently completed a training program for supervisors, led by consultant John Jasinski, on this matter. The training should strengthen the performance planning and evaluation link between individual work and institutional objectives identified in the college's planning process.

#### **4P6 Improvement Through Evaluation**

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Improvement of the college's performance evaluation system for administrators and staff is the subject of an ongoing AQIP action project. Most of what has been achieved to date could be best labeled as work on "blocking and tackling." The college is trying to attain a level of simple adequacy and competency in the realm of performance evaluation: being certain that all employees are evaluated annually, that a consistent form and schedule are employed, etc. Work to take the next step in improving performance evaluation has begun with training for supervisors designed to more tightly link performance evaluation to institutional objectives. As this work continues, evaluations will more consistently reference objectives from Categories 1 and 2 and use these objectives in evaluating individual performance.



Performance evaluations for full-time faculty utilize a faculty portfolio review process that focuses explicitly on helping students learn. The response to 1P6 details this review process. Performance evaluation for Professional Studies faculty is described in the same section.

#### **4P7 Recognizing Outstanding Achievement**

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The college annually presents the Ruth and Floyd Fassnacht Award to three members of the college workforce – a main campus faculty member, a main campus administrator or staff employee, and a Professional Studies employee – during the spring employee recognition event. These awards allow for public acknowledgement, in conjunction with a meeting of the college's Board of Trustees and with participation by trustees, of employees who excel in helping students learn and in meeting other objectives related to service learning, leadership, and support for the church. The Fassnacht Award provides \$500 to each recipient.

Since 1993 an award sponsored by The United Methodist Church Board of Higher Education has been presented to a faculty member who is characterized by excellence in teaching; civility and concern for students and colleagues; commitment to value-centered education; and service to students, the institution, the community, or church. This \$500 award is also presented at the spring employee recognition reception.

The Student Government Association selects a faculty and a staff member to receive recognition at the employee recognition event. Though the awards do not provide a financial benefit to college employees, they are highly valued as an expression of student recognition and thanks.

As a result of the college's recently completed capital campaign, two endowments to support faculty excellence have been created. The Focht Faculty Fellowship provides financial support for faculty research and travel. The Kopke Award for Distinguished Teaching provides an award of \$5,000 to an outstanding member of the main campus faculty. This award is presented during the college's spring Commencement exercises.

As noted above, faculty members have access to reimbursement for conference expenses, association dues, professional publications, etc. Each vice president of the college has funds with which to budget for conferences, travel, and training for employees they supervise.

The college provides a generous tuition benefit whereby any full-time employee may take college courses without a tuition charge. This tuition benefit is available for undergraduate and graduate study.

The college has explored the possibility of introducing a formal merit compensation system, particularly for administrators. Employees and supervisors displayed little enthusiasm for this approach. An informal system of "special pleading" by members of the Administrative Council results in rare, ad hoc increases in salary for administrators. Faculty receive salary increases in conjunction with promotions in rank.

#### **4P8 Improving Current Processes**

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The faculty has a liaison committee, the Faculty Concerns Committee, whose charge is to address concerns of the faculty, bring them to administration, and share their findings back with the faculty.



Similar committees – the staff and administrative forums – were organized several years ago to address the concerns of administrators and staff. These committees have been ineffective and have ceased to function.

The college is in its third year of administering the “Are We Making Progress?” survey to gain insight into the motivation, concerns, and issues of faculty, staff, and administrators. (2007 survey results are available in Appendix E.) Data from the surveys is compiled by the director of institutional research. The summary data is provided to all college employees and is analyzed by the Administrative Council. Following analysis, the Administrative Council selects one or two findings as points of emphasis for improvement. The college’s focus on improving performance evaluation processes grew out of survey findings.

#### **4P9 Providing a Positive Environment**

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The college is a drug-free, alcohol-free workplace and is committed to creating an environment that fosters learning and professionalism. A procedure for addressing complaints of harassment or discrimination is outlined in volume 2 of the policy manual. Employee benefits include health insurance, life insurance, long-term disability insurance, a flexible benefits pre-tax program, and a retirement plan that includes a 5% employer contribution.

As noted above, the “Are We Making Progress?” survey was instituted in 2005. It gauges employee satisfaction in several areas as well as asking which benefits are of greatest value and what specific training is desired.

#### **4P10 Measuring Satisfaction**

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The college annually employs the Noel-Levitz Student Satisfaction Inventory (SSI) to evaluate student satisfaction with services provided by the college. While the SSI does not provide direct findings about the abilities, attitudes, and effort of the college’s employees, it provides important evidence of the results achieved by the college’s employees. Listed below are some of the key items measured by the SSI:

- Academic advising
- Campus climate
- Campus life
- Campus support services
- Concern for the individual
- Instructional effectiveness
- Recruitment and financial aid
- Registration effectiveness
- Responsiveness to diverse populations
- Safety and security
- Service excellence
- Student centeredness



The college's annual "Are We Making Progress?" survey provides more direct evidence of employee satisfaction and concerns. Listed below are some of the key items measured by this survey:

- Work environment
- Employee benefits
- Computer-related training needs
- Overall satisfaction
- Leadership
- Strategic planning
- Service focus
- Measurement, analysis, and knowledge management
- Human resource focus
- Process management
- Results

## 4R1 Survey Results

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**Employee Satisfaction.** In the 2006 and 2007 "Are We Making Progress?" survey (hereafter called the "employee survey"), 94% (2006) and 93% (2007) of the respondents indicated satisfaction with the college, up from 88% of employees in the 2005 employee survey. Results from the employee survey can be viewed at Appendix G. Key findings from the surveys:

- **Leadership.** About 91% of employee respondents state that they understand the college's mission and what it is trying to accomplish. 74% of employees believe that the college's leaders use the college's values to guide the college. 54% of employees believe the college asks for their input and thoughts.
- **Strategic Planning.** A little more than half of employee respondents state that they know the parts of the college's plans that affect them. A little less than half of respondents state that they know how to tell if they are making progress on the part of the plan for which they are responsible.
- **Service Focus.** 98% of employee respondents believe they know who the most important people they serve are. Similar percentages of respondents state that they keep in touch with the people they serve. Almost 90% of employees believe they are allowed to make decisions to solve problems for the people they serve.
- **Measurement, Analysis, and Knowledge Measurement.** 83% of respondents state they know how to measure the quality of their work. 62% of employees know how the measures they use in their work fit into the college's overall measures of improvement. 50% of employees believe they get all the important information they need to do their work.
- **Human Resource Focus.** Three-fourths of respondents believe they can make changes to improve their work and believe that the people they work with cooperate and work as a team. 90% of respondents state that they have a safe workplace. A little more than half of respondents agree that they are recognized for their work.
- **Process Management.** Between 50% and 60% of respondents believe they get everything they need to do their jobs, state that they collect information about the quality of their work, believe they have good processes for doing their work, and state that they have control over their work processes.
- **Results.** 85% of respondents state that the people they serve as satisfied with their work. 69% agree that the college uses their time and talents well. 80% of respondents stated that they are satisfied with their jobs.





**Exit Interviews.** One of the goals of the college's action project in human resources was to systematically complete exit interviews with individuals who are leaving their employment at the college. Exit interviews were conducted by the human resources director for 15 of the 21 employees who left the college during the 2006-07 budget year. Employees overall enjoyed and valued their work experience at the college. The performance evaluation process is helpful and there has been improvement in more clearly defining goals.

**New Employee Orientation.** One of the goals of the college's action project in human resources was to more systematically orient new employees. All new employees are scheduled to participate in a new employee orientation. The orientation includes presentations by key administrators concerning key offices and divisions of the college, a tour of the campus, information on employee benefits, and basic computer training related to the college's administrative software. Of the 21 new full-time employees and the 6 new part-time employees, 18 completed the training during the 2006-07 budget year. The orientation training evaluation was positive; the employees felt the training was valuable.

#### 4R2 Process Results

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See 4R1 concerning processes for exit interviews, new employee orientation, and employee questionnaire results related to process management.



### 4R3 Work Force Effectiveness

Two sources give us an indication of the effectiveness of faculty, staff, and administrators: the Noel-Levitz Student Satisfaction Inventory and the National Survey of Student Engagement. Students on the main campus have participated in the SSI for the past four years. A summary of the last two years of data follows:

Student Satisfaction Inventory	Southwestern College 2004-05			Southwestern College 2005-06			Change	
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Satisfaction	Gap
Academic Advising	6.48	5.75	0.73	6.53	5.84	0.69	0.09	-0.04
Campus Climate	6.34	5.62	0.72	6.40	5.71	0.69	0.09	-0.03
Campus Life	5.98	5.35	0.63	6.00	5.25	0.75	-0.10	0.12
Campus Support Services	5.96	5.77	0.19	6.08	5.78	0.30	0.01	0.11
Concern for the Individual	6.31	5.71	0.60	6.34	5.72	0.62	0.01	0.02
Instructional Effectiveness	6.46	5.77	0.69	6.55	5.77	0.78	0	0.09
Recruitment and Financial Aid	6.36	5.50	0.86	6.44	5.60	0.84	0.10	-0.02
Registration Effectiveness	6.18	5.58	0.60	6.32	5.62	0.70	0.04	0.10
Responsiveness to Diverse Populations		5.66			5.69		0.03	
Safety and Security	6.17	4.97	1.20	6.27	5.13	1.14	0.16	-0.06
Service Excellence	6.10	5.52	0.58	6.18	5.53	0.65	0.01	0.07
Student Centeredness	6.42	5.75	0.67	6.45	5.86	0.59	0.11	-0.08



Results from the NSSE surveys show that our students are somewhat engaged and have good relationships with the faculty and staff. NSSE results are segregated by main campus and Professional Studies results to reflect the diverse educational experience of these two segments of learners.

<b>NSSE — Main Campus</b>	<i>About how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>				
<b>Academic and Intellectual Experiences</b>		<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
Talked about career plans with a faculty member or advisor	FY	2.38	2.35	2.30	2.46
	SR	2.82	2.80	3.21	2.84
Discussed ideas from your readings or classes with faculty members outside of class	FY	2.31	2.08	1.94	2.17
	SR	2.35	2.37	2.42	2.43
Received prompt feedback from faculty on your academic performance (written or oral)	FY	2.74	2.98	2.78	2.99
	SR	3.00	3.02	3.10	3.07
Worked harder than you thought you could to meet an instructor's standards or expectations	FY	2.60	2.67	2.63	2.75
	SR	2.54	2.78	2.83	2.92
<b>Quality of Relationships</b>	<i>1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging</i>				
Relationships with faculty members	FY	5.85	5.94	5.62	5.93
	SR	5.88	6.12	6.08	5.95
Relationships with administrative personnel and offices	FY	5.45	5.63	5.46	5.69
	SR	5.24	5.51	5.31	5.37
<b>Institutional Environment</b>	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>				
Providing the support you need to help you succeed academically	FY	3.20	3.27	3.20	3.53
	SR	3.01	3.24	3.14	3.07
Helping you cope with your non-academic responsibilities (work, family, etc.)	FY	2.29	2.00	2.30	2.67
	SR	1.92	2.16	1.98	2.00
<b>Academic Advising</b>	<i>1=poor, 2=fair, 3=good, 4=excellent</i>				
Overall, how would you evaluate the quality of academic advising you have received at your institution?	FY	3.02	3.33	3.28	3.36
	SR	3.01	3.24	3.27	3.20



<b>NSSE—Professional Studies</b>	<i>About how often have you done each of the following? 1=never, 2=sometimes, 3=often, 4=very often</i>				
<b>Academic and Intellectual Experiences</b>		<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>
Talked about career plans with a faculty member or advisor	SR	2.05	2.08	2.12	2.21
Discussed ideas from your readings or classes with faculty members outside of class	SR	1.91	1.93	1.92	1.87
Received prompt feedback from faculty on your academic performance (written or oral)	SR	2.88	3.11	3.14	3.10
Worked harder than you thought you could to meet an instructor's standards or expectations	SR	2.63	2.82	2.87	2.87
<b>Quality of Relationships</b>	<i>1=unfriendly, unsupportive, sense of alienation to 7=friendly, supportive, sense of belonging</i>				
Relationships with faculty members	SR	6.07	6.17	6.00	5.91
Relationships with administrative personnel and offices	SR	6.15	6.36	5.92	5.67
<b>Institutional Environment</b>	<i>1=very little, 2=some, 3=quite a bit, 4=very much</i>				
Providing the support you need to help you succeed academically	SR	3.14	3.16	3.19	3.05
Helping you cope with your non-academic responsibilities (work, family, etc.)	SR	2.13	2.08	2.05	2.05
<b>Academic Advising</b>	<i>1=poor, 2=fair, 3=good, 4=excellent</i>				
Overall, how would you evaluate the quality of academic advising you have received at your institution?	SR	3.30	3.33	3.42	3.39



**4R4 How We Compare**

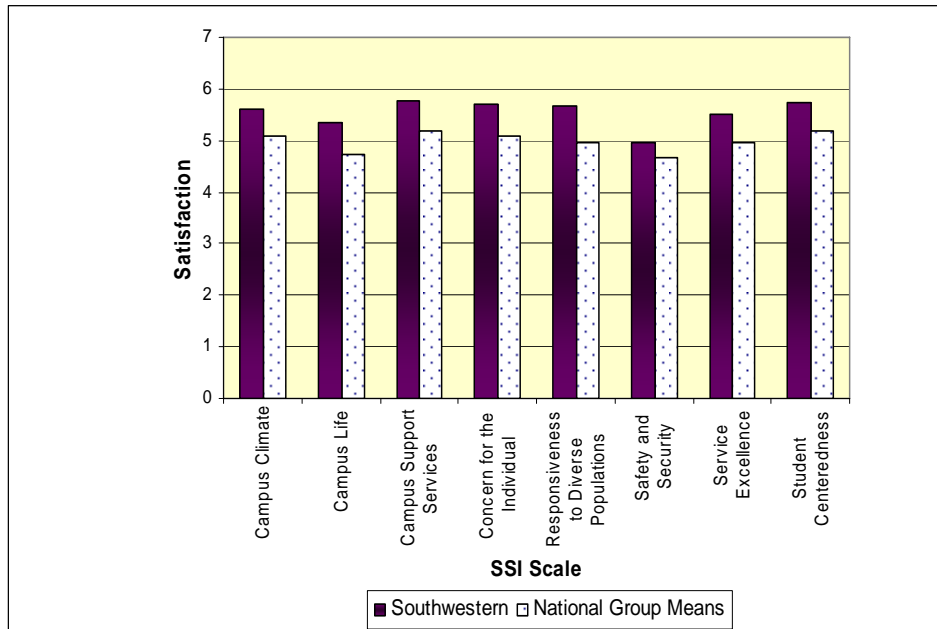
See 5R2 concerning comparative results on the “Are We Making Progress?” survey. Responses to the National Survey of Student Engagement and the Student Satisfaction Inventory surveys are compared with other colleges and universities participating in the surveys.

<b>National Survey of Student Engagement</b>	<b>2004</b>	<b>Comparison Group Baccalaureate-Gen</b>	<b>2005</b>	<b>Comparison Group 2005 Selected Peers</b>	<b>Comparison Group Baccalaureate-General</b>
<b>Academic and Intellectual Experiences</b>					
Talked about career plans with a faculty member or advisor	FY	2.35	2.25	2.30	2.25
	SR	2.80	2.59	3.21	2.61
Discussed ideas from your readings or classes with faculty members outside of class	FY	2.08	1.85	1.94	1.89
	SR	2.37	2.16	2.42	2.18
Received prompt feedback from faculty on your academic performance (written or oral)	FY	2.98	2.64	2.78	2.81
	SR	3.02	2.86	3.10	2.98
Worked harder than you thought you could to meet an instructor's standards or expectations	FY	2.67	2.64	2.63	2.68
	SR	2.78	2.74	2.83	2.79
<b>Quality of Relationships</b>					
Relationships with faculty members	FY	5.94	5.70	5.62	5.57
	SR	6.12	5.86	6.08	5.81
Relationships with administrative personnel and offices	FY	5.63	5.32	5.46	5.03
	SR	5.51	5.03	5.31	4.82
<b>Institutional Environment</b>					
Providing the support you need to help you succeed academically	FY	3.27	3.15	3.20	3.11
	SR	3.24	3.04	3.14	3.05
Helping you cope with your non-academic responsibilities (work, family, etc.)	FY	2.00	2.26	2.30	2.28
	SR	2.16	2.08	1.98	2.11
<b>Academic Advising</b>					
Overall, how would you evaluate the quality of academic advising you have received at your institution?	FY	3.33	3.11	3.28	3.11
	SR	3.24	3.07	3.27	3.06

With only a few exceptions (highlighted), the average responses of Southwestern’s main campus students were higher than the comparison groups. Note: The 2005 survey provides comparison with two groups – all general baccalaureate colleges and universities, and a group of selected peers.



## Student Satisfaction Inventory



Comparison data table for survey years 2003 through 2006 is available at Appendix C.

### 411 Improvement Opportunities

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The college's action project on human resources issues identified a number of opportunities for improvement that the college is currently pursuing.

### 412 Setting and Achieving Improvements

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Targets and priorities for improvement typically originate in the college's Administrative Council in consultation with the director of human resources. Our specific improvement priorities include improving performance evaluation processes for administrators and staff to more effectively link individual performance to departmental and program goals and to the college's objectives. At the completion of our AQIP action project on human resources, the president will communicate achieved results to the college and will solicit suggestions for next steps to pursue.