Iowa Recognition for Performance Excellence
Tier Three Application
2007
# TABLE OF CONTENTS

Eligibility Determination Form .................................................................a
Organizational Charts ........................................................................b
Application Form ..................................................................................c
Glossary of Terms and Abbreviations .................................................d

**Organizational Profile**
- Organizational Description .........................................................i
- Organizational Challenges ...............................................................iv

**Category One - Leadership**
- Senior Leadership ........................................................................1
- Governance and Social Responsibility .........................................6

**Category Two - Strategic Planning**
- Strategic Development ...................................................................9
- Strategic Deployment ......................................................................10

**Category Three - Customer and Market Focus**
- Student, Stakeholder, and Market Focus ......................................13
- Student and Stakeholder Relationships and Satisfaction ..........15

**Category Four - Measurement, Analysis, and Knowledge Management**
- Measurement, Analysis, and Improvement of Organizational Performance ........18
- Management of Information, Information Technology, and Knowledge ..........21

**Category Five - Human Resource Focus**
- Workforce Engagement .................................................................24
- Workforce Environment ................................................................28

**Category Six - Process Management**
- Work Systems Design ....................................................................32
- Work Process Management and Improvement .............................33

**Category Seven - Business Results**
- Student Learning Outcomes ..........................................................35
- Student- and Stakeholder-Focused Outcomes ..............................35
- Budgetary, Financial, and Market Outcomes .................................36
- Workforce-Focused Outcomes ......................................................39
- Process Effectiveness Outcomes ....................................................40
- Leadership Outcomes ....................................................................41

**Appendix A** - Figure 6.1b(3)- Class Materials Preparation Process Map

**Appendix B** - Figure 6.2b(1)-1 CE & T Catalog Process Map

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*Kirkwood Community College*
*Continuing Education and Training Services*
ELIGIBILITY DETERMINATION FORM

1. Applicant

Organization Name: Kirkwood Community College
Continuing Education and Training Services

Address: 6301 Kirkwood Blvd SW
PO Box 2068
Cedar Rapids, IA  52406

2. Application Tier

☐ Tier 1 - Commitment
☐ Tier 2 - Progress
☒ Tier 3 - Leadership

3. Organization sector

☒ Business
☒ Education
☐ Healthcare
☐ Government
☐ Not-For-Profit

4. Headquarters located in Iowa?

☒ Yes
☐ No

If No, indicate location

5. Size of applicant

- Total number of full-time employees/faculty/staff 39
- Percent of full-time employees/faculty/staff in Iowa 100%

6. Subunit designations

Is the applicant a subunit? (See page 9)

☒ Yes
☐ No

Parent Organization  Kirkwood Community College
Address  6301 Kirkwood Blvd SW
Cedar Rapids, IA  52406
Number of parent Organization Employees 895

7. Applicant Description

8. Fees

chart(s) and complete the Site Listing and Description Form (use extra sheets if needed).

Enclose $100 to cover eligibility determination. Make checks payable to: Iowa Quality Center - IRPE

9. Highest ranking official

Name: Dee Baird
Title:  Vice President- Continuing Education and Training Services
Address: 6301 Kirkwood Blvd SW
Cedar Rapids, IA  52406
Telephone No: (319) 398-5886
Signature: [Signature]

10. Contact for further information

Name: Mike McLaughlin
Title:  Director of Health Occupations
Address: 6301 Kirkwood Blvd SW
Cedar Rapids, IA  52406
Telephone No: (319) 398-4947
Fax No: (319) 398-5432

11. Intent to file a Baldrige Application this year (optional).

Do you plan to submit an application for the Malcolm Baldrige National Quality Award this year?

☐ Yes
☒ No

12. Eligibility

Note: a verified eligibility determination form must be submitted as a part of the application package.
Iowa Recognition for Performance Excellence
Eligibility Determination Application
Item 7- Applicant Description

- **Products and Services Offered** - The Continuing Education and Training Division provides non-credit [and select credit] offerings for Kirkwood Community College. The Continuing Education staff consists of four full-time administrators overseeing a staff of 20 program directors/coordinators. The professional staff is supported by 11 support personnel in an office/clerical role and one microcomputer specialist. The division employs 2 full-time instructors and over one hundred part-time instructors. These part-time instructors range in educational level from high school graduate to doctoral degree holders. Many specialized areas require special training and certifications for instructors. Areas of training include: Driving and Safety, Health, Consumer and Family Science, Industrial Technology, General Interest, Recreation, Self Improvement, Business, Computers and Technology, Management and Leadership, Entrepreneurship and Citizenship. In order to be closer to our partners we have office/classroom locations in various geographic areas that make us easily accessible to our partnering agencies and learners. Continuing Education has a presence in each of the counties of our community college district. The two largest counties in our service area (Linn, Johnson) are served by four main locations. The Continuing Education and Training Services determines its work systems based in three main areas. Members of the team either program open enrollment offerings, sell contracted training or provide leadership, marketing and/or operational support to one or both areas. Open enrollment courses are marketed primarily through the Continuing Education catalog- produced four times each year. Program offerings in some areas are required to follow accrediting agency guidelines and criteria while others are determined by the learning facilitator. The Continuing Education and Training Services division offers 4,500 courses a year to 48,000 people totaling more than 80,000 enrollments annually. This is done with 39 full-time staff.

- **Management System** - Kirkwood’s Mission is to **Identify Community Needs, Provide Quality Education and Training, and Promote Opportunities for Lifelong Learning**. Kirkwood’s Vision is to **Invent, Develop and Deliver Learning Solutions for the 21st Century**. We believe we can fulfill our mission and vision when we collectively exhibit trust and honesty, mutual respect and support, open communication and dedication to the people we serve. As a College we practice working towards timely achievement of outcomes, shared decision-making responsibilities, collaborating and cooperating, taking risks, utilizing our diverse and individual talents, and having fun and promoting camaraderie. “**Learning for your life time**” is not just a tagline it is our unique selling position. This philosophy is the basis for every offering and event sponsored by Kirkwood Continuing Education. It is our goal to provide lifelong learning opportunities for the individuals and businesses of our community and the state of Iowa. Quality education is provided for the purposes of training, retraining, self enrichment, general knowledge, safety, etc. Performance review for Continuing Education employees and programs is present in many forms. Programs are reviewed by our customers through surveys, evaluations, focus groups and advisory councils. Employees, programs and the division in general are evaluated by performance expectations, enrollment reports, registration reports, financial reports, cancellation reports, number of elevated customer complaints, learner evaluation rating and learning facilitator evaluation ratings, operating margin percentages, administrative cost margins and net profit. The results of these evaluations are used to illuminate areas of strength and weakness. Areas in need of improvement are evaluated and targeted as are areas in need of additional training or realignment. Areas of success are rewarded with incentives to continue efforts in program improvement.
Performance goals are continually reviewed and modifications are made to reflect current societal and institutional climate. Performance measurements and data collection are selected by input from our customers, LERN, employees and the management team. Annually, measurement goals area established and reports are then generated for weekly, monthly or quarterly reporting. Innovation is encouraged because the measurements align us directly with our learners and learning facilitators. Performance expectations are written to closely align with the overall performance measurements that effectively drive behaviors to meet overall goals. Training and support plans are also established to improve employee performance as well.

- **Reason[s] for Applying:** As an institution Kirkwood Community College’s Continuing Education and Training Division has enjoyed substantial growth and success in the past. We have shown a commitment to our Mission to *Identify Community Needs, Provide Quality Education and Training, and Promote Opportunities for Lifelong Learning.*

- **Site Listing and Descriptors:** Kirkwood Community College Continuing Education and Training Services Division

<table>
<thead>
<tr>
<th>Applicant</th>
<th>Number of Applicant’s Employees</th>
<th>% of Applicant’s Revenue</th>
<th>Description of Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kirkwood Community College- Cedar Rapids East Campus</td>
<td>31</td>
<td>79%</td>
<td>Provide open enrollment, non credit courses for seven county area. General interest, recreation, business, computers, and health [credit and non-credit]</td>
</tr>
<tr>
<td>Kirkwood Training and Outreach Services [KTOS]</td>
<td>8</td>
<td>21%</td>
<td></td>
</tr>
</tbody>
</table>
APPLICATION FORM

1. Applicant

Organization’s Name: Kirkwood Community College
Continuing Education and Training Services

Address: 6301 Kirkwood Blvd SW Cedar Rapids, IA 52406

2. Application Tier

- Tier 1 - Commitment
- Tier 2 - Progress
- Tier 3 - Leadership

3. Organization Sector

- Business
- Education
- Healthcare
- Government
- Not-For-Profit

4. Size of Applicant

- Total number of full-time employees/faculty/staff: 39
- Total number of sites: 2

5. Supplier and Dealer Networks

Number of Suppliers
Number of:
- External Sales Organizations
- Dealers
- Distributors
- Franchises
- Other

6. Fees

Make checks payable to:
Iowa Quality Center

7. Highest Ranking Official

Name: Dee Baird
Title: Vice President - Continuing Education and Training Services
Address: 6301 Kirkwood Blvd SW Cedar Rapids, IA 52406

Telephone No: (319) 398-5886

8. Contact for Future Information

Name: Mike McLaughlin
Title: Director of Health Occupations
Address: 6301 Kirkwood Blvd SW Cedar Rapids, IA 52406

Telephone No: (319) 398-4947
E-mail: mike.mclaughlin@kirkwood.edu

9. Applicant’s Statement

We understand that this application will be reviewed by members of the Board of Examiners. We agree to pay $1000 plus all reasonable expenses incurred by the site visit team and to facilitate an open and unbiased examination.

10. Publicity Permission

Does the IRPE Executive Council have your permission to recognize and publicize your organization as a participant in the 2007 Iowa Recognition for Performance Excellence?
- Yes
- No

11. Signature of Authorizing Official

[Signature]

14
# Glossary of Abbreviations and Terms

## Abbreviations

### A
- ACT: American College Testing
- AED: Automated External Defibrillator
- APICS: Association for Operations Management
- AQIP: Academic Quality Improvement Program

### C
- CE & T: Continuing Education and Training
- CEO: Chief Executive Officer
- CEU: Continuing Education Unit
- CLIC: Community College Leadership Initiative Consortium
- CPE: Continuing Professional Education
- CPP: Certified Program Planner
- CR GEN INT: Cedar Rapids General Interest Programs

### E
- EAP: Employee Assistance Program
- EMA: Emergency Management Association

### F
- FASB: Financial Accounting Standards Board
- FTE: Full Time Equivalent
- FY: Fiscal Year

### G
- GASB: Government Accounting Standards Board

### I
- ICAD: Iowa City Area Development Group
- ICN: Iowa Communications Network
- IND TECH: Industrial Technology
- IQC: Iowa Quality Center
- IRPE: Iowa Recognition for Performance Excellence
- ISU: Iowa State University
- IWE: Iowa Waste Exchange
- IT: Information Technology

### K
- KFI: Kirkwood Futures Initiative
- KPI: Key Performance Indicator
- KQIP: Kirkwood Quality Improvement Program
- KSA: Kirkwood Staff Association
- KTOS: Kirkwood Training and Outreach Services

### L
- LERN: Learning Resources Network
- LINC: Leadership in the New Century
- LF: Learning Facilitator

### N
- NAEMSE: National Association of Emergency Medical Services Educators
- NCA: North Central Association

### O
- OM: Operating Margin
- OMB: Office of Management and Budget
- OSHA: Occupational Safety and Health Administration

### P
- PD: Program Developer
- PM: Program Manager

### R
- RC EMSE: Regional Center for EMS Education

### S
- SBDC: Small Business Development Center

### U
- UPS: Uninterruptible Power Supply

### W
- WIA: Workforce Investment Act

### Y
- YMCA: Young Men’s Christian Association
## TERMS

### B

**BEYOND RUBIES:** Kirkwood Community College’s annual women’s conference

### C

**COLORS TRAINING:** Team-building exercise where personality types are analyzed and work-styles reviewed

**CONTRACTED TRAINING:** Portion of Kirkwood’s Continuing Education and Training division devoted to training of businesses and corporate partners

### D

**DASHBOARD INDICATORS:** Spreadsheet of data and statistics that track Continuing Education benchmarks reviewed monthly by all staff

**DATATEL:** Higher education information management and software system

**DELTAV:** Process management system

### E

**EAGLENET:** Kirkwood Community College’s intranet system

### F

**FISH TRAINING:** Motivational program that encourages play and positive thinking in the workplace

### L

**LEARNER:** Participant in Continuing Education class or training  
**LEARNING FACILITATOR:** Continuing Education instructor

**LERN:** Learning Resources Network - international education consulting group

**LIKERT SCALE:** A psychomotor response scale used in questionnaires

### M

**MICK'S MEMO:** President’s monthly newsletter

### N

**NON-EXEMPT STAFF:** Kirkwood employees considered non-exempt from minimum wage and overtime pay requirements of the Fair Labor Standards Act. This would include secretarial/clerical, most custodial and maintenance and most technical positions.

### O

**OFFICE ASSOCIATE:** Clerical-level position within Continuing Education - Provides support to administration and Program Directors

### P

**PRIORITY ONE:** Eastern Iowa business and economic development consortium

**PROGRAM DIRECTOR:** Professional position - responsible for individual programs within Continuing Education

### Q

**QUALITY TOOLS TRAINING:** Training in continuous quality improvement process

### R

**REPEAT RATE:** Percent of learners who take more than one class, course or session during a fiscal year

### S

**SAFARI:** On line report generator

**STAR CLIENT:** Continuing Education and Training Services individual or company that uses CE and T services repeatedly

### T

**TEMPO:** Kirkwood Community College’s internal staff/faculty e-mail newsletter.
Preface: Organizational Profile

P.1- Organizational Description
Kirkwood Community College’s Continuing Education and Training [CE & T] Division provides vocational and avocational non-credit [and select credit] offerings for learners in the seven county region that we serve [Linn, Jones, Johnson, Benton, Cedar, Iowa, Washington] and across the state.

P.1a Organizational Environment
P.1a(1) Main Educational Programs and Services
Most programs are delivered face-to-face in a classroom, seminar, or lecture setting. Select courses are offered via other delivery methods including home-study, the Iowa Communications Network [ICN], web-based instruction, self-study, CD-ROM, laboratory, on-the-job, and computerized simulation. The majority of the courses are offered in the Cedar Rapids-Iowa City area. Program areas include Driving and Safety, Health, Consumer and Family Science, Industrial Technology, General Interest, Culinary Arts, Recreation, Self Improvement, Business, Computers and Technology, Management and Leadership, Language Training, Contracted Training, Entrepreneurship, and Citizenship.

P.1a(2) Organizational Culture
Kirkwood Community College’s mission is to Identify Community Needs, Provide Quality Education and Training, and Promote Opportunities for Lifelong Learning. Our vision is to Invent, Develop, and Deliver Learning Solutions for the 21st Century. We believe that the mission and vision can be fulfilled when we collectively exhibit trust and honesty, mutual respect and support, open communication, and dedication to the people we serve. We value and practice timely achievement of outcomes, shared decision-making, collaborating and cooperating, taking risks, utilizing our diverse and individual talents, having fun, and promoting camaraderie. Life, Work, Family, Success is not just a tagline; it is our unique selling position. This philosophy is the basis for every offering and event sponsored by Kirkwood’s Continuing Education and Training Division. It is our goal to provide lifelong learning opportunities for individuals and businesses of our community, and the state of Iowa. Quality education is provided for the purposes of training, retraining, self enrichment, general knowledge, credentialing, safety, and career advancement.

P.1a(3) Workforce Profile
All Continuing Education programs are created and implemented with the learner in mind by a group of talented, highly-motivated employees. The CE & T staff consists of five full-time, administrators, overseeing 21 program developers, program managers, and 11 office associates.

Employees are encouraged to pursue additional degrees and certifications. All program developers and managers are required to have a minimum of a bachelor’s degree and subject area expertise. (Exceptions are sometimes made based on the need for an expert in a particular subject matter area outweighing the need for a degree). The professional staff is supported by ten support personnel in an office/clerical role, and two information specialists. These individuals are highly skilled employees with training on computer systems and software as well as expertise and knowledge in the areas they support. Most office associates responsibilities are divided into two categories 1) learner support and 2) learning facilitator support. This specialization of tasks within a broad realm of subject matter knowledge allows Kirkwood’s CE & T to remain agile and allocate resources and personnel where they are most needed during the year. The division employs two full-time and over 100 part-time learning facilitators. These LFs range in educational level from high school graduates to doctoral degree holders. All have extensive background and experience in the area[s] which they instruct. Many specialized areas require special training and certifications for instructors [real estate, health occupations, transportation, manufacturing, skilled trades, etc]. Non-administrative staff in Kirkwood’s CE & T division are represented by the Kirkwood Staff Association [KSA], a non-profit organization who’s mission is to provide non-exempt staff with a voice in the determination of terms and conditions of employment [wages, benefits, discipline, etc]. KSA allows non-administrative employees to discuss issues and concerns that impact their work and provides a mechanism which allows them to speak in a unified voice.

As an educational institution that strives to anticipate trends and community needs, the education and continued professional growth of Kirkwood’s employees are critical to our success. The more employees know, the better they are able to develop and shape educational content and offerings. Each year CE & T issues a training needs survey for employees to complete. The responses to these surveys have shaped monthly training in-services and biannual all-staff retreats. Past topics have included generational learning styles, office ergonomics, technology trends, and customer service. All employees are encouraged to seek educational opportunities that will make them better educators and administrators. Program developers and program managers are encouraged to attend at least one state
Continuing Education and Training Services Division
Kirkwood Community College

programs and professional disciplines operate under re-accreditation in April of 2002. Many individual North Central Association [NCA], having received Kirkwood Community College is a member of the P.1a(5) Regulatory Environment Kirkwood Training and Outreach Services [KTOS] side of the Cedar Rapids main campus and the offerings are held: a cluster of buildings on the east primary locations where the majority of course Kirkwood Community College CE & T has two Equipment P.1a(4) Major Facilities, Technologies, and Environment Kirkwood Community College CE & T has two primary locations where the majority of course offerings are held: a cluster of buildings on the east side of the Cedar Rapids main campus and the Kirkwood Training and Outreach Services [KTOS] building on Armar Drive in Marion. Continuing Education also has offices and classrooms on the Iowa City campus as well as a presence in all of the County Centers. All offices have high speed internet access, phone lines, and dedicated work spaces. Currently all classrooms have computer stations with data projectors and other media presentation equipment [VCR, DVD, overhead computer projector]. CE & T utilizes numerous off-site facility contracts that enable us to hold classes in firehouses, gymnasiums, schools, fitness centers, and multiple other venues. These off-site locations are critical to our mission of providing high quality education to our seven-county area and allow us to develop and maintain relationships with business, government, and individuals throughout the state of Iowa. In late 2007 Kirkwood Community College will open its Center for Continuing Education. This 42,000 square foot building will replace much of the college’s East Campus offices and classrooms and will have classroom space and meeting rooms capable of seating over 600 people. Paid for with revenue generated within the division, this new state-of-the-art continuing education building will also house CE & T’s employee offices in an open floor plan designed to foster collaboration and creativity. P.1a(5) Regulatory Environment Kirkwood Community College is a member of the North Central Association [NCA], having received re-accreditation in April of 2002. Many individual programs and professional disciplines operate under the regulation of public and private boards and government agencies. These include the state Department of Education, the Iowa Department of Public Health, the Iowa Board of Nursing, the Iowa Cosmetology Board, the Iowa Association of Realtors, and the American Heart Association. CE & T division has developed a strong association with the Learning Resources Network [LERN] and in 2002 received a LERN Program and Review Certification designation. It was the first institution in Iowa to receive such a designation. This certification was successfully renewed in 2007- with CE & T being awarded a Level II certification, the highest designation possible. Kirkwood CE & T strives to ensure compliance with all health and safety regulations. The college has a Safety Committee that meets regularly to discuss issues of health and safety concerns. CE & T is represented on the committee and provides guidance and oversight on many safety and health-related issues. Within the division there are designated Occupational Safety and Health [OSHA] compliance officers whose responsibility it is to make sure proper workplace safety procedures are followed and all required training is completed. This includes workplace safety and ergonomics, blood borne pathogen and exposure control plans, and emergency procedures drills. Compliance officers work closely with campus health to regulate and ensure polices and procedures are followed. Kirkwood Community College is committed to public access defibrillation and as such has nine automated external defibrillators [AEDs] placed throughout its main campus and at many off-site locations. In 2004 CE & T developed and implemented the state’s first and only First Responder service to be located at a Community College. With a roster of four EMS providers, CE & T’s First Responder service provides emergency medical care to students, staff, and visitors on the college’s main campus. P.1b Organizational Relationships P.1b(1) Structure and Governance System The Continuing Education and Training Services Division is a division of Kirkwood Community College and falls under the college’s organizational structure and governance system. College operations are overseen by a board of trustees with representatives from the seven counties that the college serves [Fig P1b(1)-1].
Trustees are elected by the voters in their districts and serve three year terms. The Board meets at least monthly and follows parliamentary procedure at its meetings. These board meetings are advertised in advance and open to the public. There are nine trustees with one member selected as the chair. The president of the college reports directly to the Board of Trustees. The vice president of Continuing Education and Training reports to the president of the college and sits on the President's Cabinet. The vice president of Continuing Education and Training Services has an administrative team composed of the Director of Programming, Director of Operations, Marketing Director, Health Occupations Director, Director of Auxiliary Services, and Director of Kirkwood Training and Outreach Services [KTOS]. Each of these administrators [with the exception of the Marketing and Auxiliary Services Director] supervises program developers, program managers, and office associates. All full time employees must be approved by the Board of Trustees. CE & T has two full time, benefits-eligible learning facilitators. All others are part time employees who serve under a one-year, renewable employment agreement.

P.1b(2) Key Student, Stakeholder, and Market Segments

Continuing Education learners are a diverse population. Our learners range in ages from 5 to 95. Educational levels vary from elementary school students to college graduates. Our learners come to us for a variety of reasons. One of the core constituencies of CE & T is the non-traditional learner taking a class for recreation or avocational purposes. Classes such as aerobics, arts and crafts, martial arts, recreation, and interpersonal relationships continue to have a broad and varied audience. Some Continuing Education students are enrolled due to state/court mandates including OWI classes and mandated driver improvement courses. Many of our learners are embarking on a second career and are seeking occupational training. We offer many certificate-level programs [real estate, health, computers, truck-driving, CAD, welding, culinary arts, volunteer management] that allow learners to change careers or seek promotion within their field. Another organizational area of strength for the division of Continuing Education is our partnerships and co-sponsorships with various local, state, regional organizations, businesses and agencies. A few of these organizations are: ACT Inc., Grant Wood Area Education Agency, AEGON USA, Buffalocody and Associates, St. Luke's Hospital, Mercy Hospital, Iowa Workforce Development, Heritage Agency on Aging, Iowa State University Extension Services, and Skills to Employment (WIA). Other state agencies include Iowa’s Departments of Education, Transportation, Public Health, Workforce Development and Economic Development.

P.1b(3) Supplier and Partner Roles in the Learning Process

P.1b(4) Key Relationship and Communication Mechanisms

Kirkwood Community College CE & T has formed relationships with key ‘suppliers’ of process and content development to ensure that we deliver the highest quality, most up-to-date educational offerings. Our partnership with LERN has proved an invaluable source of innovations and fresh ideas. We entered into a consultation partnership with LERN in 2005 that has given us liberal access to the resources and people of this international organization. Any member of our organization has access to LERN personnel via e-mail or phone if programming and content questions arise. Greg Marsello, Vice President of LERN, travels to Cedar Rapids three times a year to consult with CE & T’s program developers, program managers, and administrative team. In addition to LERN, Continuing Education and Training employees have relationships with suppliers of educational textbooks and materials that allow them to stay at the forefront of new technologies and learning resources. Communication with these individuals is primarily via e-mail and telephone. In this age of the virtual office and instant communication capabilities, the most efficient way to conduct business is sometimes via long distance. Having said that, the ‘in-person’ meeting is still crucial to our success with our suppliers. Our learning facilitators and staff are encouraged to attend conferences and trade shows where vendor halls
allow them access to the latest media and technologies. Vendors and textbook publishers often meet individually with programmers to customize text and equipment packages to suit their needs.

**P.2- Organizational Challenges**

As the college and our division continue to grow so does the challenge to consistently deliver quality education and training, which is central to our mission. Although we lead many of our competitors in size we are aware that the for-profit trainers, recreation departments, and other state community colleges are eager to provide service to our learners.

**P2a Competitive Environment**

**P2a(1) Competitive Position**

As a community leader with a strong local presence and national reputation, the Continuing Education and Training Services division enjoys a strong competitive position in the region. A recent competitive market analysis documented that, while the division does have competitors within the region, currently CE & T does not have a competitor that represents the diversity of program offerings, the geographic coverage of program areas, the volume of customers, or the pricing strategies of program offerings.

The Continuing Education and Training Services division of Kirkwood Community College has grown its market share from over 61,000 enrollments in 1995 to almost 70,000 enrollments in 2006. The continuing education and lifelong learning market continues to be a growing sector as business and industry face technological changes and pressures from a global economy.

There are many competitors on a local, statewide and national scale. Five primary competitors have been identified within the region that have been researched to determine training gaps, product overlap, market share, and program mix. This data allows the CE&T division to better position its programs and products. For Continuing Education, open-enrollment competitor offerings exist in the following areas:

**Health** – University of Iowa; Distance Learning Educational Institutions, on-line education; for-profit certificate programs

**Recreation** – Local Park and Recreational Departments; fitness centers; healthy living small businesses; and YMCA

**Business** – Private consultants; trainers; and national seminar firms

**Transportation** – Private driver education small businesses; community college transportation programs

**General Interest** – Small business firms; ISU Extension; large retailers

**Industrial Technologies** – Technology companies; Van Meter; distance learning education institutions

**Information Technology** – New Horizons; Productivity Point; national firms; distance learning educational institutions; private colleges; park and recreational departments

**Contracted Training** – Educational consulting firms; private trainers; business internal training departments; national training firms

**P2a(2) Principle Success Factors**

A significant contributor to Kirkwood Continuing Education and Training Service’s success is the division’s linkage to Kirkwood Community College and its presence in the community. Programs and products of the CE & T division are driven by market demographics and identification of customer needs through market segmentation research and targeted market campaigns. Other factors include:

- **Price Leaders** – offerings are well positioned to compete with the region, with price distributions of low, moderate and high-end pricing structures.

- **Product Mix** – offerings include face-to-face, synchronous and asynchronous, distance learning, short-term, and long-term offerings.

- **Geographic Presence** – offerings are available throughout the service area, bringing programs and products to the communities of learners

- **Expertise** – programs and products are designed by subject-matter experts that have specific knowledge and skills in the program area

- **Product Availability** – a diverse and extensive series of offerings, offered year-round, and at varying times

Competition is increasing in the region. Learners have more choices with the growth of distance learning options. Geographic barriers have been eliminated. Demographics within the region have changed. Business and industry are experiencing technological changes and global competition that requires additional skill needs for employees. CE & T offerings have focused on the Baby Boomer generation; the region has seen growth in the Generation X population which requires a very different venue of lifelong learning opportunities.

Kirkwood Community College
Continuing Education and Training Services Division
Keeping quality employees is another challenge to CE & T. Many of our program developers and program managers have specialized expertise in their field that makes them sought after in the private sector and at other educational institutions. Individuals with backgrounds in management, health care, and industry have often made the decision to work in education despite the lure of higher pay elsewhere. While Kirkwood Community College enjoys an outstanding reputation as a generous and stable employer in the community we are always aware that what makes us such a strong institution is what makes our employees so attractive to others within the community and throughout the state.

Kirkwood Community College’s Continuing Education and Training Division’s key challenge associated with organizational stability, is the need to continue to exhibit fiscal responsibility and operational efficiency. Starting in FY07 programmers began using LERN formulae and guidance to project income, expenses, number of classes to run [new and old], average number of participants, and cancellation rate. From these numbers they estimate operating margins [OM] specific to their programs. By doing this we hope to be able to continue to absorb costs within the college and maintain sustainability. The key to our success in the area of continuing education and training will be to anticipate changes and adapt proactively rather than reactively.

P2b Strategic Context
Kirkwood Community College CE & T has multiple strategic challenges related to its business, operations, and human resources functions. Kirkwood, like all community colleges in Iowa in recent years, has been asked to do more with less. Funding from the state has declined steadily to the point where less than 32% of the college’s operating expenses come from state general aid [down from 75% 20 years ago]. All this has happened at a time when college enrollments have been consistent to steadily increasing- to the point where Kirkwood Community college is now the fourth largest institution of higher education in Iowa. As a division that seeks to practice fiscal responsibility CE & T has had to cope with uncertain enrollment while absorbing increased administrative costs as we realign our processes and job functions (including the addition of a marketing director). Added to that is the ever-changing demographics of our key customers. With the rise of the Generation X learner we are beginning to take a closer look at that audience and their continuing education needs. As the Baby Boomers near retirement we are focusing more programming on the Generation X learner for their continuing education and training needs.

Method of delivery is another challenge to CE & T’s business and operations functions. With the growth of on-line education, and the advent of instantaneous communication in the global community, we are evaluating how we deliver education and training, and what the next technological innovation or change will be.
feedback to include data tracking program benefits, job enhancement, test scores and teaching resources.

After goals are set and plans to achieve them are discussed these targets are tracked throughout the year with ‘dashboard indicators’- scorecards that are distributed and discussed monthly. Currently CE & T has processes in place to collect and analyze division-wide data during the course of the fiscal year. We are in the process of working with LERN to custom develop web-based software that will allow individuals to track their own performance expectations and progress throughout the year. This also dovetails well with CE & T’s goal to embrace new technologies and develop a vigorous intranet within the division.

As we move forward into the twenty first century Kirkwood Community College’s Continuing Education and Training Division seeks to be a leader and an innovator as we continue to anticipate market and education trends and shape our processes and content as a result of analysis and data-informed decisions. With an over-arching philosophy of trust and honesty, mutual respect and support, open communication and dedication to the people we serve we can continue to provide lifelong learning opportunities for the individuals and businesses of our community and the state of Iowa.
Category One- Leadership

1.1 Senior Leadership
Kirkwood Community College’s senior management team, internally named the President’s Cabinet, consists of the President, Vice President of Continuing Education and Training, Vice President of Resource Development, Vice President of Instruction, Executive Director of Enrollment and Communication Services, the Executive Director of Government relations, the Chief Financial Officer, the Executive Director of Institutional Effectiveness, the Executive Director of Facilities, and the Executive Director of Instructional Technology. The President’s Cabinet brings a diverse set of backgrounds and skills to the decision-making process. Seven members are male and three are female. The team is driven by Kirkwood Community College’s mission to identify community needs, provide accessible, quality education, and promote opportunities for lifelong learning and vision of the organization to invent, develop, and deliver learning solutions for the 21st century. This articulates well with Continuing Education and Training’s goals and values of quality learning, risk-taking, continuous process improvement, and support and reward for an entrepreneurial spirit.

Kirkwood Community College’s Continuing Education and Training Services is led by the Vice-President for Continuing Education and Training Services. With over nine years at Kirkwood, and seven years in workforce development and training, she is a member of the president’s cabinet and is charged with ensuring that the work of CE & T aligns with the mission, vision and values of the college. The administrative team within CE & T consists of five directors who report directly to the vice president for CE & T. Members of CE & T’s senior leadership team have 44 years combined experience at Kirkwood Community College. Four of the five have advanced degrees. All are experts in their fields and respected at the college, in the community and known by reputation nationally.

1.1a Vision and Values
Each year the vice president of CE & T works with her administrative team to develop and update its five-year vision process. From this vision process CE & T is responsible for developing three to six actionable goals that will lead toward achieving the vision. Each goal is tied to a key performance indicator and has tasks with people and timelines assigned with the expectation that each of the goals will be achieved within the fiscal year. This process will be repeated until the visions expire in 2010. All of the department visions, goals, actions and measurement categories have been posted on the college’s website (www.kirkwood.edu) for the purpose of allowing employees, learners, clients, board members, and the public to see and comment on our strategic plan.

Continuing Education and Training Five Year Goals
Since FY 2004 CE & T has worked on division goals that are developed during the division’s annual staff retreat. Beginning in FY 05, the college as a whole began formally working on a five year vision plan. Using our previous work as a springboard, CE & T shaped ideas to formulate what our vision would be. From this brainstorming session CE & T developed four clear goals that would be worked on over the next five years:

1. Develop and implement Key Performance Indicators and Individual Learning Plans
2. Continuous Quality Improvement through IRPR process
3. Enhance intranet to add dynamic capacity
4. Improve organizational effectiveness

Figure 1.1a-1 Kirkwood Vision and Value Wheel
Six times a year, the college’s entire administrative team gathers for half day retreats. In April 2005, the President’s Cabinet, under the direction of the president, engaged all 65 administrators in an exercise to review and update the college’s beliefs. It had been at least eight years since the current values and beliefs list was developed.

Within CE & T senior leaders meet monthly to strategize and discuss dashboard indicators and other goal and success progress. In these meetings senior leaders also review the Gantt Charts that identify deadlines and reference points to ensure progress is being made towards the goal. Occasionally goals and enabling projects are modified to meet the needs of learners and to react to outside forces and changes in the educational environment of the community.

CE & T holds two all-staff retreats annually. The summer retreat, held in June, is when project teams are formed and consensus is built around the key goals and objectives that administrators have identified. It is at these retreats that the framework for annual goals is introduced to the staff and feedback is obtained. All staff is encouraged to be active participants in the deployment of actions and strategies as CE & T works to realize the annual goals. All-staff meetings held face to face four times a year and via electronic communication the other months, allow goals teams to report on progress and enable the entire division to provide feedback and suggestions.

<table>
<thead>
<tr>
<th>Key Focus Area</th>
<th>Goal</th>
<th>Target Goal</th>
<th>Last Year Overall</th>
<th>Current Year Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner/ Client Evaluations Surveys</td>
<td>Ensure programs offered are surveyed.</td>
<td>40%</td>
<td>41%</td>
<td>60%</td>
</tr>
<tr>
<td>Cancellation Rate</td>
<td>Improve overall cancellation rate.</td>
<td>22%</td>
<td>23%</td>
<td>30%</td>
</tr>
<tr>
<td>Financials Target</td>
<td>Income $5,524,622</td>
<td>$4,586,542</td>
<td>$5,047,709</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Expense $4,966,250</td>
<td>$4,488,313</td>
<td>$4,929,408</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Net Profit $558,372</td>
<td>$98,229</td>
<td>$118,300</td>
<td></td>
</tr>
<tr>
<td>Operating Margin Targets</td>
<td>Open Enrollment 10%</td>
<td>2%</td>
<td>2%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Contracted Training 46%</td>
<td>39%</td>
<td>35%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Conferences 48%</td>
<td>43%</td>
<td>51%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Administrative costs 37%</td>
<td>37%</td>
<td>37%</td>
<td></td>
</tr>
<tr>
<td>Enrollments</td>
<td>33,919</td>
<td>45,528</td>
<td>40,980</td>
<td></td>
</tr>
<tr>
<td>Average Participants</td>
<td>Improve ratio for overall program.</td>
<td>9</td>
<td>9</td>
<td>8</td>
</tr>
<tr>
<td>Customer Service</td>
<td>Learners’ satisfaction rating.</td>
<td>4.3 or higher</td>
<td>4.3</td>
<td>4.53</td>
</tr>
<tr>
<td></td>
<td>Learning facilitators’ satisfaction rating 4.0 or higher</td>
<td>--</td>
<td>4.56</td>
<td></td>
</tr>
<tr>
<td>Number of escalated customer complaints.</td>
<td></td>
<td>4 or less</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Figure 1.1a-2 Continuing Education and Training Services Dashboard Indicators Scorecard
Final FY07

1.1a (1) Senior Leaders Set and Deploy Visions and Values
The President’s Cabinet uses Kirkwood Community College’s mission, vision, purpose, beliefs, and key performance indicator as its guide for policy direction and decision-making. The president and senior leaders embrace continuous process improvement when making decisions regarding learners, clients, employees, and other key stakeholders. In 2004, the college conducted internal and external scans and from that information launched the KQIP initiative. KQIP stands for Kirkwood Quality Improvement Process. A steering committee was formed with the President’s Cabinet and a cross-section of employees from across the college. Shortly after the internal and external scans were complete ten teams were formed around the most pressing priorities identified. These ten teams were all charged with going through basic quality tools training and then taking the issue, researching and studying the issue in more depth, and
making recommendations for improvement. Since the start of the KQIP process over nine initiatives have been started. [Table 11a(1)]

<table>
<thead>
<tr>
<th>KQIP Initiative</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advisement</td>
<td>Completed</td>
</tr>
<tr>
<td>Facilities</td>
<td>Completed</td>
</tr>
<tr>
<td>Job Placement</td>
<td>Completed</td>
</tr>
<tr>
<td>Orientation</td>
<td>Completed</td>
</tr>
<tr>
<td>Transfer Issues</td>
<td>Pending</td>
</tr>
<tr>
<td>Communication</td>
<td>Completed</td>
</tr>
<tr>
<td>Student Orientation</td>
<td>Completed</td>
</tr>
<tr>
<td>Business Partnerships</td>
<td>Completed</td>
</tr>
<tr>
<td>Staff Development</td>
<td>Completed</td>
</tr>
</tbody>
</table>

Table 1.1a(1)- KQIP Initiatives

Every team reports to the full steering committee, the steering committee makes their recommendations, and the President’s Cabinet is charged with the final implementation decision.

In January of 2007 Kirkwood Community College held a college-wide event called the Kirkwood Futures Initiative [KFI]. On this day the college closed and all employees (full, part time and adjuncts) met at the Coralville Marriott Hotel and Convention Center to brainstorm and discuss the past, present, and future of Kirkwood - what has made us great and what will make us greater. Tables of six to eight people (intentionally diverse in job, location, position, and years of service) strategized and discussed four topics:

1. Internal Collaboration
2. External Collaboration
3. Student Learning
4. Faculty/Staff Learning

At the end of the day 1005 ideas were captured and the suggestion boxes at the tables yielded 625 comments. From this event the college has developed a draft list of four AQIP action projects and a series of goals and statements that has become the college’s formal strategic plan. These include focusing on:

1. Learner Excellence
2. Learner Experience
3. Partnerships
4. People and Culture
5. Resource Management

While historically the vision and mission of the college have been driven by a loose set of principles and strategies, this will be the first formal, long-term plan that will be developed from gaining input throughout the college. Figure 1.1a(1)-1 illustrates the college’s Action Statement and plan for implementation.

![Figure 1.1a(1)-1- Kirkwood Action Statement](image)

Continuing Education and Training Services is playing a key role in the setting of vision and values within the college. To date 11 CE & T employees have served on KQIP committees and four have chaired committees or served on the steering committee. The director of Health Occupations is one of twelve employees selected to serve on the KQIP steering committee and is providing input and guidance on how CE & T should be involved in the college’s strategic planning process.

1.1a(2) Senior Leaders Create Ethical Environment
Kirkwood Community College’s Continuing Education and Training Services senior leaders are committed to creating and maintaining an environment that promotes and maintains the highest ethical and moral standards. As a division of a state institution that operates with a multi-million dollar annual budget and one that is constantly entering into and maintaining relationships with third party agencies and individuals, it is incumbent on CE & T employees to exhibit the highest level of legal and ethical behavior.

Every month a member of CE & T’s administrative team attends a state-wide meeting of community college non-credit deans and directors where the Department of Education is present to serve as a resource in matters legal and ethical in state government. These meetings also allow the non-credit deans and directors to maintain consistency among the fifteen institutions when making decisions and entering into relationships with third party entities.

As a state institution Kirkwood Community College is transparent in its dealings. Its employees are
expected to adhere to all legal and ethical requirements of taxpayer-funded, public, not-for-profit institutions. As part of their orientation to the college all senior leaders receive training on acceptable gifts and donations, recognizing and disclosing potential conflicts of interest, and all fair practice and reporting laws.

Senior leaders at Kirkwood Community College seek to create and maintain an environment that fosters, requires, and results in legal and ethical behavior; first and foremost, by modeling ethical behavior in their own actions and expecting the same in staff and faculty. In the past, college-wide administrative meetings have included afternoon sessions that covered ethics in the workplace and fostering a climate of legal and ethical behavior within individual departments. Facilitated by Terry Whitson of TW Training, a well-know corporate trainer in eastern Iowa, these afternoon sessions allowed for sharing of information and scenario-based learning about legal and ethical issues and standards at Kirkwood Community College.

1.1a(3) Senior Leaders Create a Sustainable Organization

Senior leadership in Kirkwood Community College’s Continuing Education and Training Services division seek to create a sustainable organization by engaging all staff and faculty in a dynamic process of goal-setting and long-term visioning. In addition to the college’s mission, vision and values, and the division’s long-term strategic goals, CE & T employees are actively engaged in a process of college, division, and individual performance review and improvement. Senior leaders meet annually with their direct reports- both as a group and one-on-one. At these meetings the goals and priorities set by the senior leaders are shared with the employees. At these meetings individual and team goals are also set. All employees then meet regularly with senior leaders throughout the year to track the progress of these goals and modify them as needed. The division has goals, or key performance indicators [KPIs], that are used to track progress and growth during the course of the year. In addition, there are team and individual KPIs that are more targeted to content areas and individual performance and growth. This data is shared electronically with all staff and all administrators meet at least monthly with employees to discuss KPIs.

Sustainability within Kirkwood Community College’s CE & T division is fostered and maintained, first and foremost, by encouraging all employees to take advantage of the opportunities afforded them at Kirkwood Community College to contribute to the mission, vision, and values of the college and to improve themselves both personally and professionally. All CE & T employees are offered tuition reimbursement for baccalaureate and graduate coursework in areas related to their position. Currently one member of the administrative team has obtained a doctorate in higher education and three of the remaining five are in doctoral programs.

CE & T administrators encourage employees to be lifelong learners. Program directors and managers are expected to attend a national seminar every other year as well as attend a week long LERN institute that focuses on their area of expertise to achieve a national certificate called Certified Program Planner. Administrative assistants are encouraged to attend in state seminars in topics that enhance their job skills. All employees are encouraged to continue their education whether it be attaining a bachelors, masters or doctoral degree.

1.1b Communication and Organizational Performance

Communication is very important to the current senior leadership team. Communication for senior leadership in Kirkwood Community College’s CE & T division consists of communication among senior leaders, communication within the division, and communication throughout the college.

1.1b(1) Senior Leaders Communicate With and Engage Workforce

In April of 2005, employee focus groups were held by the Vice President for Continuing Education. Approximately 70 employees participated. A cross-section of employees was invited to participate so that all voices would be represented. The questions focused around two main issues: understanding of Kirkwood’s governance structure and the recent presidential leadership change.

Overall, the focus groups showed us that employee satisfaction is very high. Three areas of concern are:
For more than six years the senior leadership has embraced a daily email message called E-tempo that shares with the entire campus Kirkwood current events and any special messages that need to be communicated. In addition, a weekly printed version is sent to every department with the major highlights.

In July 2005, as a result of a KQIP Communication team recommendation and reinforced in the employee focus groups, the president launched the first of a monthly newsletter called Mick’s Memo. The focus of the publication will be to share actions by the Board of Trustees, promotions and staff changes, and special projects originating from his office.

Another initiative the new president started was a series of employee forums. The forums—held over breakfast or lunch—are one hour in length and held to a maximum of 20 people. The discussion is open-ended and the president allows for the discussion to go any direction the employees wish to take it. After all 695 full time employees had this opportunity; a series of face-to-face forums was scheduled for adjunct faculty and part time employees. When issues are identified through these forums, the president shares the relevant information with the appropriate vice-president for action. In these forums, employees commented on how impressed they were with the follow-up to their suggestions. The same format of forums is also held throughout the academic year with current credit students. This allows for senior administrators to learn what is important from the students and for the students to give input to those that are making decisions.

Kirkwood Community College has a program called Employee Recognition. Each month employees or departments are recognized for going above and beyond. To be nominated, the nominator completes an online nomination form called Kirkwood Kudos. Once a year Kirkwood hosts an Employee Recognition Ceremony. Awards are given out in the following categories, President’s Award for Outstanding Service, Innovation of the Year Award, Distinguished Service, Years of Service and the Kirkwood Difference Award. The Kirkwood Difference award is given to faculty or staff that has made a difference in the life of our students. All awards are based on a nomination process and anyone can participate.

Finally, Kirkwood Community College’s Continuing Education and Training Services division has a communication plan and calendar that allows for a two-way exchange of information and ideas throughout the division.

1.1b (2) Focus on Objectives, Performance, and Vision

Senior leaders formally communicate among themselves in monthly Administrative Team meetings and informally during the work day. Administrative team meetings are held on the third Tuesday of the month and follow a well-defined format. The agenda consists of action items and a monthly business scorecard. All action items relate, in some way, to the workings of the division and have one or more senior leader’s name attached. These are in-progress items where a leader will report to the administrative team and seek input and feedback. The progress of these action items is tracked and assignments for next month’s meetings are identified and included in meeting minutes. In addition to these meetings, the vice president meets with each administrator monthly to discuss specific issues within the area of supervisory responsibility.

Performance expectations with measurable goals are determined at the beginning of each year for the division, departments, and individuals. The administrative team reviews previous years’ benchmarks and future forecast reports to establish goals for the upcoming year. The major targets are monitored on the division’s business scorecard. Annually, a review is conducted when year-end data is finalized and if expectations exceed targets. A performance incentive is awarded to all employees to be used towards technology or training that improves their professional development.

Employee development and learning is encouraged in several ways:

1. Employees may take classes at Kirkwood towards an Associates degree at no cost to themselves
2. Employees are offered a $200 stipend for continuing education for each term (up to $800 a year).
3. Professional employees can apply for tuition reimbursement out of a large pool of dollars for professional development conferences. In addition, the college offers a pool of dollars for tuition reimbursement for employees working towards a bachelors, masters, or doctorate degree.
Kirkwood Community College
Continuing Education and Training Services Division

4. Full time employees can receive 50% tuition reduction when enrolled in St. Ambrose University’s MBA programs

1.2 Governance and Social Responsibility
Kirkwood is one of 15 community colleges in the state of Iowa. The community colleges administratively fall under the responsibility of the Department of Education, but each is required to elect a local board of trustees. Kirkwood’s board consists of nine members. These members are elected by the citizens within their district and serve three year terms. Districts are determined by the state of Iowa. A chair, vice-chair, secretary, and treasurer are elected by the full board each year. The president of Kirkwood Community College reports to the Board of Trustees. The board is responsible for administering his evaluation and negotiating the terms of his contract and salary.

1.2a (1) Organizational Governance
As a public, post secondary education, institution Kirkwood Community College functions in the public eye, and most of its actions and decisions are available for public scrutiny. Salaries and contacts are reviewed and approved by the publicly-elected board of trustees. The board meets at least twice a month to conduct business. These meetings are advertised and open to the public. Agenda items may be added (with proper prior notification), and board minutes are published on the college’s website. The board agrees to a conduct code and reviews it for modifications each and every year. The board also believes in and agrees to attend at least one professional development program for community college trustees each year to improve their learning and ultimately their performance. Most of the board members attend two to three professional development programs each year.

In the area of fiscal responsibility and financial dealings, Kirkwood senior leaders strive for and achieve the highest level of legal and ethical responsibility. Kirkwood's external auditing process is performed by the Iowa State Auditors Office and has been performed by that office since the college was formed in 1966. They audit the college along with our federal and state grants and contracts under guidelines published in the Office of Management & Budget (OMB) Circular #A-133 "Audits of States, Local Governments, and Non-Profit Organizations". Kirkwood also is audited under all applicable GASB Standards (Governmental Accounting Standards Board).

1.2a(2) Evaluating Performance of Senior Leaders
The president of the college operates on a contractual basis and serves at the pleasure of the publicly-elected Board of Trustees. The president is evaluated formally by the Board of Directors. The president is very aware of the need to work closely with the Board of Trustees and educate and consult them on the major policies and issues surrounding the college. The president of Kirkwood Community College is four years into his current contract and enjoys an excellent relationship with the Board of Trustees.

Evaluation of the Kirkwood Community College Board of Trustees takes the form of limited terms and regular, public elections. Trustees serve at the pleasure of their constituents. While Trustees’ areas are divided into zones, they are elected by the community at large and are charged with representing the community, and its interests, during the growth and decision-making processes of the college.

Senior leaders in Kirkwood Community College’s Continuing Education and Training Services (including the vice president for Continuing Educating and Training) all are evaluated on an annual basis and serve under one year contracts. Every other year all Kirkwood administrators go through a 360 degree performance evaluation where confidential surveys are administered to all employees directly reporting to the administrator. Results of the surveys are shared in a facilitated training session with an outside expert in leadership training.

1.2b Legal and Ethical Behavior
1.2b(1) Address Impacts on Society
As a provider of education and training Kirkwood Community College’s Continuing Education and Training Services division’s programs and ‘products offered’ have little to no significant negative impact on society. Several of our programs such as Green Funeral Planning and Making your Own Biodiesel Fuel address environmental issues, responsible energy use, and ecological stewardship in an effort to promote responsible environmental stewardship and the use of technology to minimize the human environmental footprint. The division’s Driver’s Education and Driving programs has in it’s long-term plan the purchase of biodiesel and hybrid cars to minimize CO2 and greenhouse gas pollution.

As the provider of education and training that handles over 70,000 registrations a year, CE & T is very
aware of the responsibility to proactively protect and guard learner information. The college has an aggressive IT department that maintains the campus server with multiple firewalls and ensures that all computers come with current virus and malware detection software. Personal information is kept behind the college firewall and all learners are assigned an alpha-numeric personal identifier code that allows the college to track registrations without using social security numbers. The college’s mailing lists are not sold or given out to third-party vendors, and all employees with access to Kirkwood’s Foundation database- Raisers Edge are required to sign confidentiality agreements prior to accessing the data.

Kirkwood’s CE & T realizes that in order to address adverse impacts of its products and services in the community, it must be actively engaged with and interact regularly, with the community. The vice president for Continuing Education and Training is active in community job and resource development and meets regularly with current and prospective employers to assess their education and training needs. The Director for Training and Outreach Services also meets regularly with the business community. CE & T’s business training arm, Kirkwood Training and Outreach Services [KTOS], holds regular focus groups, and surveys local business and industry to get feedback and input on current and future programs. This feedback is crucial in guiding the decision of CE & T educational offerings, and its one way that adverse society impacts are recognized early in the development process.

Within the college conservation and environmental concerns are part of the culture. The college has had an active Ecology Club since the early 1990s. This group communicates with the entire college via e-mail and signage in an effort to remind staff, faculty, and students about the need to reuse and recycle whenever possible. As a college with over 30 buildings on its 700 acre main campus and nine satellite locations, Kirkwood Community college is very cognizant of the environmental impact of its facilities and people. The college’s ten year facilities plan includes the removal of over twelve-40 year old building on the east campus that was originally envisioned as temporary structures and currently account for over 3 percent of the college’s electricity and other utility needs. This accounts for $55 thousand dollars annually. Kirkwood Community College’s new building- The Center for Continuing Education will open in December of 2007. This 42,000 square foot facility will incorporate green technology and resources in an effort to minimize pollution, and carbon dioxide emissions.

1.2b(2) Ensuring Ethical Behavior
Kirkwood Community College senior leaders strive for the highest standards in ethical behaviors. Through education and written policies outlining the legal and ethical standards of a public education institution, CE & T’s senior leaders provide a framework for the minimum in ethical behavior and standards.

In addition, all instructors and adjunct faculty are required to disclose conflicts of interest prior to providing content in CE & T’s education offerings. All employees are expected to identify and disclose business and personal relationships that may give the appearance of conflict and impropriety.

1.2c Support of Key Communities
Kirkwood Community College supports and strengthens the communities it serves in many ways. More than ten years ago, the college began to implement an internal campaign supporting the United Way. This was coordinated among senior leadership to provide financial support to an organization that serves the needs of many citizens in the communities we serve. In 2006 34 percent of Kirkwood’s 695 employees contributed $35,880 to the United Way. Within Continuing Education and Training over 70 percent of full time employees contributed to this campaign.

Within the Continuing Education and Training Services division good citizenship is demonstrated through senior leaders’ involvement in many community and philanthropic boards and committees. CE & T is committed to giving back to the community at the local level. The division regularly donates gift cards to charitable and non-profit organizations for their fund-raising activities. Profits from the division’s Summer Camp program go towards Kirkwood Foundation scholarships each year. CE & T’s health division regularly donates textbooks and medical equipment to third world countries. In the past equipment has been sent to Sudan, Haiti, and Croatia.

The Vice President serves on a local hospital board the airport commission, and is a Rotarian. The Executive Director serves on an area school district’s foundation board and the YMCA Board. The
Director of Operations is a member of his community’s Kiwanis Club in active in volunteer outreach education in his community. The Health Occupations Director serves on the American Heart Association board of directors and on a statewide stroke task force. He is also a member of The University of Iowa paramedic training advisory board and is a member of Iowa’s Disaster Medical Assistance Team. In 2004 he established Kirkwood Community College’s volunteer First Responder service.

In the past members of Continuing Education and Training’s Communications Team organized three programs to meet the needs of area human service organizations. Treat bags at Halloween and May Baskets for May Day were purchased, assembled and delivered to 86 children at Four Oaks of Iowa, a residential treatment facility for troubled children. During Christmas of 2004 the division adopted two families in the Department of Human Services Adopt-A-Family Program. Cash and gift donations were collected to furnish the families with all of the items from their wish lists.
Category 2- Strategic Planning

2.1 Strategy Development
2.1a(1) Strategic Planning Process
Kirkwood Community College’s Continuing Education and Training division uses formal and informal processes to develop strategic plans. The strategic plan process development is included in the division’s market plan for each fiscal year and adheres to the institution’s strategic planning process. Strategic plan development takes place yearly between March and July. The Vice President for Continuing Education and Training Services manages the process, while members of the administrative team provide primary leadership.

The strategic plan process starts at the institutional level with the developing formal strategic goals based on the division’s five-year vision statement. Once strategic goals are formalized, one-year action plans are developed. Each year data is collected and analyzed in key performance areas outlined and tracked in the division’s dashboard indicator scorecard [see figure 1.1a-2]—a visual representation that charts the division’s key focus areas, goals, targets, last year data, and current year progress. The scorecard lists the division’s key focus areas:

1. Learner/client evaluations and surveys
2. Number of courses offered and canceled
3. Financial target, operation margin targets
4. Enrollments
5. Average class size
6. Customer service

This data is discussed by the administrative team and shared with the entire staff on a monthly basis—either in face to face meetings or via The Must Read—the division’s bimonthly newsletter. This data is also included on the division’s intranet site.

One aspect of the planning process is to determine the number of class offerings, number of students expected, and tuition income and expenses for the upcoming fiscal year. The teams determine classes or areas to develop and/or improve, areas that are currently popular, and areas that are no longer viable. The teams then determine the goals for the dashboard indicator scorecard for the next year. Goals are determined for the entire year and broken down into the four terms during the year (Fall I, Fall II, Winter, Spring/Summer).

The second area of the planning process is the creation of goals teams for the following year for the division. The entire CE & T division attends a full day retreat in June to review reports of the past year and to choose to continue these goals or develop new goals. As part of the annual planning retreat, time is held for the entire team to focus on the strategic goals and develop goal teams that support the action plans. Each goal is then implemented by employee teams. These teams meet at least quarterly and some monthly throughout the year. The goal teams report back to the entire team on progress toward the objectives. The teams choose goals that are important to the success of our division. This data is used in setting the division’s formal strategic goals and performance expectations.

The third area of the planning process is the individual performance expectations of all members of the division. In June the administrators meet with their direct reports to review the past year’s expectations and to determine the goals and expectations for the following year. These include goals from the first two process planning areas.

Full deployment occurs from that August to August of the following year. Performance against the plan is reviewed throughout the year across all levels. Evaluation occurs at administrative to direct report meetings, monthly administrative team meetings, semi-annual planning retreats, and yearly performance expectation evaluations. Each member of the administrative team is responsible for analyzing these performance indicators and reporting information to the administrative team.

2.1a(2) Planning Addresses Key Factors
The strategic goals are incorporated into the division’s marketing plan, a document that contains these goals and the division’s strategic objectives, performance measures, and operating plan. The combination of the marketing plan, strategic goal action plans, dashboard indicator scorecard, and employee performance expectations ensure that the strategic objectives align with the organizational challenges and allow the division to remain agile in meeting these challenges. Current organizational challenges that are addressed through these planning and tracking mechanisms included: becoming a more financially self-sustaining entity of the college, learning satisfaction, learning facilitator satisfaction, division impact, quality of programs, competitive environment, market segmentation, and operational effectiveness.
In addition to the formal strategic goal and objective development process, the division has numerous informal strategic planning processes. Informal activities in the strategic development process include: a funnel system of planning that branches outward at the program level; capturing the knowledge of our learners; development of new programs; support of a wide range of products and services; the establishment of partnerships and community relationships; program developer work plans; and new initiative brainstorming.

2.1b(1) Key Strategic Objectives and Timetables
In early 2005, Kirkwood Community College developed and initiated a new visioning model to proactively plan for the next five years of growth and continued excellence. The results of this campus-wide initiative are a five-year vision for each college department, as well as specific strategic goals and action plans. These departmental visions and strategic goals will help the college measure progress in Key Performance Areas which are listed below.

Key Performance Indicators (KPIs) include:

1. Learner Success
2. Community Responsiveness
3. Human Resources
4. Institutional Effectiveness
5. Continuous Improvement
6. Customer Service
7. Stakeholder Service

The following are the Strategic Goals for the Continuing Education & Training Services division for FY 2007:

1. Write and submit tier 3 IRPE application (completion will occur in 2007)
2. Develop a business plan for the Kirkwood Center for Continuing Education (completion will occur in 2007-2008 as new facility is completed at the end of 2007)
3. Develop KTOS sales plan
4. Review & revise communication plan (completion will occur in 2007)
5. Improve organizational effectiveness model (ongoing as changes are implemented)
6. Increase market share (ongoing)
7. Review & further develop learning plan proposal (prepare for implementation) (completion will occur in 2007)
8. Enhance intranet to add dynamic capacity

2.1b(2) Strategic Challenges and Advantages
The strategic objectives address the mission of Kirkwood Community College. The main objectives of the CE & T Services are to identify community’s needs, to provide a quality experience to the student, and to promote lifelong learning. These goals are accomplished in part through increasing market share and developing market segmentation strategies to effectively market to our customers. The new Kirkwood Center for Continuing Education will be able to address the needs of the community by offering a location to hold conferences, classes, and meetings in a fully functional conference center.

2.2 Strategy Deployment
2.2a(1) Developing and Deploying Action Plans
The members of the administrative team serve as process owners of the action plans and performance measures for their areas. Administrative team members work with individual employees in their respective business units to align individual plans and goals with the strategic goals and action plans of the division. Tasks and people are assigned to each objective in order to ensure appropriate action and linkage to the division’s goals. This includes key performance measures, an overall human resources plan, program goals, and financial goals. Administrative team members hold regular team meetings with their respective areas that accomplish the following deployment activities:

1. Discuss connections to strategic goals
2. Determine appropriate actions
3. Implement actions at appropriate administrative or team member level.

Performance expectations for all employees are established to align with the overall market plan. Once expectations are set and agreed upon, a training and professional development plan is determined for the entire team. This training and professional development plan is deployed throughout the program year using a variety of delivery formats including national conferences, coaching, face-to-face training, and institutional staff development resources.

2.2a(2) Adequate Financial Resources
Resource allocation is deployed in alignment with the market plan. This includes the program area, operational, and financial projections. In the spring the CE & T administrative team members set projections for offerings, enrollments, and tuition
rates. With this information they set budget allocations for income, expenditures, and capital needs in their respective areas with input from their staff. The Director of Operations prepares a proposal which is evaluated and approved by the administrative team and then incorporated in the marketing plan and financial performance measures on the division’s scorecard. Financial performance against budget allocations are evaluated monthly using the Continuing Education Income/Expense report. Performance expectations are developed at the business unit level and are incorporated into the market plan. These projections include number of courses offered, number of new courses offered, average student size, operating margin, and net revenue. A significant area of improvement in performance projections includes the development of products areas, new programs, and markets. The Director of Marketing plays a key role in providing data on market trends and shifts as well as key customer demographic data. This information is used to develop targeted marketing strategies for each program area.

Once financial projections are made a budget is constructed that aligns with the projections. The operating margin [OM] is used as a baseline to determine tuition and the budget. This ensures that each program area has the resources to offer current classes and develop new classes and programs.

2.2a(3) Establishing and Deploying Modified Action Plans
Kirkwood Community College’s Continuing Education and Training Services Division has the unique capability to offer new programs and classes in a short turnaround time. New development is included in the projections and budgeting to allow for changes that may need to be made and development of new areas. An example of this when new commercial software programs are released to the public. CE & T’s computer program area can offer classes incorporating the new software within two to three months. Budgeting allows the purchase of the new software, materials, and instructor training. This allows for creativity and innovation in our offerings. For example, a company requested training for new software that was developed specifically for their company. If this company had several locations around the United States, CE & T Services would be able to locate trainers and provided training to the company’s employees in this software. Recent programs and courses that CE & T has developed in response to industry demand or survey data include Renal Dialysis Technician Program, Commercial Welding Certificate, and Microsoft Vista classes.

2.2a(4) Key Short- and Long-Term Action Plans
Planning occurs each spring for the upcoming fiscal year [July 1st to June 30th]. Each program area determines their percentages of increase in tuition income, enrollment, operating margin, and new program development. Determinations are also made to decrease cancellation rates. These figures are included in the marketing plan.

2.2a(5) Key Human Resource Plans
Figure 2.2a-5 depicts the organizational structure of products that support projected performance in program areas.

Each program area is supported by program developers and program managers. These two groups work in conjunction with support staff and other college personnel to support current program offerings and develop new program offerings. There is also a Learner Support Team and a Learning Facilitator Support Team that works with all of the program developers and operations managers to support the division and activities.

The Program Development Team meets monthly to review current activity and look at new development activity. The Operations Team meets weekly to review current activities and processes and develop new processes. This ensures that there is functionality amongst the team if a personnel change occurs. The
team approach also allows each developer and operations manager to ask for help if there is an overload of activity. For example, when a deadline approaches for entering sections into the computer, the Operations Team will set aside time to work together in a computer lab to ensure all sections are entered in a timely manner.

2.2a(6) Key Performance Indicators for Tracking Progress of Action Plans

Performance measures are reviewed each month for budgets to ensure that expenses are in line with the projections. Learner registration reports are received weekly. The dashboard indicator [1.1a-2] is received once a month to determine how the division is performing as a whole.

Student evaluations are collected at the end of classes and tallied. The evaluation summaries [figure 2.2a-6] are reviewed by the appropriate program developer or program manager. The summary is then shared with the learning facilitator. Final results are posted regularly to the dashboard indicator.

Figure 2.2a-6 Learner Evaluation Summary

Additionally, each year learning facilitators and contracted training clients fill out evaluations on their program developer/operations manager and the support teams. The results are shared with the appropriate person and are combined together for the dashboard indicator. The marketing director consistently reviews student information to determine student demographics. This helps the division determine who the best customers are at any given time and the segments to set our marketing focus.

2.2b Performance Projection

The dashboard indicators for budgets are determined by the program developers and program managers, and the total is added to the document. The Administrative Team determines the projected score for student and learner facilitator satisfaction. The monthly income and expense comparison report is distributed to the division and reflects income, expense, and operation margin for the current year to date and also a comparison to the previous year by program area. Each program developer and program manager can monitor the progress of their programs based on the financial goals set for the current fiscal year as well as how the program compares to the previous year.
Category 3. Student, Stakeholder and Market Focus

3.1 Student, Stakeholder and Market Knowledge

3.1a (1) Identifying Student and Market Segments

Markets/Segments

Kirkwood Continuing Education & Training Services reaches many different populations and market segments that are largely determined by the type and nature of our expansive product offerings. Figure 3.1a-1 shows the three primary learner groups that are served by our division.

<table>
<thead>
<tr>
<th>Kirkwood CE &amp; T’S Primary Student Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occupational training/professional development</td>
</tr>
<tr>
<td>State/court mandated programs</td>
</tr>
<tr>
<td>Leisure/enrichment/personal development</td>
</tr>
</tbody>
</table>

Figure 3.1a(2)-1 Kirkwood Continuing Education & Training Services Primary Student Groups

A certain portion of the occupational training student group consists of licensed or certified professionals requiring continuing education/training for relicensure or recertification purposes. Figure 3.1b lists the various professional groups that fall under this category.

<table>
<thead>
<tr>
<th>Industry Groups Requiring Relicensure or Recertification</th>
</tr>
</thead>
<tbody>
<tr>
<td>Allied Health</td>
</tr>
<tr>
<td>Coaching (K-12)</td>
</tr>
<tr>
<td>Cosmetology</td>
</tr>
<tr>
<td>Dental</td>
</tr>
<tr>
<td>EMS</td>
</tr>
<tr>
<td>Insurance</td>
</tr>
<tr>
<td>Nursing</td>
</tr>
<tr>
<td>Real Estate/Appraisal</td>
</tr>
</tbody>
</table>

Figure 3.1a(2)-2 Occupational Training Student Groups Requiring Continuing Education/Training for Relicensure or Recertification.

Likewise, the state/court mandated participants are largely known audiences requiring a specific training or continuing education module to satisfy a state or court mandate. Program offerings to both the licensed/certified professionals and state mandated groups are required to follow accrediting agency guidelines and criteria.

To a significant extent the Kirkwood CE & T audiences are a diverse group of participants that requires much attention and emphasis on utilizing purchasing history and demographic characteristics of past participants to identify its segments.

As a result, Kirkwood CE & T practices a data-informed and market segmentation strategy to identify and reach a majority of our student groups and market segments. Although our mission is to identify community needs with regard to lifelong learning opportunities, the reality is that we serve some, but not all demographic groups within our seven-county region (and beyond). While we believe there is opportunity for growth and expansion, it is clear that we serve only a portion or segments of this market. In order to help identify and actively engage in data-driven market segmentation and target marketing practices, Kirkwood CE & T maintains an ongoing market database of past customers, registrants, participants, and inquiries. Our data collection efforts focus on capturing key registration data and demographic variables essential for characterizing and identifying our top/best customer groups. Knowing who our best customer groups are allows us not only to tailor our promotional messages to our best customer groups, but allows us to identify the proper product mix and programming based on the needs and desires of our top market segments.

Our marketing database houses two critically important types of information, generally obtained at the point of registration: (1) registration information such as registration date, registration amount, course category, and course title; and (2) customer demographic information such as age, gender, and geography. This data is subsequently fed into a market segmentation web-based software program that takes our key customer data and provides information based on best segments and categories – those that are most likely to respond to our offerings and promotions. As a result, our promotional and programming efforts are focused on key customer groups based on their purchasing behavior and demographic profiles.

According to the Learning Resources Network (LERN) model, roughly 20-25 percent of our customers provide 80 percent of our operating margin. The identification and retention of this top tier group is our focus, in terms of programming, staffing, and marketing. Figure 3.1a-3 represents the LERN recommendation for mailing course information to potential students.
Figure 3.1a(2)-3 LERN Customer Pyramid

The primary method for promoting Kirkwood’s CE & T course offerings to our various audiences is through a general catalog produced four times annually on a market segmented basis and provided primarily to those labeled as our best customers. Using our data-informed market segmentation practices, promotional strategies, and timelines occur in the following manner:

- Four general catalogs are produced during the year (Fall I, Fall II, Winter, Spring/Summer).

- Each catalog is mailed twice, with the first mailing occurring six weeks prior to the start of the session, to all customers who have registered for a course/event during the past 30 months (as well as those who have requested a catalog in the past year). The second mailing occurs two weeks prior to the start of the session to recent participants (those who have registered in the past nine months). Additional catalogs are reserved for the saturation of our top 150 carrier routes (based on income: cost ratio of individual carrier route performance) as well as for street distribution purposes (near strong carrier routes).

- Targeted specialty mailings including postcards, flyers, and brochures are developed and delivered to promote individual or unique programs/events that have a known audience. Similar mailing timetables as the catalog are followed. Recipients are primarily past participants generated from our in-house database. Marketing campaigns for professional audiences include securing lists of licensed or certified professionals within the Kirkwood seven-county area. Occasionally, outside list rentals of potential customers matching similar profiles of our best customers are obtained.

- Targeted email campaigns are designed and implemented to open enrollment audiences to coincide with catalog and specialty brochure mailings. A quarterly e-newsletter is distributed to promote contracted training/events and will be explored more thoroughly in the upcoming fiscal year for open enrollment audiences. Again, these electronic messages are designed to provide an additional “touch” to our best customer groups.

- Marketing campaigns for professional audiences include securing lists of the appropriate licensed or certified professionals within the Kirkwood seven-county area and making contacts with these groups as often as necessary, informing them of our course offerings.

This strategy allows us to successfully identify our current and future primary market segments. Additionally, this approach allows us to identify the proper product mix and programming based on the needs and desires of our top market segments. We feel we have a distinct advantage in this arena, in that most educators don’t know which 20-25 percent of their participants and customers are their best customers.

3.1a (2) Listen to the Voice of the Customer
Kirkwood’s CE & T division strives to maintain a forum for collecting pertinent feedback from our students and stakeholders. Learner evaluations are conducted at the end of each class or training session to determine levels of customer satisfaction across a variety of quantitative measures, each on a rating scale from one (poor) to five (excellent). The evaluations serve also as an opportunity for students and stakeholders to provide feedback on several qualitative measures as well. We listen to learner key requirements, needs, and changing expectations. Most evaluations are paper/pencil format, although some post-course on-line versions (in our computer classes) have been implemented to help encourage
participation. In addition to obtaining post-course feedback, we also establish a point of contact with learners wishing to drop a class to determine the reason for their dissatisfaction. Evaluations are used to help guide new course offering decisions, as well as make changes to existing programs where needed.

Key listening methods differ by market segment or group. For example, an annual focus group is conducted with a contingent of Generation X participants from our Beyond Rubies women’s conference. The session offers the opportunity for the Gen X segment to brainstorm and provide new course ideas in several different learning categories as well as give feedback on scheduling options. In our driver education and youth classes we obtain evaluation feedback from the learner (child) and parent to ensure both parties are represented. The learning facilitators and organizations are asked to assess the level of service our division provides. Our goal is to receive a 4.0 or higher (on a scale from 1 to 5) from both groups.

Another method of collecting feedback from our learners is by creating industry groups that meet quarterly to network and discuss issues prevalent in their respective industries. One such group is the call center industry. CE & T’s seven-county region serves many call centers and the ability to find qualified employees is becoming increasingly difficult. A group of six companies were invited to meet initially in 2004 to address the skilled labor shortage in the call center industry. The organizations that participated were able to develop curriculum, help create the parameters of the program, donate a cash match or in-kind contribution of training equipment, and also were guaranteed educated potential new hires. Since the inception of this program, 200 students have graduated from the program and 89 percent have found employment in the call center industry [Figure 3.2(a)2-1]. The target student groups were individuals who had been underemployed or unemployed. For qualifying students, grant funding was secured to help offset tuition expenses, provide financial assistance for daycare or travel expenses.
existing relationship or start a new one. In the case of new business relationships, this method has led to 100 percent success. The Training Services group [KTOS] in particular uses a consultative approach to establishing and maintaining business relationships. Training needs are measured and a recommended course of action is submitted. CE program directors are also heavily involved in building relationships, both with learning facilitators and customer groups. In addition, partnerships, such as the Regional Center for EMS Education (RCEMSE), are constructed to give partners a say in the development and direction of programming.

Kirkwood Community College CE & T’s market segmentation strategy provides the means to stay in touch with our best customer groups, star clients, and segments. Our data-informed and market segmentation philosophy allows us to better understand our top customers. We can identify which classes our top segments take (and run more of them). By knowing who they are, we can promote more often and specifically to them. Because these groups are our best customers, we are at liberty to ask them what other offerings or methods of delivery they desire. Additional offerings, such as our certificate programs and special promotions (two registrations for the price of one, etc.) offer additional value that encourages repeat business.

Performance measurements are established annually to monitor and improve overall customer satisfaction. This measure is critical to improving our satisfaction rates, as well as our learner repeat rates. Learner evaluations are conducted at the end of each class or session to determine levels of customer satisfaction across a variety of measures, each on a rating from one (poor) to five (excellent). In addition to gauging learner satisfaction, the evaluation provides an opportunity to receive input and feedback on new course offerings that may be geared specifically to our best customer groups. In the current year, various performance expectations have been established for the purposes of improving learner satisfaction, learning facilitator satisfaction, as well as an overall measurement to minimize the number of escalated complaints to the vice president or president’s office. Results to date [as of June 30, 2007] are shown below:

<table>
<thead>
<tr>
<th>Measurement</th>
<th>Target Goal</th>
<th>Current Year Progress</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner Satisfaction Rating</td>
<td>4.3 or higher</td>
<td>4.63</td>
</tr>
<tr>
<td>Learning Facilitator Rating</td>
<td>4.0 or higher</td>
<td>4.4</td>
</tr>
<tr>
<td>Number of Escalated Complaints</td>
<td>8 or fewer</td>
<td>0</td>
</tr>
</tbody>
</table>

In 2006, two of the four CE & T goals teams centered around generational learning styles and competitors. Both goals focus on better understanding our current and future customers’ needs by understanding learning styles and preferences of our current customers and those of our competitors.

3.2a (2) Key Access Mechanisms
Kirkwood Community College transitioned to Colleague, a financial and registration management system in 2005. In doing so CE & T was able to create a fully functioning web site that not only provides information about our various programs, but is fully interactive. The web site contains an online version of the Continuing Education catalog and potential students are able to search and register for classes 24 hours a day, seven days a week. The web site also provides a FAQ section and contact information for anyone requiring additional information. These access points include our main contact phone number (for our information specialist), phone numbers for all division team members and our central email address. Our learning facilitators are also encouraged to serve as access points to our learners. In addition, the Continuing Education catalog (distributed four times annually to 120,000 households) contains our main phone numbers and web address on every page as well as special box ads to promote new or special one-time programs. Also included in the catalog, is an enrollment form for those wanting to register for classes by mail.

3.2a (3) Managing student and Stakeholder Complaints
Each program manager and program developer has a direct phone number that students and stakeholders can call. Any complaints that are directly received are handled personally by the program manager or program developer. If the caller does not receive satisfaction, the complaint is escalated to the vice
president of the CE & T division. The goal of the division is to keep escalated complaints to a maximum of eight per year. Front line staff is also encouraged to listen and evaluate student dissatisfaction. Subsequent schedule changes and tuition transfers are given as needed. Program managers and program developers are allowed the flexibility to offer free classes, discounts, and vouchers to maintain customer satisfaction. CE & T administration collectively reviews aggregate complaints to make ongoing improvements to our entire systems.

3.2a (4) Keeping Relationship-Building Approaches Current
Kirkwood Community College’s mission is to identify community needs, provide accessible, quality education and training, and to promote opportunities for lifelong learning. Every member of the CE & T team is committed to this mission, whether they are working on a daily basis with business and industry contacts to formulate custom training plans, or answering a registration question on the telephone with potential students. CE & T is dedicated to serving our communities and is constantly looking for ways to improve our students’ lives, whether through the experience of a candle making class, a summer camp for kids, or offering career skills to the unemployed or underemployed to assist with job preparedness. Course enrollment numbers, cancellation rates, and student feedback from course evaluations and focus groups help us ensure we are meeting the learning needs of our communities. To maintain their level of expertise, all staff members are encouraged to attend LERN conferences and training sessions on an annual or bi-annual basis, as well as read LERN print publications that feature best practices and practical applications.

3.2b (1) Determining Student and Stakeholder Satisfaction
CE & T has been tracking number of course sections, cancellation rates, average participants, and enrollment numbers by program for the past three years. The analysis of this data helps guide future programs by continuing to run popular classes and eliminating the programs that cancel more frequently. The data captured also assists the division in setting targets for the upcoming year. Past performance, current evaluations, focus group research, survey information, and the current economic conditions of our communities all contribute to our future programming agenda. With several years of quality data in hand, CE & T can begin to see trends which will help in our analysis of future programming needs. Our ongoing association with LERN and the networking opportunities with other community colleges that we are afforded throughout the year help to complete the look, feel and content of each new course catalog.

3.2b (2) Follow Up With Students and Stakeholders on Program Quality
CE & T’s learner/client and learning facilitator evaluations are disseminated on a timely basis, allowing for feedback to be collected midway through class or portion of class and at the end of class. The evaluations are constructed to allow for prompt follow up with students and stakeholders. All complaints received are addressed immediately by front line staff, director or developer or an administrative team member.

3.2b (3) Comparative Student and Stakeholder Satisfaction
To gauge the satisfaction levels of our students and stakeholders, LERN provides CE & T with clearly stated benchmarks for customer satisfaction ratings. LERN’s industry standard for participant satisfaction is to attain a median average rating of 3.5 (out of 5). A review of our most recent summary data shows that participants overall rated CE & T programming at 4.49 (out of 5), more than adequately demonstrating the CE & T’s program and its offerings are accepted and valued by its customers.

3.2b (4) Keeping Satisfaction Determination Approaches Current
LERN benchmarks assure us we are staying current with our desired customer satisfaction levels. In addition, our participation in the Baldrige-driven criteria offers important evaluation measures critical to helping us improve satisfaction ratings and making adjustment as necessary. Focus group forums also provide another access point for listening and responding to student and stakeholder satisfaction.
Category Four – Measurement, Analysis, and Knowledge Management

4.1 Measurement Analysis, and Improvement of Organizational Performance
4.1a(1) Selecting, Collecting, and Integrating Data and information

In 2002 Kirkwood Continuing Education and Training Services completed the LERN (Learning Resource Network) Program Certification and Review process. This extensive program review is specific to the field of continuing education. This review revealed the successes and deficiencies of our organization. It also provided the organization with standards and benchmarks for success in the field of continuing education. In 2003, as a result of the information gained from the LERN certification process, a performance expectation plan was implemented for all classifications of employees in the division. Performance expectations were divided into several categories with some expectations being specific to the person or the position and other expectations being division wide. Each expectation and goal is monitored and evaluated by data driven reports that are generated from the Kirkwood systems of registration, finances, learner evaluation, and learning facilitator evaluation.

In the fall of 2003 Kirkwood Community College along with our partners, Priority One and Iowa City Area Development Group released a study called SKILLS 2006. This was an assessment of employers’ skill and employment needs in the Cedar Rapids-Iowa City corridor area. A similar study was conducted in 1998. In 2003 it was expanded to include a larger number of employers and a larger geographical area surveyed. The goals of the survey were to:

1. Determine replacement and new job growth by occupational categories and industry cluster sectors
2. Identify educational levels desired
3. Determine if any skill gaps exist
4. Identify if organizations are investing in training and what methods are being used
5. Determine workforce factorsimpeding growth
6. Determine employer needs and any gaps in regional higher education programs
7. Identify utilization of internship programs

Over half of employers reported that their job applicants did not have the skills they desired and 42 percent felt the incumbent workforce was missing critical or core skills. As a result of this, CE & T launched The Skills Advantage Initiative in partnership with the Priority One and the Iowa City Area Development Group [ICAD]. Kirkwood serves as the credentialing institution and administers the WorkKeys Skills Assessment. The assessments determine an individual’s skill in key areas identified by area employers.

The mission of Kirkwood Community College’s Institutional Research office is to provide information and data to the many college constituents to support decision-making processes. Especially important aspects include benchmarking or comparative analysis and data related to learning outcomes. The executive director of institutional research also leads Kirkwood’s Academic Quality Improvement Program (AQIP). Kirkwood’s application for acceptance into this program was accepted February 2006. Currently over 100 employees serve on KQIP teams, Kirkwood’s customized version of AQIP. They are charged with analyzing the processes involved in their focus area, making recommendations for improvements and implementing the recommendations within one year of the team assignment.

4.1a(2) Comparative Data and Information

In the fall of 2006 the college launched the Kirkwood Futures Initiative (KFI) led by the office of Institutional Research. Phase I (Engagement) began with the opportunity of all Kirkwood employees to anonymously complete the AQIP Examiner Survey. The results of this survey were then compiled and discussed at departmental meetings facilitated by the executive director of institutional research.

On January 16, 2007, all Kirkwood Community College employees for the first time met in one place to provide passion, expertise, and knowledge to influence Kirkwood’s future. Over 700 employees attended this all day event and each had the opportunity, individually or as part of a small group, to make recommendations on improving internal collaboration, external partnerships, student learning and faculty/staff learning.

These recommendations were then compiled by theme/sub-theme and employees ranked them to establish priorities. Next a cross functional team formulate a draft of the college’s 2007-2010 strategic priorities and potential areas of improvement, including two to three initial Action Projects. This
task will be accomplished in concert with the Higher Learning Commission’s Academic Quality Improvement Program (AQIP) Forum.

The final plan document is projected to be completed by August 1, 2007 for Board of Trustee approval. This action will conclude the Engagement Phase of the Kirkwood Futures Initiative. The next phase will consist of constructing action plans and teams. Details will follow and be shaped through employee input during the spring 2007.

4.1a(3) Keeping Measurement System Current
Kirkwood Continuing Education utilizes several methods to keep data and research current to support the financial forecasting and program development functions. Summer interns are utilized to evaluate historical financial information and build/update income/revenue forecasting reports. Additionally, research is being completed on Continuing Education business/continuing professional education offerings and general interest/leisure education offerings to make recommendations for new program development in the next two years. A competitive market analysis was completed in 2000, again in 2004, and is being updated in 2007.

Every year CE&T will meet as a division and brainstorm ideas which are formulated into working goals for the following fiscal year. The team members of CE&T are divided into teams, based on self nomination, and each team will meet monthly to work on a goal. Each goal team will also report out monthly on the status of their work on the goal, what new information has been uncovered, what tasks the team will be working on to accomplish the goal and what recommendations the team has for the division. CE&T also sets key performance indicators which are listed on the Dashboard Indicators Scorecard. Current year progress for each key focus area is updated monthly, and changes to the goal can be made if organizational or external changes occur. One example of this is when the division changed the course evaluation form. The rating scale was changed so that a five was the best and one the worst, where before a one was best and five was worst. During FY 2005 adjustments needed to be made to the scorecard to reflect the inability to extract the data needed. CE&T began working on a method to get the information needed so that the goal progress could still be shared with the division and could be used when analyzing historical comparative data.

4.1b Performance Analysis, Review, and Improvement
4.1b(1) Reviewing Organizational Performance and Capabilities
The key organizational performance measures are summarized in the Continuing Education and Training Services Dashboard Indicators Scorecard [figure 1.1a(2)] that is compiled and distributed monthly. The Registration Report is compiled and distributed weekly. This report compares the number of registrations each week by market segment to the same period the last two years. Each month the Income and Expense Report is distributed. It compares year to date revenues and expenses to last year by market segment.

The source majority of financial and registration data is generated from Kirkwood’s registration, financial and administrative computing system, Colleague. Colleague contains six primary components seamlessly integrated to facilitate collection, reporting, and integration of data internally. The six components are:

1. Human Resources
2. Student Records
3. Accounting
4. Curriculum Management
5. Financial Aid
6. Communications

Once the appropriate data is queried from Colleague for analysis, it is uploaded into tools developed by LERN, such as the LERN Program Planner, or viewed through CE & T created database reports. We are able to pull our monthly income and expense by department, as well as tracking our expenses by category (instructor costs, materials, food, travel, etc.). Colleague also provides enrollment numbers, registrations, and withdrawals by course topic area, as well as by county region.

Performance expectations are presented to the Continuing Education and Training Services staff at the beginning of each fiscal year. The monthly progress reports are shared with staff at staff meetings and via printed reports. It is a divisional goal to have this operational data available electronically and dynamically through the college intranet by the end of fiscal year 2007. The performance expectations are included as part of the annual evaluation process for each team member. At the same time as the year-end performance expectation evaluations, team members also
participate in a modified college-wide evaluation. This abbreviated evaluation summarized career barriers, key accomplishments and professional development activities experienced during the year.

Each department’s performance expectation goals are developed by reviewing previous years’ data, current market trends in our community, such as unemployment data, workforce needs in our ten county region, and communication with other community colleges within the state of Iowa. Performance expectations are also based on an incremental increase each year with five year goals developed. Achievement toward the five year goal is evaluated yearly and adjustments to current goals are made at this time. CE & T uses multiple sources of data to ensure the validity of our results. The numbers are updated weekly and shared with the entire division. All of this data from Colleague shows comparisons from previous fiscal years by department, month, and week.

In order to continue to move the division towards becoming a self sustaining entity within the college, in 2005 CE & T began a process of incorporating additional expenses previously covered by the college. Beginning that year CE & T began to cover expenses previously paid for by the college. Our division first began tracking our overhead expenses on a monthly basis rather than waiting until the end of the FY to help us realize our true net non-catalog income. We also began paying for special printing of marketing materials utilized by each department throughout the year. In FY 06 CE & T began paying all postage expenses. In FY 07 we included our quarterly CE catalog printing expense, which is our largest single line item expense for the division. In FY 05 a Marketing Director position was created to help with evaluation of CE & T’s historic market trends to better define our performance expectations as well as creating a more strategic marketing plan for the division. CE & T will compare our data with LERN benchmarks and comments from the LERN organization and LERN conference attendees. Also the non-credit Deans/Director for the state of Iowa annually compare tuition costs, instructor pay, and advertising costs. During FY 06 one of the goals teams from CE & T collected data from our local competitors and shared this with the division during the summer retreat. The results of the data from all business units are reviewed at the end of the fiscal year by the administrative team and shared with all members of the division. Areas of strength and weakness are examined and market trends are studied in conjunction with our partners from the LERN organization. The data is used to create a market plan and revised set of performance expectations for the upcoming year. The division meets twice a year for a retreat. The summer retreat is a day-long event where we recognize accomplishments of our staff, celebrate our successes and then also brainstorm ideas for goals in the upcoming fiscal year. Some of our goals have been develop training opportunities for staff, investigate opportunities for dual credit/non-credit programs, improve communication and promote fun within our division, improve relationships with our instructors, targeting new customer groups, and identify who our competitors are and gather information on each. For the past two fiscal years the division has focused on four areas in order to improve our overall processes, increase our learning facilitator knowledge, develop action plans for each employee and continue to increase communication among team members, departments, and locations.

Goals teams groups have implemented many of these goals and we have incorporated them into our daily work processes. We have held instructor appreciation dinners, created a learning facilitator resource guide, and our program directors try to meet regularly with their instructors to discuss policies, procedures, answer questions and address concerns. Our teams have also collected data on competitors, completed a comparative matrix by program area, identified gap information, and developed strategies to obtain missing information and identify our top five competitors. This past year the division has focused its efforts on four areas:

1. Learning Plans for staff which will be implemented beginning spring 2007
2. Communication goal which promotes fun, recognizes accomplishments of staff and promotes volunteer and good-will activities
3. A learning facilitator training pilot project
4. The Iowa Recognition for Performance Excellence Tier 3 application

Priorities for the upcoming year include:

1. Communication and Recognition- this group will facilitate professional and personal
communication within Continuing Education, and recognize contributions of division staff and learning facilitators.

2. Kirkwood Center for Continuing Education—this team will research services and equipment found in similar facilities, identify services and target audiences for the new facility and provide input to the Center’s business plan.

3. Increase market share—this team will look at new program development areas and research trends in those areas, the team will be utilized as a “think tank” to assist in the program development direction for the division.

4. IRPE—write and submit a tier 3 IRPE application.

Kirkwood CE & T is an institution of learning dedicated to providing high quality education to our learners. As a respected member of a community of educators and lifelong learners CE & T faculty and staff are also committed to lifelong learning as a division and to sharing our knowledge and experiences throughout the education community. To that end we have hosted numerous delegations from other colleges and institutions of lifelong learning who wish to learn from some of our practices. In recent years Kirkwood Community College CE & T division has hosted faculty and staff from the following institutions:

- Parks and Recreation Program, Virginia Beach, VA
- Houston Community College, Houston, Texas
- Portland Community College, Portland, Oregon
- Sinclair Community College, Dayton, Ohio
- Metropolitan Community College, Omaha, Nebraska
- San Juan Community College, Farmington, NM

In addition, CE & T employees have spoken at state and national conferences such as the American Association of Community Colleges, Datatel, and the Learning Resources Network.

4.1b(3)—Incorporating Results of Performance Reviews Into Systematic Improvement of Key Processes

Kirkwood Community College CE & T utilizes data and the recommendations of goals teams to guide decisions each fiscal year. CE & T strives to be data informed. Each performance benchmark is listed on our Dashboard Indicators Scorecard and will help us in the development of yearly financial goals, team goals and lead our evolution of new strategic objectives for the upcoming year. One of our biggest process changes has been the restructuring of the duties of our program directors in Continuing Education. Prior to FY 06 the program directors would have dual roles—program new classes and line up repeat programming, and to logistically ensure all courses are scheduled, instructors contacted, registration tracking and financial reporting for their area of focus. Based on LERN recommendations and a thorough review of past performance, CE separated the programming portion of the program directors responsibilities from the operational duties. Each program director on staff moved into the role of either program manager or program developer—depending on their preference and administrative team review of their talents and skill sets. By separating out the jobs, the intent is to become more efficient. This, in turn, will allow more time for researching new program ideas, finding new learning facilitators as well as ensuring the day to day tasks are done correctly and on time.

Another outcome from our analysis has been the creation of Learning Plans for each team member of CE & T. Beginning spring of 2007, these individual development plans will be unique to each person and will outline professional goals for the upcoming year as well as over the next three years. Additional outcomes and new products are developed based on the data collected by the goals team and our financial goals are developed by reviewing our past three years of income and expense.

4.2 Management of Information, Information Technology, and Knowledge

4.2a(1) Making Needed Data and Information Available

Kirkwood Community College’s Continuing Education and Training Services division utilizes several informational management sources to collect and analyze its data. Colleague is a complete financial, registration, and administrative software package. Kirkwood Community College migrated to Colleague in the 2005 academic year. The information that is collected is used on a daily basis by our division. Colleague collects all registration, cancellations, income, and expense for all CE & T activity.
Another source of data collection is by individual department reports. Each department will track its goals and the progress made each month. This can be done by using an Excel spreadsheet or an Access database. All the information collected is compared against each data source to ensure accuracy.

During the 2004-2005 transition to Colleague, the college placed great emphasis on utilizing the internet as an information sharing tool, both internally and externally. The Kirkwood website was completely revamped to make it more user-friendly and current for employees, students, alumni, and the general public. The overall goal was to increase web-based student services for both credit and non-credit courses. The website is a source of information for employees, students, alumni, and the general public. Employees are able to access their individual salary information and leave taken, as well as all employee handbook information. The employees can also review the strategic goals of each department across the college as well as the strategic goals of the college. Students can register online, access schedules, assignments and grades; find activities to attend throughout the college as well as have access to all staff and faculty of the college through email. The public and alumni can get access to all activities offered by the college; career services as well as general interest news.

4.2a(2) Ensuring that Hardware and Software Reliable and Secure
Kirkwood Community College has a team of systems administrators, web programmers, and application support specialists that monitor and maintain all of our systems. We have processes in place for routine testing, maintenance, and data backups. We also have an online user request and trouble ticket system that allows us to quickly respond to the needs of our end users, as well as a 24-hour help desk.

4.2a(3) Continued Availability of Systems in the Event of an Emergency
Kirkwood Community College utilizes an uninterruptible power source [UPS] for its data center. In the event of power failure from the utilities, a diesel generator will turn itself on within seconds of noticing the loss of power. Our servers in the data center have redundant power supplies connected to separate electrical circuits. We have 24/7 hardware support from our vendors. In the event of data loss, we have a process to recover data from our backups.

4.2a(4) Keeping Data Availability Mechanisms Current
CE & T regularly upgrades its computers and other IT infrastructure. Each department submits equipment needs in early spring. The average lifespan of an employee’s computer is about three years. Kirkwood provides upgrades to existing software to keep up with the latest technology.

During fiscal year 2006 all existing computers were upgraded to Windows XP. During the spring of each year, the college as a whole will ask for capital improvements from each department. These improvements can include facility and major equipment upgrades, such as new carpeting, painting, and updating technology within all the classrooms.

4.2b(1) Managing Data, Information, and Knowledge
Kirkwood Community College CE & T works to ensure data and information accuracy, integrity, reliability, timeliness, security, and confidentiality through features built into Colleague. These include firewalls, unique user IDs and passwords, restricted access levels, and assignment of data ownership. Colleague ensures Kirkwood Community College will meet the Governmental Accounting Standards Board (GASB) and Financial Accounting Standards Board (FASB) requirements.

The goal of CE & T is to provide lifelong learning opportunities for learners in our seven county service area. Kirkwood’s mission identifies what we do on a daily basis: identify community needs, provide accessible, quality education and training and promote opportunities for lifelong learning. One of the goals of the division is to survey students after at least 40 percent of our courses offered. In FY 2007 we surveyed 60 percent.

CE & T also brings together focus groups in various programming areas to find out from our learners and potential learners what they want or need in terms of training. Program directors on the training services side work daily with companies in Kirkwood’s service area. This provides valuable information for our future program development. We also have business and industry consortium groups that meet regularly to address and discuss their workforce issues. One such group, the Call Center Industry Advisory Group, was formed in FY 2004. The goal of gathering like businesses within the call center industry was to provide skilled employees. Instead of competing against one another for new hires, the companies came together, provided input on curriculum development, as well as donated money.
to purchase training equipment. One of the workforce sectors we targeted was the underemployed or unemployed. By providing financial assistance for the students with grant money, we were able to train and eventually have these individuals hired by the participating companies. The Call Center Industry group meets quarterly to discuss issues in the call center industry, as well as provide input on each new group of students.

Kirkwood Community College ensures data and information accuracy, integrity, reliability, timeliness, security, and confidentiality through the use of Colleague. Security access is by user level, and security varies as to job responsibility and is determined by the user with passwords and restricted access. All employees are assigned a login and password to enter Colleague and access levels are determined at the department level with recommendations from the business office. All students are assigned a unique student id number based on the information provided, and they are given access to our online registration system for both credit and continuing education courses. Credit students are given a user id and password in order for them to access certain areas on the Kirkwood website, mainly for registration, reviewing test scores, and grades.

One way to keep CE & T customers satisfied is by having two Information Specialists whose job it is to answer phone calls and customer questions as well as register students for continuing education classes. The continuing education catalog is distributed four times a year and contains all courses offered during that time frame. Postcards are mailed to promote new programs that may fall outside the catalog timeframe. Emails are distributed frequently to companies in our region to promote new courses, programs and focus groups for our contract training clients. The website contains all information that is distributed through the catalog and special mailings.

CE&T has an intranet for the division which contains all Colleague ‘how-tos’, update on the division scorecard, due dates for catalog courses and advertisements, and any pertinent information for the staff.

All of the data collected and measured throughout the year are based on a strategic plan the division has developed over the past three years. The strategic plan guides the group on tracking important data that will improve profits, increase customer satisfaction and improve the overall processes of CE&TS.

4.2b2 Manage Organizational Knowledge
Kirkwood Community College Continuing Education and Training Services division has made tremendous strides over the last three years in identifying data to collect, how the data should be collected, and the most efficient way to analyze the data. Decisions are based on data and on yearly market planning as well as long rang planning. The administrative team involves the entire division in goal setting and in analyzing the information that is collected. The information is shared in the quarterly face to face staff meetings as well as in The Must Read which is a summary of activity from the previous month which is sent out during the months the staff does not meet as a group. A Learning Facilitator Resource Guide is distributed to all new learning facilitators that work with CE&T. The guide covers how the CE&T division is structured and how it plans and delivers continuing education classes. It contains all the forms a new employee needs to complete in order to be paid. The guide also explains the emergency procedures of the college as well as contact information and a campus map.
Category Five- Workforce Focus

5.1 Workforce Engagement
Kirkwood Community College enjoys a reputation throughout the state as a generous and stable employer. Founded in 1966, Kirkwood Community College currently employs over 695 full time employees. The Continuing Education and Training division of Kirkwood Community College has 39 full time employees and over 100 part time and adjunct learning facilitators who teach a variety of classes. Some learning facilitators will teach one or two classes a year while others will teach multiple courses in the course of CE & T’s programming calendar.

5.1a Workforce Enrichment
5.1a(1) Determining Workforce Engagement
Historically the key indicators of workforce engagement and workforce satisfaction have been the low turnover rate and the longevity of CE & T’s workforce. Kirkwood Community College enjoys a reputation as a very desirable place to work with historically low employee turnover. In the last four years the turnover within the division has averaged 7.6 percent. [College-wide the turnover rate for 2006 was 12 percent]. The average number of years of service for CE & T employees is 9.7 with the longest-serving employee having 31 years of service.

Figure 5.1a(1)-1 represents the ratio of positions open to applications received college-wide.

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<th>Fiscal Year</th>
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<th>Applications received-college-wide</th>
<th>Positions open-CE &amp; T</th>
<th>Applications received-CE&amp;T</th>
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</tr>
</tbody>
</table>

Figure 5.1a(1)- Kirkwood Employment Opportunities

In 2007 the openings for the Director of Operations and the Event Planner for the Kirkwood Center for Continuing Education [KCCE] generated over 130 applications. CE & T routinely receives requests from outside individuals to allow them the opportunity to work for the division as learning facilitators or consultants. All of the learning facilitators and consultants work full time in their areas of expertise and are hired on an as needed basis. The majority of Kirkwood’s fringe benefits do not apply to these individuals. Even so, these individuals still want to be a part of the college to help us achieve our mission and vision due to the great reputation of Kirkwood Community College.

5.1a(2) Fostering a High-Performance Culture
CE & T does an excellent job of working together as a division, as well as within the individual teams. Each group of program managers, program developers, and directors meet at least monthly, and often times meet weekly to discuss ongoing projects, concerns and collaborations that may have arisen. The meetings allow collaboration and brainstorming of new ideas when needed. Some new program development comes from ideas shared during these team meetings. Creativity and innovation are embraced by the division by allowing anyone within the division to make a contribution to the success of our program offerings. The administrative team meets monthly for four hours to review monthly goals and discuss any issues within each administrator’s team. At the college level the Vice President for Continuing Education and Training Services meets weekly with the President’s Cabinet to keep this group informed of the areas of importance within the CE division. The vice president and other team leaders and administrators will share any new college-wide updates with the CE staff via the Must Read e-newsletter or at bimonthly face to face staff meetings.

Each team member within CE meets yearly with their supervisor to review the past years performance as well as set new goals for the upcoming year. Both the employee and the supervisor will complete an evaluation form on the performance of the employee. The goals for each employee are based around the goals of the division as well as what each individual person wants to achieve for themselves professionally.

In December of 2007 Kirkwood Community College will move in to a new building. CE & T faculty and staff have played an integral role in the design and construction of the building. One of the design concepts that arose out of the brainstorming has been the open floor plan of the office space. Designed as cross-functional work areas with conferencing spaces and design layout conducive for spontaneous collaboration, CE & T’s office space will allow program managers and program developers to collaborate with marketing specialist and support staff.
Communication within the division is also facilitated by monthly all-staff meetings. Every other month the entire CE staff meets face to face to allow a group of very busy, geographically diverse people to gather in one room and spend the afternoon networking and exchanging information. This allows the group to remain cohesive and provides opportunities for brainstorming and developing new training platforms and ideas. The monthly meeting is also an opportunity for everyone to share what they have going on with the group and for the administrative team to efficiently pass on information and updates that effect the entire staff.

Another crucial aspect to empowering our employees to achieve high performance takes place at the Continuing Education and Training division’s annual June retreat. At this meeting [held off-site in a relaxed atmosphere] the entire group brainstorms and creates goals teams that work to achieve excellence and high performance. These teams meet monthly [usually just before the all-staff meeting] and are charged with realizing the goal set at the June retreat. CE & T’s annual half-day retreat in December is an opportunity for team members to check in and update the staff. Past teams have focused on competitive analysis, generational learning, learning facilitator development, and employee recognition. At the following year’s retreat the teams report back to the group and give their recommendation as to whether or not they feel the group should move the goal forward or should disband- having achieved its goals. This is an employee-driven process that allows for change and adaptability as new trends and important issues are identified. Staff buy-in occurs as a result of a sense of ownership in the process and the outcomes.

5.1a(3) How Workforce Management System Supports High-Performance Work and Engagement

Annually Kirkwood Community College recognizes outstanding employees at its Martin Luther King Day staff and faculty in-service. There, following a rigorous, college-wide nomination and selection process employees are recognized with The President’s Award for Outstanding Service, The Innovation of the Year Award, and several Distinguished Service Awards. In the last two years two CE & T employees have received these prestigious awards.

Additional college-wide employee recognition programs and major events include:

1. The ‘Kirkwood Kudos’ program
2. “Kirkwood Salutes!” activity week
3. Annual anniversary recognitions
4. Kirkwood Difference awards
5. The Pancake Breakfast
6. The Pigout Picnic
7. The Holiday Reception
8. Clean Up Day
9. The Pioneer Luncheon

College-wide programs that Kirkwood faculty and staff can take advantage of include:

1. The New Employee Mentoring Luncheon series
2. The “Planning for your Future” program
3. The” Kirkwood Explores” program
4. Anniversary birthday cards
5. New employee bookstore gift cards
6. Toastmasters
7. The “Passport to Retirement” program
8. Monthly Lunch and Learns

Within CE & T high performance compensation and recognition includes monthly ‘years of service’ certificates at the all-staff meetings and annual awards at the summer staff retreat.

Kirkwood Community College’s CE & T division is committed to the belief that open and efficient communication among employees can help us realize our mission of identifying community needs, providing accessible, quality education and training, and promoting opportunities for lifelong learning. With that in mind, it is a continuous process to seek new and better ways to facilitate intradepartmental communication. As a part of the college’s visioning process CE & T committed to enhancing our intranet as one of our key strategic goals for FY 06. In 2007 this goal was realized with the creation of the CE & T internal web page on the college’s EagleNet system.

Employees who begin working at Kirkwood Community College’s Continuing Education and Training division undergo a thorough and comprehensive orientation process. All new employees meet monthly for the first six months with their immediate supervisor to discuss issues of performance and continuous learning. In addition to Kirkwood’s college-wide employee orientation [which consists of meeting with the benefits coordinator and a college-wide orientation] new employees are provided with a New Continuing Education and Training Services Employee
and paired with a mentor who will work closely with them for the first year of employment. Mentor Lunches are held monthly where the employee and his or her mentor spend time together and listen to speakers from different areas of the college. Past topics have included campus health, business services, sports and recreation, and student services. This is an opportunity for new employees to network, build a sense of community, and benefit from the wisdom and experience of the veteran faculty and staff.

Employee compensation is based on paygrade classifications according to the employee’s title. Raises are determined on a yearly basis negotiated by our KSA (Kirkwood Staff Association) representatives with the administration. Pay increases are determined by calculating the average salary in each paygrade, applying a certain percentage (5.6 percent for FY 08 salaries) to the average salary, and then adding that flat dollar amount to each position in the paygrade.

**5.1b Workforce and Leader Development**

While Kirkwood Community College’s Continuing Education and Training Division models many of its practices after a business model and strives to maintain self-sufficiency and operational efficiency we are, at our core, an institution of learning and all that we do centers around our mission and our vision to **Invent, Develop, and Deliver Learning Solutions for the 21st century**. With that in mind employee learning and motivation is essential to all we do. As an institution we strive to model a value of learning and self improvement and encourage our employees to do the same.

**5.1b(1) Workforce Learning System**

This valuing of learning is evident in the rigorous pre-employment requirements CE & T applicants are required to meet. Almost all program directors are required to have a minimum of a bachelor’s degree and subject area expertise. [Exceptions are sometimes made when the need for an expert in a particular subject matter area outweighs the need for a degree]. Office associates all have training on computer systems and software, as well as expertise and knowledge in the areas they support. Learning facilitators have subject matter expertise and extensive experience in the areas they teach. Many have masters and doctorate degrees.

All employees are encouraged by administration to continue their higher education; Kirkwood Community College offers tuition assistance to employees to obtain their undergraduate and graduate degrees. Historically this has been an open, non-selective program where all eligible applicants receive funding for starting or continuing their post-secondary education. In 2006 eligible employees received $1000 annually for undergraduate studies and $1500 a year for graduate class tuition.

Within the Continuing Education and Training Services division administrators may attend a national conference yearly and program developers and managers are encouraged to attend a national conference every other year and in state conferences yearly. Office associates can attend any in state conference that applies to their position. Kirkwood also offers monthly faculty and staff training on a variety of technological topics such as PowerPoint, Flash, Website Manager, or designing online classes, etc. All employees of the college are able to take continuing education courses at no cost and the college offers a 50 percent tuition discount to children of full time employees who choose to continue their education at Kirkwood.

Every three years employees computers are updated to the latest desktop PC or laptop, additional software can be added as needed to help perform the employee’s job.

Employee learning and motivation is a continuous improvement process and is not limited to the traditional educational setting or classroom. Staff members are encouraged to have a voice in the training and education that they feel is important for them to excel and grow in their positions. The administrative team utilizes an annual Training Needs Survey whereby all employees are encouraged to provide ideas for training and education for the upcoming years. Topics in the past have included COLORS and Advanced COLORS training, Fish training, ergonomics, AQIP/KQIP, and customer service training. CE & T program managers are allowed [and encouraged] to attend one national conference every other year and unlimited state wide conferences and seminars. Administrators are encouraged to attend national conferences annually. Programmers are also encouraged to obtain LERN Certified Program Planner status. Those who do are recognized at the annual LERN convention as well as within the division.

**5.1b(2) Development and Learning Systems for Leaders**
Kirkwood Community College participates in two leadership development programs through the community colleges in Iowa, one is CLIC, Community College Leadership Initiative Consortium, and the other is LINC, Leadership in the New Century. Kirkwood sends at least two employees each year to each program. The two programs provide two day sessions each month at various community colleges across the state and offers guest speakers on various topics regarding leadership within a community college. In the past six CE & T employees have participated in the LINC and CLIC programs.

Kirkwood also nominates at least one employee each year to participate in the Leadership for Five Seasons program. This program is sponsored by the Cedar Rapids Chamber and the goal is to engage diverse individuals who are emerging and existing leaders in the Cedar Rapids area to stimulate a higher level of leadership within the community.

The Chair Academy, sponsored by the Maricopa Community Colleges, is designed to provide world class training programs to advance academic and administrative leadership for post secondary institutions. Kirkwood routinely sends several employees to participate each year.

More and more employers are finding that to attract and keep quality employees a paycheck is not enough. Kirkwood Community College and the Continuing Education and Training division realize this and place great emphasis on employee well-being and satisfaction. College-wide services and activities that enhance quality of life and promote the well-being and satisfaction of employees include: a Wellness/Recreation Center that serves full and part time employees, Weight Watchers, no-cost use of a personal trainer, on-site daycare, low cost dog grooming, at-cost auto repair and maintenance, interest free computer loans, and a culinary arts program gourmet restaurant and catering service.

Kirkwood Community College contracts with Mercy Medical Center in Cedar Rapids to provide an Employee Assistance Program [EAP]. This is an anonymous counseling service that is provided at no cost to the employee. In the past it has proven very useful in allowing CE & T employees to work through issues and personal problems so that they may continue to succeed and thrive in their jobs.

Kirkwood Community College non-administrative employees also benefit from the existence of the Kirkwood Staff Association [KSA]. Formed early in the history of the college, this group is charged with providing a voice to Kirkwood employees in matters of salary, policies and procedures, and discipline. This group has representatives that regularly meet with high level administrators to communicate issues and concerns.

5.1b(3) Evaluating Effectiveness of Workforce and Leader Development and Learning Systems
 Within the Continuing Education and Training Division we place great value on employee input. Biennial ‘360 degree’ staff surveys allow employees to evaluate their immediate superior and the division as a whole. This combined with annual Learning Facilitator and contracted training client surveys provides invaluable data and feedback in the continuous improvement process.

5.1b(4) Managing Effective Career Progression
 Kirkwood Community College’s Continuing Education and Services division places a great deal of importance on promoting from within and offering employees a career ladder throughout the college. All positions within the college are posted on the college’s website and most position descriptions are sent to all employees [full and part time] via the campus intranet. Many positions are ‘Internal Only’- allowing current full and part-time employees the opportunity to apply and progress throughout the college. It is not uncommon for an employee to be hired at the office associate level, work towards and obtain a bachelor’s degree and be promoted to a salaried position with increased responsibilities. All salaried personnel and administrators have annual conversations with their direct reports where succession planning is discussed. In the last six months three open positions within CE & T have been filled from within- with all individuals moving up in paygrade and position level.

5.1c Assessment of Workforce Engagement
5.1c(1) Assessing Workforce Engagement
 With over one hundred adjunct faculty and part time learning facilitators Kirkwood Community College’s CE & T division recognizes the value and importance of providing these individuals with avenues for input, feedback and suggestions. Additionally, CE & T has a goal of surveying at least 40 percent of all courses offered. The results of these surveys are compiled and tabulated by the college’s institutional Research department. Result of these
class and course evaluations are shared with Kirkwood CE & T program managers and developers who in turn communicate survey results to the learning facilitators.

5.1c(2) Relating Assessment Findings to Key Organizational Results

Kirkwood Community College Continuing Education and Training division enjoys a very close relationship with LERN- the Learning Resources Network. This internationally recognized education consulting organization certified CE & T in 2002 and continues to serve as a consultant in benchmarking and best practices for the division. LERN encourages institutions to be data informed and make decisions based on past performance and expected outcomes. Our partnership with LERN has allowed us to implement a process of individual performance expectations and goal-setting that allows CE & T staff to set, track, and realize measurable goals for the fiscal year. These goals are both individual and division wide. Each summer CE & T employees meet with their immediate supervisor and set performance expectations for the fiscal year. Benchmarks include:

- Enrollments
- Learner/client evaluations
- Operating Margins
- Market segmentation
- Net profit
- Program goals
- Deadlines
- Catalog and contract deadlines
- New course development
- Customer service
- Marketing
- Cancellation rates
- Average participants
- Administrative costs
- Personal goals
- Operational responsibilities
- Contracted Training benchmarks
- Pricing and pricing points

Learning facilitators and contracted training clients are surveyed annually to determine what they feel are the strengths, weaknesses, opportunities and challenges of the institution. Learning Facilitators are also encouraged to let us know what new ideas and course offering they would like to see as well as what they would like for professional development. As a response to this input the Continuing Education and Training division in 2004 published and disseminated a Learning Facilitator Resource Guide. This 36 page book is now given to all new instructors.

Throughout the year division-wide performance is tracked with dashboard indicators. This is a spreadsheet that is updated monthly and shared at the all-staff meetings. Currently CE & T, in cooperation with LERN, is developing an internet-based software program that will allow individuals to track their own performance expectations. We anticipate rolling this software out in the fall of 2007. This will increase staff ownership in the goal-setting process and allow us access to very specific data to track trends and changes.

CE & T employees set individual and division-wide goals and are rewarded based on how successful they are in accomplishing them. Employees who meet 80 percent of the criteria goals receive $200 in professional development money. Those who meet 90 percent receive $225. Individuals who meet 100 percent of the criteria are awarded with $250 or an extra eight hours of vacation.

5.2 Workforce Environment

5.2a Workforce Capability and Capacity

Kirkwood Community College’s Continuing Education and Training Services division is committed to operating with the optimal number of skilled and experienced employees. Hiring and staffing decisions are often guided by our need to remain agile and able to respond to changing education and training needs in the seven-county area that we serve. Decisions are also guided by the division’s commitment to fiscal responsibility.

5.2a(1) Assessing Workforce Capability and Capacity

While committed to providing quality education experiences to our students and other customers, CE & T is driven by the core principles of fiscal responsibility and building a sustainable organization. The division and areas within the division have a great deal of freedom in planning annual budgets. This includes adjunct learning facilitators and other contracted services. A benchmark of covering costs and netting between five and ten percent drives CE & T to gauge workforce capacity. Administrative costs are a benchmark on the monthly Dashboard Indicators. CE & T staff understands that keeping administrative costs [including salaries] under 35 percent is an overall goal. With this in mind, CE & T administrators are allowed the freedom to propose reducing or increasing staffing in order to adjust to program offerings and community needs. These are data-informed decisions that take into account added costs and projected increases in revenue.
5.2a(2) Recruiting, Hiring, Placing, and Retaining New Employees
Kirkwood Community College’s Continuing Education and Training Division enjoys its success in large part to our ability to empower its employees. We believe that this empowerment starts during the hiring process. When a position opens within the college, interview committees are formed that cross disciplines, job descriptions, and departments. Employees are encouraged to sit on interview committees. CE & T is accommodating with people’s schedules during this process.

New openings at Kirkwood Community College are advertised in the Cedar Rapids Gazette, the Des Moines Register, and are posted on the Corridor Careers website. Applicants are encouraged to apply online and are asked to submit a cover letter, resume, references and complete an application form. At this time we also request any degrees, certifications, and licenses be submitted to our Human Resource office.

When evaluating the qualifications and certifications required for a position within CE & T several factors and tools are brought to bear. One consideration is that some of our programs are regulated by state and national certification and licensure boards and as such require specific degrees or certifications. This includes programs such as health careers, truck driving, and real estate education.

Another consideration is the college’s minimum requirements. Some positions require a post-secondary degree while many require graduate education. The college also utilizes the ACT-created Skills Advantage WorkKeys Assessment— a standardized test that gauges proficiency in three key areas and has minimum cut scores specific to occupations in the region.

5.2a(3) Managing and Organizing Workforce to Accomplish the Work of the Organization and 5.2a(4) Preparing Workforce for Changing Capability and Capacity Needs
Kirkwood Community College’s Continuing Education and Training Services division is committed to its mission of identifying community needs, providing accessible, quality education and training, and promoting opportunities for lifelong learning. With that in mind the division undertook a major reorganization of processes and workflow in July of 2005. The process was implemented over a twelve month period. The rationale for the new structure included the following reasons. Financially, 75% of tuition revenue in the division is generated from open enrollment programming which is why efforts need to be focused on serving learners through new program development and learning facilitators by better meeting their needs so they may better serve our learners. The current trend for enrollments and revenue are down or flat. Staff members who serve as programmers are concerned they don't have adequate time for new programming efforts and therefore are not hitting our target for new programs offered. A great deal of redundancy and duplication within program director and office associate roles exists without consistency. The contracted training team felt they needed a dedicated director for strategic leadership and direction. In order to respond to these needs and better align processes and efficiencies the team was organized into the following critical areas with an additional position added to focus on leadership for the newly organized Programming Team.

Operations Team
Director of Operations: Provide leadership and direction for all facets of the Continuing Education Operations team.

Program Managers: Oversee planning and day to day operations of Continuing Education programs. Responsible for leadership in specific program area/s. Participation and coordination in weekly Operations meetings, course/event contract data entry, finance management, catalog and registration management, learning facilitator management, course go/no go management, book orders, course/event evaluation procedures and review.

Learner Support: Learner resource, phone support, registration support, course/event contract data entry, learner cancellations, vouchers, refunds, unpaid learner follow up, assist in catalog development and proofing, learner certificates and CEUs, transcripts and class cancellation communication to learner.

Learning Facilitator Support: Provide LF resources and materials for classes, I-9, W-4, orientation manuals and meetings/trainings, classroom arrangements/setup, course/event contract data entry, Learner evaluations, class cancel contact to LF, LF pay and associated documentation (attendance sheets).

Departmental/Data Support: Master schedule events/locations, lead support for catalog creation development/proofing, certificate/CEU creation, postal mail, market segmentation support, course/event contract data entry, departmental and program reports and survey results.

Programming Team
Executive Director of Programming: Provide leadership and direction for the Continuing Education Programming team.

Program Developers: The Program Developer is responsible for the development of new programs and events that match the demand of regional constituents and management of program area(s)—Health, Avocational (recreation, leisure, general interest), Vocational (industrial technology, transportation), and Business (business, small business, real estate, information technology). This position will work closely with the Programming and Program Management Team in implementing long and short range program initiatives.

Director of Training and Outreach Services: Provide leadership and direction for contracted training sales to the employer community.

Program Directors: The Program Director is responsible for contacting and selling contracted training to the employer community. This includes facilitation of the contract once the sale has been closed which includes trainer coordination and course logistics.

5.2b Workforce Climate
5.2b(1) Ensuring and Improving Workplace Health, Safety, and Security
Employee well-being and satisfaction are ultimately grounded in a need for safety and security. Kirkwood Community College’s Continuing Education and Training division is very aware that when our employees come to work they are putting their safety and personal security in our hands. With that in mind Kirkwood Community college includes emergency procedures and disaster plans in all new employee orientation and training. All classrooms have signage outlining emergency phone numbers and exits. With the installation of telephones in all East Campus classrooms in 2004 CE & T now has communication systems in all its classrooms. The college has 24 hour a day, seven days a week on-site security and a network of emergency phones throughout the campus [including three on the East Campus].

Kirkwood Community College employees regularly have fire and tornado drills. A Disaster Response and Recovery Plan is updated annually by Kirkwood’s Community Training and Resource Center. In April of 2005 Kirkwood Administrators, in cooperation with Linn County Emergency Management Association [EMA] and the Cedar Rapids Police and Fire Departments, conducted a college-wide tabletop disaster exercise simulating a scenario where a tank of anhydrous ammonia overturns just off campus and a partial campus evacuation is required.

Kirkwood Community College is the first community college in Iowa to have a state-recognized First Responder Service on site. Based out of CE & T this service is staffed by EMTs and the campus nurse from 0700 to 1700 on weekdays. Kirkwood Community College has also been a leader in the placement of automated external defibrillator (AEDs) on campus. Currently AEDs are place at nine sites across campus including the east Campus, Kirkwood’s Iowa City campus, and at the KTOS building in Marion. All this, we feel, aligns with our guiding principles of mutual respect and support and dedication to the people we serve.

5.2b(2) Supporting Workforce Via Policies, Services, and Benefits
Kirkwood Community College offers full time employees a generous salary and benefits package. Salaries are competitive with other community colleges in the state and our CE & T full time staff has enjoyed pay raises on average of 5 percent in the last three fiscal years with no significant cuts in benefits. Employees have a choice of four health insurance plans- with Kirkwood paying 100 percent of monthly premiums for some plans. Employees who choose not to take health insurance coverage with Kirkwood are given an equivalent amount of money in their bi-monthly paycheck.

Other college–wide benefits for FTEs include group dental and vision coverage, life insurance, long term disability insurance, personal liability insurance, bereavement leave, funeral leave, administrative and personal leave, flexible pre-tax benefits [IRS section 125], tax-sheltered annuities, tax free computer loans, and tuition reimbursement programs for staff.

In keeping with our mission to identify community needs, provide accessible, quality education and training, and promote opportunities for life long learning CE & T employees may enroll in any CE & T course at no cost and have access to the college’s tuition reimbursement program where they may receive up to $1500 annually for post secondary education in the field of study or discipline. Many employees take advantage of this and it is not uncommon for an office associate to become a program manager or administrator. This ability to advance and grow in the division plays a significant role in the commitment and satisfaction of CE & T employees.
role in motivating employees to learn and seek new educational opportunities.

Team-building and motivational activities within the division include monthly ‘ice-breakers’ at all staff meetings, pot lucks, secret Santa, birthday recognition, green elephant auctions to raise money for a condolence fund, and annual sub-group goal-setting retreats.

In today’s world of 24 hour information, working parents and technological advances Kirkwood Community College recognizes the need to be progressive in employee work schedules. In 2005 CE & T instituted a ‘summer hours’ policy whereby employees may elect to modify their schedule to take a half day off every week. This was in response to feedback requesting flexibility for family vacations and childcare in the summer.

A continual challenge to Kirkwood Community College’s Continuing Education and Training Services division is to capture and celebrate the diversity of various cultures and ethnicities. With the globalization of education and workforce both in Iowa and in our seven county region CE & T strives to represent a global perspective on community education and training. The table below illustrates the college’s and CE & T’s ethnic and gender representation in 2006.

<table>
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<th>CE &amp; T</th>
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<td>1 [2.5%]</td>
</tr>
<tr>
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<td>0</td>
</tr>
<tr>
<td><strong>Caucasian</strong></td>
<td>671 [96.5%]</td>
<td>37 [94.8%]</td>
</tr>
</tbody>
</table>
Category Six- Process Management

6.1 Work Systems Design
6.1a(1) Determining Core Competencies

Core competencies of Kirkwood’s CE & T division are derived from the overall college mission to identify community needs, provide accessible, quality education and training, and promote opportunities for lifelong learning. Kirkwood’s CE & T division provides quality vocational and avocational, non-credit [and select credit] offerings for learners in our service area and across the state. To support our mission of providing accessible quality education and training our programs are delivered in a variety of instructional delivery formats. Learners may choose from face-to-face classroom, seminar or lecture, home-study, the Iowa Communication Network [ICN], web-based instruction, self-study CD-ROM, laboratory, on-the-job, and computerized simulation settings. Courses are offered throughout the seven county region of the college district with the majority of classes being offered in the Cedar Rapids-Iowa City area. Registration for CE & T classes is also accommodated in a variety of manners. Registrants may enroll in a class via telephone, online, fax, mail or in-person.

6.1a(2) Designing and Innovating Overall Work Systems

CE & T work systems are designed with our community stakeholders in mind. CE & T stakeholders include our community of learners, adult non-credit instructors (learning facilitators), state and local business, non-profit agencies and educational institutions. Designated learner support and learning facilitator support teams are in place to address the needs and concerns of the CE & T learners and learning facilitators. Program developers with subject matter expertise are employed to address the training needs of state and local businesses, organization and educational institutions. Additionally, CE & T administrators and professional staff are integral members of state and local planning organizations, advisory councils, and boards.

Contract deadlines, hours of service, and schedules are established to best serve the stakeholders we serve. For example the CE & T Health Occupations catalog is produced and distributed three times a year to best suit the needs of health professionals annual re-licensure requirements. CE & T training is provided around the clock and at various locations to best suit the needs of the business and industry stakeholders.

External resources are employed in some areas in order to best address the needs of the learning community. For example, the printing, layout, and delivery of our marketing materials are contracted to external departments and publishing companies to allow CE & T personnel to focus on customer service, quality curriculum, instruction creation, and enhancements.

6.1b(1) Key Organizational Work Processes

CE & T key work processes include continuing education course development, course/event setup, course marketing, learner advising, learner registration, course delivery, course evaluation, and enhancements. Work processes are designed and carried out in unison with the needs and resources of the other Kirkwood Community College divisions. This collaboration allows the entire college to successfully deliver its mission to community constituents. An example is a work process that came about as a result of a learner community request for more user control and access to student information and resources via the internet. The college with the help of outside consultants, cross-departmental, and cross functional teams established a new web appearance and backbone system. The resulting system provided greater learner access to CE & T resources and led to many process modifications and job adaptations among the CE & T staff.

6.1b(2) Determining Key Work Process Requirements

Key process requirements are determined by CE & T learners and learning facilitators and input from business and industry stakeholders. The development process originates with a team of program developers who design new educational programming opportunities in the areas of Health, Transportation and Safety, Continuing Professional Education, Leisure and Enrichment, and Contracted Corporate Training. The development team utilizes a project timeline to guide course development to include LF training, curriculum standards, course delivery options, course pricing, assessment and certification options, and post delivery course review. Demographic trends among previously enrolled learners and student course evaluation forms are studied to ensure curriculum matches the needs of the various learner groups. Additionally, focus groups with various market segments to are utilized to meet the needs of the learning community. The results of the evaluations, learner analysis and focus groups are
used in the curriculum development process to appeal to the various learner segment groups.

Recognizing the presence of non-traditional learners is accomplished through the Kirkwood Vocational Team. The process begins with learner or LF identification of learners requiring additional educational support. A support plan is developed by the vocational team to ensure student success. Various support activities include: learner advocacy, alternative test taking, tutors, interpreter services, media services, note taking, and placement.

6.1b(3)
CE & T work processes are in a constant state of evolution. Current processes are charted using a process map design. Figure 6.1b(3)-1 illustrates the process map used to chart the process of assembling and disseminating materials for a CE & T class.

![Process Map](image)

Figure 6.1b(3)- Class Materials Preparation Process Map—See Appendix A

Those people closest to the process test processes, suggest improvements and restructure the process. Process maps are reviewed and updated on a quarterly basis. New technologies have been infused into the processes in a variety of ways including; EagleNet online access, Online Safari generated reports, Operation’s team database, and Instant Enrollment online registration system and simulation equipment in various areas.

EagleNet online access is a college-wide means for staff to inquire about personal job-related information. Staff use this system to inquire on pay advise, vacation/sick leave balances and upcoming class information. A class database is connected directly to the college’s main registration system. This database allows program directors and support teams the ability to verify enrollments, learning facilitator status, issue certificates, set class packet preferences, and print CEU certificates and other certificates of completion. Instant enrollment is the online registration system provided to learners. Learners have the ability to inquire online the enrollment status of a class or review class descriptions, costs, locations, hours, and materials information. Learners are also provided with valuable simulation equipment and situations in the classroom to help them better prepare and train for real-life occupational situations. Simulation equipment is available to students it the Health Occupations, Professional Transportation, and Computer areas. Simulations provide authentic occupation experiences, as well as electronic immediate assessment of techniques.

6.1c(1) Ensuring Work System and Workplace Readiness in Emergencies
Ensuring work system continuity in the event of a disaster is important to CE & T. A system is in place to scan all paper documents and save the verified image to computer compact disc. These discs are duplicated and back-up disks are stored in a fire secure vault off-site.

CE & T course catalogs, learner registrations, and student payments are distributed and collected electronically. However, in the event of power failure or other disaster paper forms are on hand at all registration and collection centers. Kirkwood Community College has office locations in nine locations across seven counties. Each center is constructed as a stand-alone center. Should facilities at one location be rendered inactive, these operations can be easily relocated to another center. Kirkwood CE & T utilizes the college-wide Emergency Response and Recovery Plan process for all disasters.

6.2 Work Process Management and Improvement

6.2a(1) Implementing Work Processes
Quality measurement and evaluation of work processes is ongoing throughout CE & T. This is done by collecting data and comparing against internal controls as well as external benchmarks. Contract sheets and confirmation letters are sent to Learning Facilitators prior to commencement of programs to ensure smooth start-up. Surveys are collected from the learners and LF during and post program to determine if processes were adequate to
meet the identified needs and concerns that the programs were targeted towards. Evaluations of the LF and content are captured to determine the quality of the programs offered. A division-wide performance expectation is monitored through the use of learner, learning facilitator and company evaluations. It is a divisional goal to obtain a customer service rating of 4.7 on a five point scale from learners. The learning facilitator and company satisfaction goal for CE & T services is 4 on a five point scale. Learner input on course offerings and satisfaction are also requested through our customer support email (contactce@kirkwood.edu).

For applicable programs, accreditation with state and national agencies is maintained promoting accountability for content, as well as processes. In addition, programs which are regulated by state and federal agencies must meet certain requirements regarding record keeping and evaluation. Site surveys from accreditation agencies identify strengths, as well as areas of improvement ensuring that valid standards and processes are in place regarding the education provided, record keeping, and processes for issues related to student learning.

Learner, LF and company evaluations, cancellation rate, financial targets, and enrollment goals are tracked monthly by the dashboard indicator report, as well as the monthly income, expense and operating margin report. These monthly reports are compared with the goals/projections in each area. Performance projections are set in the summer months as a goal to be achieved in the upcoming academic year.

6.2a(2) Preventing Variability in Implementation of Work Processes
CE & T promotes consistency through our offerings by ensuring easily accessible support for our LF, as well as maintaining dialogue with our various centers. To promote uniformity in or LF, the CE & T handbook and forms, standard operating procedures, and regulations (registrations) are online for better access. Information is shared with the various community centers through face to face meetings as well as group, online, telecommunications, and phone conference calls. Learning Facilitator 101 is a course designed to orient new learning facilitators in a uniform manner to decrease variability in delivery of the programs, as well as uniform use of the processes designed to support the programs.

Every benchmark and goal uses a LERN formula (or variation of) to monitor success or failure of each department, program and course offering. LERN benchmarking data is internationally tested to provide proven results for higher education institutions. Since CE & T began using LERN in FY 2002 our net income has increased by 56 percent.

6.2b(1) Improving Work Processes to Improve Student Success
Continuous improvement of programs and the work processes is ongoing at all levels of the organization. Process maps are developed for each of the work processes to support the core competencies. In late 2006 CE & T identified the process that our catalog is produced could benefit from an in-depth study and identification of inefficiencies. Guided by trained facilitators CE & T undertook a review of the process and, utilizing LEAN concepts, developed a process map to improve the efficiency of the catalog process. In this exercise redundant steps were eliminated and a process map was developed. Figure 6.2b(1)-1 shows the CE & T catalog-creation process map that was created as a result of a LEAN exercise.

![CE & T Catalog Process Map](image)

Figure 6.2b(1)-1 CE & T Catalog Process Map-See Appendix B

In addition to this, evaluations of processes and programs are conducted midterm, as well as at the conclusion of offerings to allow CE & T to address gaps in the offering that may be corrected immediately. Evaluations are shared with LFs, as well as the administrative team to identify successes, as well as areas of concern for improvement. Current practices at CE & T are evaluated and compared to state and national best practices through involvement with the Deans and Directors Association, Iowa Association of Lifelong Learners, LERN and global evaluations by agencies for accreditation both on a state and national level.
Category 7- Results

7.1 Student Learning Outcomes
7.1(a) Current Levels and Trends in Key Measures or Indicators of Student Learning and Improvement in Student Learning

One key method of determining the effectiveness of CE & T’s success in providing quality education for our learners is the post-course evaluations of individual courses. When learners achieve their goals and are satisfied with the education provided, they reflect this in their evaluation of the program. Learner satisfaction, as reported in figure 7.2b-1 illustrates that CE & T courses score consistently above a four on the 1-5 scale and meet or exceed goals set within the division during the last three fiscal years. (In fiscal year 2007 this positive trend continued with a learner satisfaction rating of 4.3).

Another measure of student and learner success is the percent of students who successfully attain licensure or certification in our professional and technical training programs. Figure 7.1a-1 represents completion rate percentages of students in CE & T’s EMT- Basic and EMT- Paramedic programs.

Indicators of student and stakeholder satisfaction are monitored primarily on an ongoing basis through both learner/client and learning facilitator evaluation surveys. Figure 7.2a-1 shows the actual percentage of overall CE & T programs surveyed in relation to the established goal for the past two fiscal years. In each of the two years tracked, we surpassed our goal of surveying 40% of offered programs, ensuring sound representation from student and stakeholder groups across all program areas.

![Figure 7.2a-1 – Percentage of CE & T Programs Surveyed](image)

Figure 7.2a-1 – Percentage of CE & T Programs Surveyed

Learner evaluations are conducted at the end of classes or sessions to determine levels of student and stakeholder satisfaction across a variety of measures, each on a five-point Likert scale from 1 (poor) to 5 (excellent). Figure 7.2b-1 shows learner satisfaction ratings for the past three fiscal years. As shown, historical ratings indicate consistently strong satisfaction levels, with ratings of 4.3 (out of 5) or higher during this time span.

![Figure 7.2b-1 – Learner Satisfaction Rating](image)

Figure 7.2b-1 – Learner Satisfaction Rating

Kirkwood Continuing Education & Training Services Division
Likewise, our learning facilitators are surveyed at the end of classes or sessions to determine their level of satisfaction. Figure 7.2a-1 shows learning facilitator satisfaction ratings for the past two fiscal years. Again, the results indicate strong satisfaction levels, with ratings of 4.4 (out of 5) or higher during this time span.

**Figure 7.2a-1 – Learning Facilitator Satisfaction Rating**

In addition to learner/client and learning facilitator evaluation surveys, CE & T tracks and evaluates escalated customer complaints as a means of gauging student and stakeholder satisfaction levels. Figure 7.2D shows the number of escalated customer complaints received (customer complaints reaching the division VP or higher) in each of the past three fiscal years. As indicated, the data clearly reflects our successful push toward resolving student and stakeholder issues at the front line level.

**Figure 7.2D – Number of Escalated Complaints**

Figure 7.2E shows the average number of participants in our open enrollment classes for each of the past three fiscal years. As shown, participation at the classroom level has remained consistently strong during this time span, indicating a continued desire by our student and stakeholder groups to remain engaged in our program offerings.

**Figure 7.2E – Average Number of Participants**

### 7.2a(2) Student/Stakeholder Relationships

Student and stakeholder retention rates are solid indicators of perceived value of a course or program. Documented increase in repeat business further supports our belief that student and stakeholder relationship-building remains strong. Figure 7.2F illustrates CE & T’s contracted training repeat rate for the past six fiscal years. Our historical trend for repeat contract training business has held steady at or near 50 percent, indicating a high level of student- and stakeholder-perceived value, student persistence, and student and stakeholder satisfaction.

**Figure 7.2F – Training Services Client Repeat Rate**

### 7.3 Budgetary, Financial, and Market Outcomes

#### 7.3 Financial and Market Results

7.3a (1) Current levels and trends in key measures of budgetary and financial performance
Continuing Education and Training Services works effectively and efficiently to monitor and manage financial resources. As a self-funded entity the institution, the CE & T division is viewed by Kirkwood Community College as a profit center, as well as an educational entity. It is the goal of the division to return net profit to the institution that equates to 5 percent or greater of the gross revenue. To provide products and services to our markets, we have an operating budget of $5,004,047 for FY08 with an income projection of $5,467,057. Current levels and trends in key measures of budgetary and financial performance
To meet stakeholder needs, the division adheres to financial formats and formulas that support revenue tracking and financial success. Financial targets in the areas of operating margins, income, promotion, production, and direct costs. The table below shows trends in income and operating margin by program area for the past three fiscal years. Figures 7.3a(1)-1 and 7.3a(1)-2 illustrate CE & T’s strong and positive growth in income and operating margins trended over the last four fiscal years.

Figure 7.3a(1)-1 Income by Program Area

Income and expense trends are monitored monthly through the Income/Expense report distributed electronically to all employees and discussed at monthly staff meetings. The division FY2008 goal is to operate at a 40 percent operating margin in open enrollment program area and a 60 percent operating margin in the contracted training program area. Additionally, the division strives to keep administrative costs below 35 percent. These percentages combined assure the division that a five percent or greater net profit will be obtained.

The division’s budget planning process and the resulting allocation enable each program director and program area to plan and manage program growth and operating margin. In the spring, program directors work to determine the income goal for the upcoming year. Program directors then project their enrollment levels, the number of courses to be held, and the number of courses that must be offered per program area. This information is utilized by the director of operations to plan the upcoming year’s budget allocation and this information becomes part of the division’s market plan.

Division employees have access to data on monthly and quarterly basis that shows income level, expense level, enrollment levels, courses offered, courses ran, cancellation rate, and average participants. This data then provides the program director with the necessary information to adjust course offerings or pricing to meet goal.

The division works to manage a productivity measure of staff costs with a goal of productivity of at least $125,000 per employee. Currently, CE & T is

Figure 7.3a(1)-2 Operating Margin by Program Area
experiencing a $135,000 per employee productivity measure.

A measure of business growth for the CE & T division is tracked in the categories of enrollments and gross revenues. Enrollment trends for the past five fiscal years are listed in Figure 7.3a(1)-3.

![Enrollments by Fiscal Year](Figure 7.3a(1)-3 Enrollment by Fiscal Year)

*Note: Enrollments over the last three years have shown a decline due to the implementation of the Colleague registration system. A new policy was implemented requiring tuition payment at the time of registration. In the past students did not have to pay up front, and Kirkwood was not always successful receiving tuition payments.*

The division has a goal of a minimum of ten percent - 20 percent new course offerings each year. Additionally, staff is evaluated through the performance expectations on the new programs or innovative projects they worked on throughout the year. In Fiscal Year 2003, 13 percent of courses were new offerings. The division’s markets are segmented into program areas but overall there are four major markets: Health, Vocational, Business and Avocational.

![Program Area](Figure 7.3a(1)-4 Program Area)

*Figure 7.3a(1)-4 Program Area

The division has been successful at implementing strategies to cut costs by moving expenses out of the division that are not relevant to our area. In the last four years, training for staff has focused on budget management issues and implementing LERN financial and program formulas to determine how much revenue must be generated against the expense needed to run the program. Additionally, program directors and administrators have been trained in determining the number of customers needed to run the program, pricing programs, and factoring in the cost of producing marketing materials to draw customers to the program which all factor into the financial success of the division. Performance measures for staff have also been established around these criteria and every year these measurements are reviewed and improved to future goals.

The question of revenue versus quality and quality versus quantity continues to be discussed at the team level. Historically, the college has allowed the division to operate from a “community service” mindset, with very little expectation of fiscal accountability. As resources diminish on the state and federal level, financial sustainability will be the hallmark to the division’s viability and ultimately its existence. Finding the appropriate balance of meeting our mission and being accountable is important to the division’s long-term success.

7.3a (2) Current Levels and Trends in Key Measures of Market Performance

Historically it has been a challenge to obtain comparison data when evaluating Kirkwood Community College’s Continuing Education and
Training Services division in relation to its competitors and those entities offering similar educational offerings in our seven-county area. While Iowa Department of Education data-reporting requirement provide CE & T with information about the types of courses other Iowa community colleges are offering, this is not an accurate or entirely useful analysis of CE & T’s competition since Iowa’s community colleges traditionally offer programs in their designated counties. Figure 7.3a(2)-1 illustrates Kirkwood Community College’s Certified Nurse Aide program offerings in relation to the other 14 community colleges. It is instructive in that CE & T considers Health Occupations a key component to its educational offerings.

Figure 7.3a(2)-1 CNA courses offered by Iowa Community Colleges in 2006

A better picture of levels and trends in CE & T’s market performance comes from an analysis of our competitors course offerings and prices. While data is often anecdotal and difficult to come by, an analysis of available information shows that Kirkwood Community College’s CE & T offerings and competitive in both price and diversity to learners in the counties we serve. Figures 7.3a(2) 2, 3 and 4 illustrate cost comparisons among Kirkwood and some area businesses that offer similar programs.

Figure 7.3a(2)-1 Price Comparison- Aquatics Courses

Figure 7.3a(2)-2 Price Comparison- CPR

Figure 7.3a(2)-3 Arts and Crafts- Price Comparison

7.4 Workforce-Focused Outcomes
7.4a(1) Current Levels and Trends in Key Measures or Indicators of Workforce Engagement, Satisfaction, and Development of Leaders
In 2007 Kirkwood Community College’s Continuing Education and Training Services Division successfully completed and Passed LERN’s Level II Program Review and Certification process. Kirkwood’s CE & T division was the first college in the nation to receive this level of certification and was recognized by LERN in the report as “one of the premiere lifelong learning unites in North America”.

In this review and certification process, LERN administered confidential surveys to CE & T, asking them to rate the division’s quality and customer service. Students, instructors, contracted businesses, and staff were all asked to rate CE & T. The results are illustrated in table 7.4a(1)-1.

<table>
<thead>
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<tr>
<td>Learning Facilitators</td>
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<tr>
<td>Contracted trainers</td>
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<tr>
<td>Staff</td>
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</tbody>
</table>
7.4a(2) Current levels and trends in key measures of workforce capability and capacity
Table 7.4a(2)-1 indicates performance expectation by job classification/job title. The coordinating checklist illustrates expectations that apply to each position and whether the expectation is for the individual or the division.

Job Performance Expectations

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<th>Cont Ed PD</th>
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7.4a(3) Current Levels and Trends in Key Measures or Indicators of Workforce Climate, Including Health, Safety, Security, Services, and Benefits
Table 7.4a(3) shows the Staff Training Survey responses for the last three fiscal years. Staff training and professional development has historically been driven by feedback and suggestions from faculty and staff and is in alignment with the goals and vision of the division.

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Table 7.4(a) 3- Staff Training Topics

7.5- Process Effectiveness Outcomes
7.5a(1) Current Levels and Trends in Key Measures or Indicators of Operational Performance of Work Systems and Disaster and Emergency Preparedness
In 2004 Kirkwood Community College’s Continuing Education and Training services division was the first community college in Iowa to create a medical First-Responder team that was fully certified by the State of Iowa’s Department of Public Health. This was in response to a perceived need on campus for timely, skilled medical response. Graph 7.5a(1) illustrates the numbers of calls for service the team responded to in the last three fiscal years.
7.6- Leadership Outcomes

7.6a(1) Results for Key Measures or Indicators of Accomplishment of Organizational Strategy and Action Plans

Every year all departments within the college are required to submit progress reports to the President’s office as they work towards their five year goals and action projects. CE & T utilizes Gantt charts to track progress and meet deadlines as these goals and accomplishments are met. Figure 7.6a(1)-1 illustrates a Gantt chart used to track CE & T’s progress as it moves towards one of its goals.

Figure 7.6a(1)-1 CE & T Gantt Chart

7.6a (2) Results for key measures or indicators of ethical behavior and of stakeholder trust in senior leaders and governance

As an established educational institution with over 40 years of serving eastern Iowa students and businesses Kirkwood Community College’s Continuing education and Training Services prides itself on its legal and ethical behavior. While some amount of litigation is inescapable when you touch the lives of thousands of individuals, Kirkwood Community College and CE & T have had a very few number of civil or criminal complaints filed against . Figure 7.6a(2)-1 illustrates the trends of legal actions for both the college and the division over the last four years.

Kirkwood Community College
Continuing Education and Training Services Division
7.6a(2)-1 Legal Claims against KCC

7.6a (3) Key current findings and trends in key measures or indicators of fiscal accountability, both internal and external.

Kirkwood's external auditing process is performed by the Iowa State Auditors Office and has been performed by that office since the college was formed in 1966. They audit the College along with our federal and state grants and contracts under guidelines published in the Office of Management & Budget (OMB) Circular #A-133 "Audits of States, Local Governments, and Non-Profit Organizations". We also are audited under all applicable GASB Standards (Governmental Accounting Standards Board).

Chart 7.6a(3)-1 illustrates the college’s bond rating for the past three fiscal years.

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Chart 7.6a(3) Kirkwood Community College Bond Ratings

Continuing Education and Training Services has endeavored to operate under sound business and financial practices while at the same time providing the highest quality education and training for our learners. Chart 7.6(3)a-2 illustrates CE & T’s income and expense trends for the last three fiscal years.

Annually CE & T sets as one of its benchmark goals an operating margin (OM) that includes 35 percent for administrative expenses. Historically this number has ranged between 43 percent and 52 percent.

Chart 7.6a(3)-2 Income and Expenses

Kirkwood Community College’s Continuing Education and Training Services Division sets an annual goal to keep administrative costs at or below 35 percent for the division. Administrative costs include all salaries and fringe benefits as well as staff development, general office equipment and supplies, and staff travel. Chart 7.6a(3)-3 illustrates historical and data of CE & T’s administrative costs.

Chart 7.6a(3)-3- Administrative Costs for CE & T as a Percent of Income

7.6a (4) Results for Key Measures or Indicators of Regulatory, Safety, Accreditation, and Legal Compliance

Kirkwood Community College is accredited by the North Central Association (NCA) and had maintained this accreditation throughout its history. The college meets or exceeds all reporting and record-keeping requirements for accreditation and has never been cited for being out of compliance with any state or federal regulation or reporting requirement.

The college adheres to all legal and ethical requirements in issues such as financial aid, student confidentiality, record-keeping, disability accommodation, and diversity.
Figure 7.6(a)-1 illustrates CE & T compliance with all OSHA Bloodborne Pathogen training requirements over the last four years. Compliance with training has been at or above 97% in recent years with a 100% compliance achieved in 2007.

![Bloodborne Pathogen Training Compliance](image)

Figure 7.6(a)-1 Bloodborne Pathogen Training Compliance [%]

7.6a (5) Results for key measures or indicators of organizational citizenship in support of key communities

Kirkwood Community College Continuing Education and Training Services staff members are committed to supporting communities and organizations in the seven-county area that we serve. As citizens of the cities and towns in our area many employees donate time, talent, and resources to serve on volunteer board and organizations.

As members of a postsecondary education institution that employees hundreds of citizens and members of the community Kirkwood Community College employees have a proven record of philanthropy and charitable giving. Figure 7.6a(5)-1 illustrates The dollar amount of money donated to the united way in Kirkwood’s fundraising campaign over the last three years. During this time college-wide involvement and contributions has averaged in the 70 percent range while involvement among the colleges 65 administrators has been 100%

In the past the college has partnered with the American Red Cross, the American Cancer Society, The National Leukemia Foundation, and the Iowa Department of Public Health in hosting or offering space for educational and fundraising events.

![United Way Contributions](image)

Figure 7.6a(5)-1- United Way Contributions
Prepare Class Materials

Office Coordinator:
- Assemble Standard Packet
- Print packet fronts of classes by current term.
- Class List is printed and inserted in standard packet.
- Appropriate packet front is attached.
- Send to Coordinator of information including:
  - Registration Procedures
  - Attendance Sheet
  - Blank Enrollment Forms
  - Return Envelopes
  - Evaluations

Program Manager:
- Determines class status.
  - Go
    - Send to learning facilitator.
  - No Go
    - Proceed to class cancellation procedures.

Learning Facilitator:
- Receives packet.