Kirkwood
COMMUNITY COLLEGE

STRATEGIC PLAN
FY2021 – 2023
The purpose of any strategic planning process is to evaluate the organization and provide direction for its future. This is accomplished by scanning the environment both internally and externally to determine the areas for opportunity as well as the areas for challenge. At the same time, it calls for a reflective analysis as to where the organization has been and where it desires to go.

More than anything else, it provides the guiding light for everyone in the organization to see and understand where the organization is headed and why. The planning process also allows for the identification of institutional priorities with strategies to accomplish those priorities, and key performance indicators to measure their success. It helps the organization decide how best to allocate its scarce resources. The strategic planning process for Kirkwood Community College has these same goals.

Kirkwood Community College has a rich and storied history that spans more than 50 years, and one thing that has remained constant over the more than 50 years of its existence is its commitment to its students and its district. Kirkwood consistently puts students first and seeks to serve all facets of its district. Kirkwood enjoys the reputation of being a maverick among community colleges in its desire to be the most innovative community college in the world and in delivering excellence in all that it does. It is against this backdrop that the Kirkwood Community College Strategic Plan was developed.

Lori L. Sundberg, DBA
President, Kirkwood Community College
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STRATEGIC PLANNING PROCESS

The strategic planning process for Kirkwood Community College includes an environmental scan; Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis with input from the entire college community; and a review of the mission and vision statements, core values, and the Blueprint for Learner Success.

It was determined early that Kirkwood has spent a good amount of time planning through Foundations for Excellence and in the development of the Blueprint for Learner Success. With that work being done so recently, the Mission Statement, Core Values, and the priorities of Learner Success, Student Experience, Employee Development, Operational Excellence, and Community Impact were retained.

The Vision Statement was modified only slightly to further refine the college’s aspirational goals.

Kirkwood Community College Vision Statement
To be the community college leader in regional, national, and global education.

Kirkwood Community College Mission Statement
Kirkwood Community College identifies community needs; provides accessible, quality education and training; and promotes opportunities for lifelong learning.

Kirkwood Community College Core Values
• Respect
• Excellence
• Responsibility
• Diversity
Strategic Planning Considerations

Five Strategic Questions to Answer:
1. Are there resources to support our mission and vision?
2. Are the sources and use of funds matched appropriately?
3. Is the organization sustainable? (Can it survive?)
4. Is the organization practicing sustainable decision-making? (Are we making good decisions for today AND five years from now?)
5. Are effectiveness (the right thing to do) and efficiency (doing it right) considered?

As an institution, we need to think in terms of return on investment. This ROI is in terms of where can we invest our scarce resources in order to serve the most students or, conversely, where can we get the most value for our students and the communities we serve.

Ultimate Question:
What, if anything, are we going to do differently based on the data and resources we have and the mission we want to accomplish?

HARVARD NEW PRESIDENTS SEMINAR, 2010
The strategic planning process pyramid denotes strategic alignment. Strategic alignment is essentially matching up the college priorities (Learner Success Blueprint) to measurable actions based on the mission and vision of the college. The strategy pyramid is a visual tool to assist in planning and acting on the plan based on key performance indicators.
A survey was administered to all employees and Trustees to evaluate the strengths and weaknesses internal to Kirkwood Community College, as well as the opportunities and threats external to the organization. Not every strength, weakness, opportunity, and threat is listed; rather, the major themes that were identified are included.

*Indicates same theme in Strengths and Weaknesses

**Major Themes of Strengths**
- Dedicated and talented faculty and staff
- Reputation
- Facilities* and beautiful campuses
- Student focused
- Innovative
- Collaborative
- Diversity*
- Kirkwood culture
- Brand recognition*

**Major Themes of Weaknesses**
Communication, communication, communication! From the top, from the bottom, and across the middle. Within the main campus, with the outlying sites, and everywhere in between. The college will prioritize working on improvement of communication.
- Aging facilities*
- Technology
- Brand marketing*
- Too much administration
- No strategic plan

- Emergency management
- Lack of standard processes
- Decentralization creates differences among departments
- Diversity*
- Overreliance on part-time faculty and staff

**Major Themes of Opportunities**
- Capitalize on Kirkwood brand
- More partnerships (K through 12, industry, businesses, other universities and colleges both private and public)
- Expanded marketing
- Pathways
- International students

**Major Themes of Threats**
- Declining high school graduates
- Strong economy with low unemployment
- Declining state funding
- Increased pressure on tuition rates
- Other nontraditional players offering education
- High school students unprepared for college
- Diminished view by the public of higher education
- Pace of technological changes
- Violence on campus
The Strategic Planning Cycle is a data-driven improvement cycle used for improving, optimizing, and sharing information regarding strategic priorities and key performance indicators. The Strategic Plan is a dynamic plan, and institutional- and departmental-level KPIs will be reviewed annually in order to ensure data-driven decisions and continuous improvement based on the Mission, Vision, Core Values, and Learner Success Blueprint.
The guiding institutional priorities are Learner Success, Student Experience, Employee Development, Community Impact, and Operational Excellence. They serve as the foundation for institutional and departmental key performance indicators — what we do and what we measure.
INSTITUTIONAL-LEVEL KEY PERFORMANCE INDICATORS (KPIs)

A. Learner Success

1. Persistence—Proportion of credit students who return for the next semester (fall to spring)
   a. Increase from 72% to 75% by FY2021.
   b. Increase from 75% to 77% by FY2023.

2. Retention—Proportion of credit students who return for the next academic year (fall to fall)
   a. Increase from 48% to 51% by FY2021.
   b. Increase from 51% to 53% by FY2023.
   c. Increase from 53% to 55% by FY2025.

3. Completion—Proportion of credit students who attain a degree, diploma, or certificate or transfer to a four-year institution within three years for full-time and six years for part-time students
   a. Increase full-time from 39% to 42% by FY2021.
   b. Increase full-time from 42% to 45% by FY2023.
   c. Increase part-time from 28% to 32% by FY2021.
   d. Increase part-time from 32% to 35% by FY2023.

4. Teaching and Learning
   a. 100% of associate degree granting programs will assess students on each of the 8 Kirkwood Student Learning Outcomes (KSLOs) by FY2021.
   b. 100% of full-time and part-time faculty will collect and analyze student assessment data per their KSLO assessment plan by FY2022.
   c. Benchmark student satisfaction through the Class Climate Survey by FY2021 and increase satisfaction ratings by FY2023.
   d. Develop a co-curricular assessment plan for institutional functions by FY2021.
   e. Increase/establish baseline percentage of training participation for Guided Pathways by FY2021.

(KPI A.1 - A.3) Measures based on National Community College Benchmark Project (NCCBP) base year 2019
(KPI A.4) Kirkwood Internal Measurement
INSTITUTIONAL-LEVEL KEY PERFORMANCE INDICATORS (KPIs)

B. Student Experience

1. Active and Collaborative Learning
   a. Increase score from 50.4 to 51.4 by FY2021.
   b. Increase score from 51.4 to 55.0 by FY2023.

2. Academic Challenge
   a. Increase score from 49.5 to 50.5 by FY2021.
   b. Increase score from 50.5 to 52.0 by FY2023.

3. Student-Faculty Interaction
   a. Increase score from 48.8 to 50.8 by FY2021.
   b. Increase score from 50.8 to 52 by FY2023.

4. Support for Learners
   a. Increase score from 50.7 to 51.7 by FY2021.
   b. Increase score from 51.7 to 53 by FY2023.

5. Student Effort
   a. Increase score from 49.4 to 50.4 by FY2021.
   b. Increase score from 50.4 to 51.4 by FY2023.

6. Equity and Inclusion
   a. Identify survey instrument and prepare for distribution by FY2021.
   b. Conduct campus wide survey, analyze results, and develop KPIs by FY2022.

(CPI B.1 - B.5) Measures based on Community College Survey of Student Engagement (CCSSE) base year 2017; conducted every 2 years (delayed 2019 due to weather, and 2020 due to COVID-19)

(CPI B.6) Kirkwood Internal Measurement

C. Employee Development

1. Employee Turnover
   a. Maintain an employee departure rate of 9% or less.

2. Equity and Inclusion
   a. Establish a minority employee/population ratio of .70 minority employee population to Kirkwood’s district minority population by FY2021.

3. Employee Engagement and Inclusion
   a. Increase Q12 engagement index from 40% engaged to 45% by FY2022.
   b. Increase Q12 participation rate from 47% to 50% by FY2022.

(KPI C.1 - C.2) Measures based on National Community College Benchmark Project (NCCBP) base year 2019

(KPI C.3) Gallup Employee Engagement Survey (Q12)
D. Operational Excellence

1. Enrollment
   a. For Academic Year 2020 – 2021, maintain the 2018 – 2019 Academic Year’s total attempted credit hours of 269,734.

2. Financials
   a. Maintain a cash balance of 75 operating days.
   b. Achieve 2.5 or higher on the Higher Learning Commission’s Above the Zone Composite Financial Index Status of 1.1 – 10.0.
   c. Maintain Moody’s Bond rating of Aa2 Stable and Standard & Poor’s AA Stable.

3. Innovation
   b. Measure effectiveness of The Innovation Fund by end of FY2021.

4. Information Technology
   a. Increase technology experience metric (technology, service, data, and security) from 4.31 to 4.35 by FY2021.

5. Facilities
   a. Maintain an overall facilities condition index (FCI) of 2.5%.
   c. Improve the college’s emergency notification system to 95% campus coverage by FY2022.

   a. Business Continuity Plan (BCP) - Complete a comprehensive college-wide BCP by the end of FY2021.
   b. Disaster Recovery Plan (DRP) - Complete a DRP focusing on protection and recovery of technology infrastructure in the event of a disaster by the end of FY2021.

(KPI D.1) Iowa Department of Education Management Information System Reporting
(KPI D.2.a – D.2.b, D.3, D.4, D.5, D.6) Kirkwood Internal Measurement
(KPI D.2.c) Moody’s and Standard & Poor’s Ratings
E. Community Impact

1. Continuing Education
   a. Maintain 7.84% non-credit Student Penetration Rate based on Kirkwood’s district total population.
   b. Increase Continuing Education Full-Time Equivalent (FTE) enrollment as a percentage of institutional FTE enrollment to 14.12% by FY2024.

2. Foundation
   a. Broaden fundraising outreach to alumni and develop dollar goals for funds raised by alumni.
   b. The Foundation will increase total dollars raised annually by 15%.

(KPI E.1.a) Measures based on National Community College Benchmark Project (NCCBP) base year 2019
(KPI E.1.b, E.2) Kirkwood Internal Measurement
<table>
<thead>
<tr>
<th>Department</th>
<th>Department Key Performance Indicator(s)</th>
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<tr>
<td>&lt;Enter the department name&gt;</td>
<td>&lt;Enter short write-up of a department KPI, SMART goal&gt;</td>
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**Strategic Focus (Learner Success, Student Experience, Employee Development, Community Impact, Operational Excellence)**

<Identify the Strategic Focus from above that links to the department KPI. Example: Learner Success> |

**Institutional-Level Key Performance Indicator (KPI)**

<Enter an institutional KPI area from the Strategic Plan that links to the department KPI. Example: B.1.A (Active Collaborative Learning)> |

**Data Points or Information needed to help support the department KPI**

<Identify the information or data points needed to help show current state and/or progress to the KPI goal. IR/IE can help in identifying possible goals and delivering the data needed to review and being to show progress on the KPI> |

**Action Plan**

<Identify the “How”. This will be the actions used to implement and support the departmental KPI’s> |

**KPI Outcomes**

<Results of the KPI>
Dashboards are graphical depictions that provide at-a-glance views of key performance indicators relevant to a particular objective or process. They are progress reports and integral pieces of the Measure and Analyze steps in the strategic planning cycle. Institutional-level KPI dashboards are found on the Institutional Effectiveness website (www.kirkwood.edu/ie).

Monitoring and discussion of all levels of KPIs will be a component of Cabinet, department, and team meetings across the campuses. Leadership Team Report meetings are held quarterly and the analysis of departmental KPIs are shared on a rotational basis. More important than discussing the data that are represented in dashboards is the learning that takes place based on sharing information with colleagues regarding the changes made or not made based on the data. There are no failures, only learning that results in continuous improvement. It is evident that the Learner Success Blueprint applies to our strategic planning, just as it does to our students’ learning.
APPENDIX A: DATA DICTIONARY

PURPOSE
This document defines common terms used in Kirkwood’s Institutional-Level Key Performance Indicators (IL-KPIs) included in the Strategic Plan. The terms are listed within the IL-KPI category in which they are used.

TERMS AND DEFINITIONS

A. Learner Success

Certificate
Awarded upon the completion of a state-approved Career and Technical Education (CTE) program designed to prepare students for entry-level employment. It shall consist of a maximum of 48 semester credit hours (72 quarter credit hours) and may be a component of, and apply toward, subsequent completion of a diploma, AAS, or AAA degree. Certificates are often developed in rapid response to business and industry needs. They may consist of only CTE courses, as there is no general education requirement. Certificate programs should not exceed one academic year of full-time study.

Class Climate Survey
The Class Climate Survey is administered by faculty as a class evaluation tool.

Co-Curricular
Co-curricular activities are an extension of the formal learning experiences in a course or academic program, suited to the institution’s mission, and contribute to the educational experience of its students.

Completion
Receiving a degree, diploma, certificate or transferring to a four-year institution.

Credit Student
A student who is registered or enrolled in credit course work (excludes student who are concurrently enrolled in secondary education).

Degree
Associate of Arts (A.A.) Degree
Awarded upon the completion of a college parallel (transfer) course of study that provides a strong general education component to satisfy the lower-division liberal arts and science requirements for a bachelor’s degree. It shall consist of between 60 and 64 semester credit hours (90-96 quarter credit hours).

Associate of Science (A.S.) Degree
Awarded upon the completion of an arts and science course of study with a strong emphasis on mathematics or science. The degree is intended to prepare students to transfer into related upper-division
baccalaureate programs. It shall consist of between 60 and 64 semester credit hours (90-96 quarter credit hours), 20 of which must be in mathematics or science.

**Associate of Applied Science (A.A.S.)**
Degree Awarded upon the completion of a state-approved CTE program intended to prepare students for entry-level technical occupations. It shall consist of between 60 and 86 semester credit hours (90-129 quarter credit hours). Of those, a minimum of 12 semester credit hours (18 quarter credit hours) must be general education to include at least one course from each of the following areas: communications, social science or humanities, and science or mathematics. The technical core component shall constitute at least 50% of the program's credits.

**Diploma**
Awarded upon the completion of a state-approved CTE program that is a coherent sequence of courses consisting of 15 to 48 semester (22.5-72 quarter) credit hours, including at least three semester credit hours (4.5 quarter credit hours) of general education from any of the following areas: communications, social science or humanities, science or mathematics. A diploma may be a component (option) of, and apply toward, subsequent completion of an AAS degree. Diploma programs should not exceed one academic year of full-time study.

**First-time College Student (Federal)**
Students enrolling in a postsecondary institution for the first time following secondary completion; having attended no other postsecondary institution since secondary completion.

**Full time**
Attempting 12 of more credit hours in a regular term (Fall or Spring) or 9 or more credit hours in the summer; or attempting 24 or more credit hours during an academic year.

**Graduate**
Receiving a degree, diploma, or certificate. (Note: In federal and other contexts, the term certificate includes what in the State of Iowa is called a diploma as well as a certificate.)

**Guided Pathways**
A strategy to ensure that more students can achieve their educational goals. Guided Pathways aims to better structure student connection, entry, progress, and completion of certificates and degrees.

**Headcount**
A count of individuals in a given category or unit during a given period of time.

**National Community College Benchmark Project (NCCBP)**
NCCBP is an annual survey of community colleges, the results of which provide a resource for community colleges to assess core indicators of institutional effectiveness. The NCCBP survey allows community colleges to conduct peer comparisons on leading measures of effectiveness.
Part time
Attempting less than 12 credit hours in a regular term (Fall or Spring) or less than 9 credit hours in the summer; or attempting less than 24 credit hours during an academic year.

Persistence
The persistence rate is the percent of Fall, regularly enrolled, credit students, both full- and part-time, who return the next Spring term. This metric excludes students who graduated in the timeframe.

General Calculation = All students (excluding high school students) enrolled in Spring who were enrolled in Fall DIVIDED BY all students enrolled in Fall LESS those who received an award by the end of Fall.

Retention
The retention rate is the percent of Fall, regularly enrolled, credit students, both full- and part-time, who return for the next Fall term. This metric excludes students who graduated in the timeframe.

General Calculation = All students (excluding high school students) enrolled in the next Fall who were enrolled in Fall DIVIDED BY all students enrolled in Fall LESS those who received an award by the end of the Summer preceding the next Fall.

Time to Completion
The amount of time necessary for a student to complete all requirements for a degree or certificate according to the institution’s catalog. This is typically 2 years (4 semesters) for an associate’s degree in a standard term-based institution. NCCBP’s three-year time to completion is similar to the Federal 150% of normal time to completion for a two-year program. Six-year time to completion is similar to the Federal 300% of normal time to completion for a two-year program. However, for programs with normal time to completion of less than two years, NCCBP’s three- and six-year time to completion is longer than the Federal 150% and 300% of normal time to completion respectively.

Transfer
Attendance at a public or private four-year institution after leaving Kirkwood.

Unduplicated
Individual units are counted only once even if they appear multiple times.

B. Student Experience

Academic Challenge
A CCSSE measure of complexity of tasks and difficulty of exams presented to students. Challenging intellectual and creative work is central to student learning and collegiate quality. These survey items address the nature and amount of assigned academic work, the complexity of cognitive tasks presented to students, and the rigor of examinations used to evaluate student performance.
Active and Collaborative Learning
A CCSSE measure of the application of material in different settings and team-based problem solving. Students learn more when they are actively involved in their education and have opportunities to think about and apply what they are learning in different settings. Through collaborating with others to solve problems or master challenging content, students develop valuable skills that prepare them to deal with real-life situations and problems.

Community College Survey of Student Engagement (CCSSE)
CCSSE, a product and service of the Center for Community College Student Engagement, is a well-established tool that helps institutions focus on good educational practice and identify areas in which they can improve their programs and services for students. Administered during the spring, CCSSE asks about institutional practices and student behaviors that are highly correlated with student learning and retention.

Equity and Inclusion
Equity seeks to ensure fair treatment, equality of opportunity, and fairness in access to information and resources for all. Inclusion builds a culture of belonging by actively inviting the contribution and participation of all people.

Student Effort
A CCSSE measure of behaviors that contribute to learning and educational goals. Students’ own behaviors contribute significantly to their learning and the likelihood that they will successfully attain their educational goals.

Student-Faculty Interaction
A CCSSE measure of the frequency of opportunities for mentorship, guidance, and planning. In general, the more contact students have with their teachers, the more likely they are to learn effectively and to persist toward achievement of their educational goals. Through such interactions, faculty members become role models, mentors, and guides for continuous, lifelong learning.

Support for Learners
A CCSSE measure of the institution’s demonstration of commitment to student success. Students perform better and are more satisfied at colleges that, provide important support services, cultivate positive relationships among groups on campus support services, and cultivate positive relationships among groups on campus.

C. Employee Development

Employee Departure Rate
The number of full-time, regular employees who leave Kirkwood in a year other than for retirement divided by the total number of full-time, regular employees as of the end of the academic year.
Employee Engagement and Inclusion/Engagement Index
Employee engagement and inclusion level is an influential element of the workplace experience, impacting organizational outcomes like productivity, turnover, absenteeism, etc. Kirkwood uses Gallup’s Q¹²® survey as the means for assessment in this area. The Engagement Index (EI) is a macro-level indicator of an organization’s health that allows leaders to track the engagement levels of employees. This analysis identifies the percentage of participants who are engaged, not engaged, and actively disengaged based on their responses to the Q¹²® survey questions.

Equity and Inclusion
Equity seeks to ensure fair treatment, equality of opportunity, and fairness in access to information and resources for all. Inclusion builds a culture of belonging by actively inviting the contribution and participation of all people.

Gallup Employee Engagement Survey/Q¹²® Score
Gallup's Q¹²® survey is a widely used, highly reputable survey designed to measure the engagement of employees in any organization. The survey consists of 13 main questions that cover different elements of the employee experience. Participants answer each question on a 5-point scale. An answer of 1 would represent the lowest level of engagement, while an answer of 5 would represent the highest level of engagement.

Minority Employee/Population Ratio
The percentage of minority employees of total employees divided by the minority population as a percentage of Kirkwood’s seven county region population.

D. Operational Excellence

Business Continuity Management (BCM)
BCM is the “umbrella” under which Business Continuity, Disaster Recovery, Emergency Management, and Crisis Communication are located.

Business Continuity Plan (BCP)
BCP is a proactive strategic approach that anticipates a variety of threats and risks facing an institution. Developing prior arrangements and procedures enables Kirkwood and individual departments to respond to a disaster or major disruption in such a manner that essential business functions can continue within planned levels of disruption. The end result of this activity is an effective Business Continuity Plan (BCP).

Comprehensive Emergency Management Plan (CEMP)
The CEMP describes the basic strategies, assumptions, policies, operational goals and objectives, and mechanisms through which the College will mobilize resources and conduct activities to guide and support emergency management efforts through prevention, preparedness, response, recovery, and mitigation. To facilitate effective response and recovery operations, the CEMP adopts a functional approach that groups the types of emergency assistance to be provided into Emergency Support Functions (ESFs) and groups recovery tasks into Recovery Functions (RFs).
Disaster Recovery Plan (DRP)
The DRP focuses on the college’s technology infrastructure (repairing damage and restoring systems). This plan is documented in written form and specifies procedures an organization is to follow in the event of a disaster. The strategies and procedures identified in this plan help return IT operations to an acceptable level of performance as quickly as possible following a disruptive event.

Emergency Notification System
A multipart system that allows the College to send immediate and ongoing alerts to the campus community during critical incidents. Kirkwood Community College uses Rave Mobile Safety to provide mass text, push notifications through mobile applications, and email notification and Alertus to provide desktop computer notifications.

Facilities Condition Index (FCI)
The FCI is used to objectively quantify and evaluate the current condition (i.e., physical health) of a facility. An index between 0% and 5% would place Kirkwood’s buildings in “Good” condition on the FCI scale.

Higher Learning Commission’s Above Average Zone Composite Financial Index Status
Accredited institutions are required each year to provide financial data to HLC. The financial data submitted generates a Composite Financial Index (CFI), a measure of financial health of the college. The CFI utilizes four core ratios measuring various aspects of an organization’s financial well-being: the primary reserve ratio (measures sufficiency and flexibility of resources), the viability ratio (measures management of debt), the return on net assets ratio (measures performance of assets), and the net operating revenues ratio (measures results of operations). The four ratios are weighted and combined to determine the CFI. HLC reviews the data for specific risk indicators and conducts follow-up with institutions when certain indicators occur. To be in the Above Average Zone, public institutions must score in the range of 1.1 to 10.0.

Innovation Fund
The Innovation Fund enhances Kirkwood’s strategic plan by encouraging innovation. The Innovation Fund is designed to encourage and fund creativity, ingenuity, and new ideas that have potential to benefit at least one component of Kirkwood’s Learner Success Blueprint, including learner success, student experience, employee development, community impact, or operational excellence.

Iowa Department of Education (IDOE) Management Information System (MIS)
MIS is an IDOE system designed for reporting enrollment, human resources and awards data from the community colleges to the IDOE to ensure uniform, accurate, and consistent data.

Moody’s Bond Rating of Aa2 Stable
The Moody’s Bond Rating is used by financial institutions and investors to evaluate the potential risk of bonds issued by the college. Bond ratings also affect the interest rate the college pays to issue bonds. A Moody’s rating of Aa2 Stable means that long-term obligations are judged to be of high quality and are subject to very low credit risk and is not likely to change.
Standard & Poor’s Bond Rating of AA Stable
The Standard & Poor’s Bond Rating is used by financial institutions and investors to evaluate the potential risk of bonds issued by the college. Bond ratings also affect the interest rate the college pays to issue bonds. A Standard & Poor’s rating of AA Stable means the obligor’s capacity to meet its financial commitments on long-term obligations is very strong and is not likely to change.

Technology Experience Metric
The technology experience metric is comprised of an annual survey completed by faculty and staff as well as a random survey that is completed following the service process. Additionally, there are several standard technology objective measures, which are factored in as well. The metric measures customer satisfaction and the objective measures in four areas based on a five-point Likert scale: consistent and reliance technology; friendly and helpful service; accurate, consistent and reliable data, research and reporting; and secure information. Each area is weighted equally and rolled up into an average level of service score from 1 to 5. The CSAT indicator of an excellent level of service is 4.25 out of 5.

E. Community Impact

Non-credit Student Penetration Rate
The unduplicated non-credit headcount divided by Kirkwood’s seven-count district total population.
Nondiscrimination in Employment Practices:
Kirkwood Community College shall not engage in nor allow unlawful discrimination against any employee or applicant for employment. This includes all employment practices, hiring practices, and unwelcome harassment of applicants or employees based on race, color, national origin, creed, religion, sex, sexual orientation, gender identity, age, disability, genetic information, or actual or potential parental, family, marital status, or veteran status. If you have questions or complaints related to compliance with the policy, please contact the Vice President of Human Resources at Kirkwood Community College, 313 Kirkwood Hall, 6301 Kirkwood Blvd. SW, Cedar Rapids, IA 52404, Telephone: 319-398-5572, Email: equity@kirkwood.edu, or the Director of the Office for Civil Rights U.S. Department of Education, Citigroup Center, 500 W. Madison St., Suite 1475, Chicago, IL 60661-7204, Telephone: 312-730-1560, Fax: 312-730-1576, Email: OCR.Chicago@ed.gov.

Nondiscrimination in Educational Practices:
Kirkwood Community College shall not engage in nor allow unlawful discrimination against individuals involved in its educational programs and activities on the basis of race, creed, color, sex, sexual orientation, gender identity, national origin, religion, age, disability, or actual or potential parental, family, or marital status. If you have questions or complaints related to compliance with the policy, please contact the Vice President of Human Resources at Kirkwood Community College, 313 Kirkwood Hall, 6301 Kirkwood Blvd. SW, Cedar Rapids, IA 52404, Telephone: 319-398-5572, Email: equity@kirkwood.edu, or the Director of the Office for Civil Rights U.S. Department of Education, Citigroup Center, 500 W. Madison St., Suite 1475, Chicago, IL 60661-7204, Telephone: 312-730-1560, Fax: 312-730-1576, Email: OCR.Chicago@ed.gov.