# Kirkwood
## COMMUNITY COLLEGE

# STRATEGIC PLAN
## FY2024 – '27

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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.

In 2022, the mission statement was changed to incorporate educational pathways and recognition of support for student success, as well as a commitment to diversity, equity, and inclusion (DEI) in our values. The vision statement and Learner Success Blueprint were unchanged from the previous 2018 process.

## 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 ensures access to quality education, training, and lifelong learning with clear educational pathways that provide opportunities and support for all students to succeed.

## Kirkwood Community College Core Values

- Respect
- Excellence
- Responsibility
- Diversity Equity Inclusion

# STRATEGIC PLANNING PRINCIPLES

## 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 for five years from now?)

5. Are effectiveness (the right thing to do) and efficiency (doing it right) considered?

**Strategic Plan Components:**
**Awareness of Current State**

· Benchmark competitors and guidelines from accrediting bodies

· Goals: Specific, Measurable, Attainable, Relevant, and Timely

· Action steps

· Assignments

· Assess progress formally — Key Performance Indicators (KPIs) for every goal

· Annual assessment

Access, analyze, and act on needed changes 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?
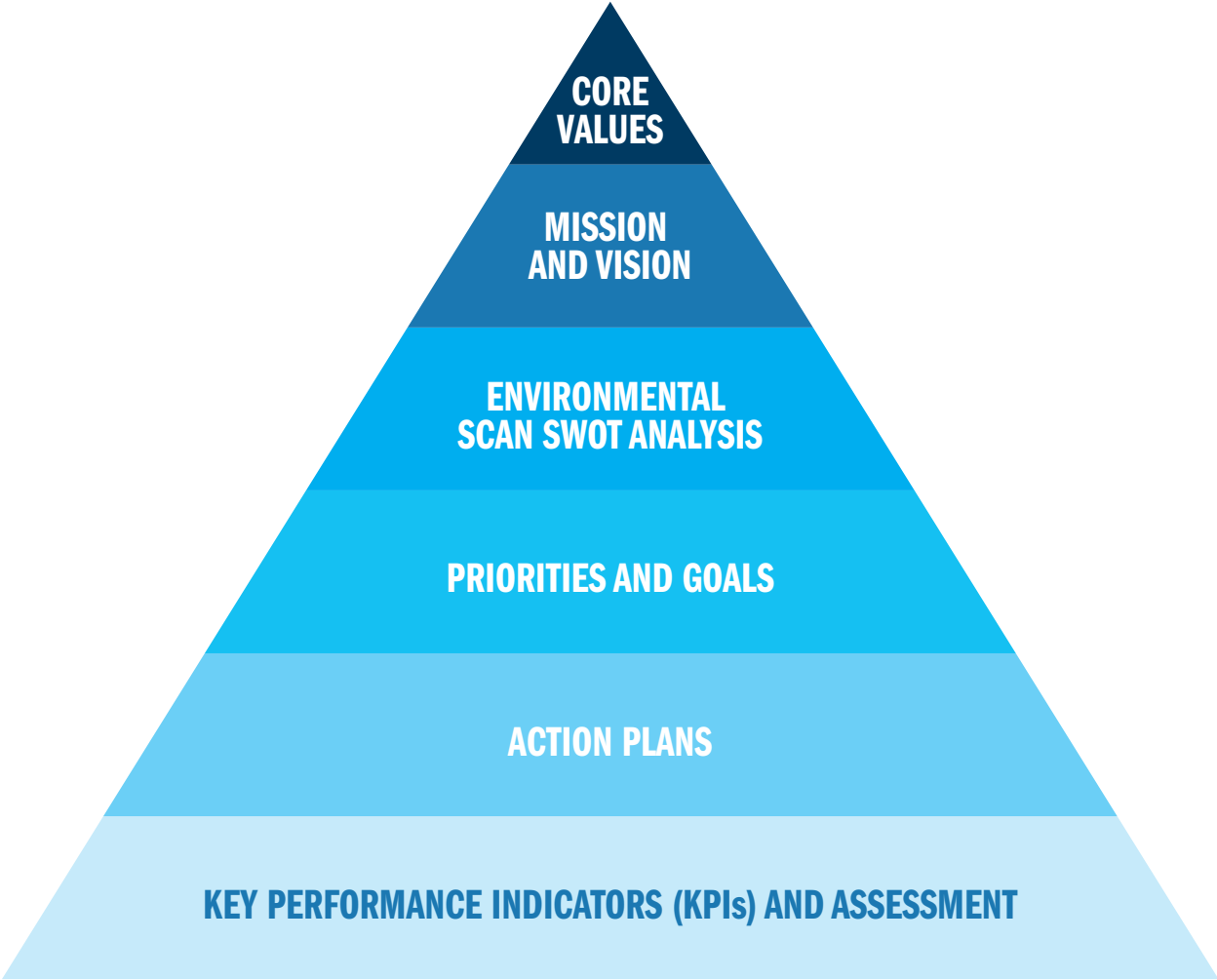
**Ultimate Question:**

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

" In the absence of a strategic plan the budget becomes the strategic plan. "

**HARVARD NEW PRESIDENTS SEMINAR, 2010**

# STRATEGIC PLANNING PROCESS PYRAMID

CORE
VALUES

MISSION
AND VISION

ENVIRONMENTAL
SCAN SWOT ANALYSIS

PRIORITIES AND GOALS

ACTION PLANS

KEY PERFORMANCE INDICATORS (KPIs) AND ASSESSMENT

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.

# STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS (SWOT) ANALYSIS

A survey was administered to employees, trustees, students, and community members 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.

## Major Themes of Strengths

- Accessible education
- Affordable education
- Meets community needs
- Quality and variety of education, courses, and programs
- Dedicated and talented faculty and staff*
- Innovative*
- Kirkwood culture*
- Reputation*
- Student support services**

## Major Themes of Weaknesses

- Communication barriers
- Declining student enrollment, persistence, and retention
- Insufficient number of faculty and staff
- Limited employee recognition
- Administratively heavy*
- Student support services**

## Major Themes of Opportunities

- Community responsiveness
- Explore flexible learning modalities
- Improve student support services
- Leverage talented faculty and staff
- Expand partnerships; including K through 12, businesses, and public and private institutions*
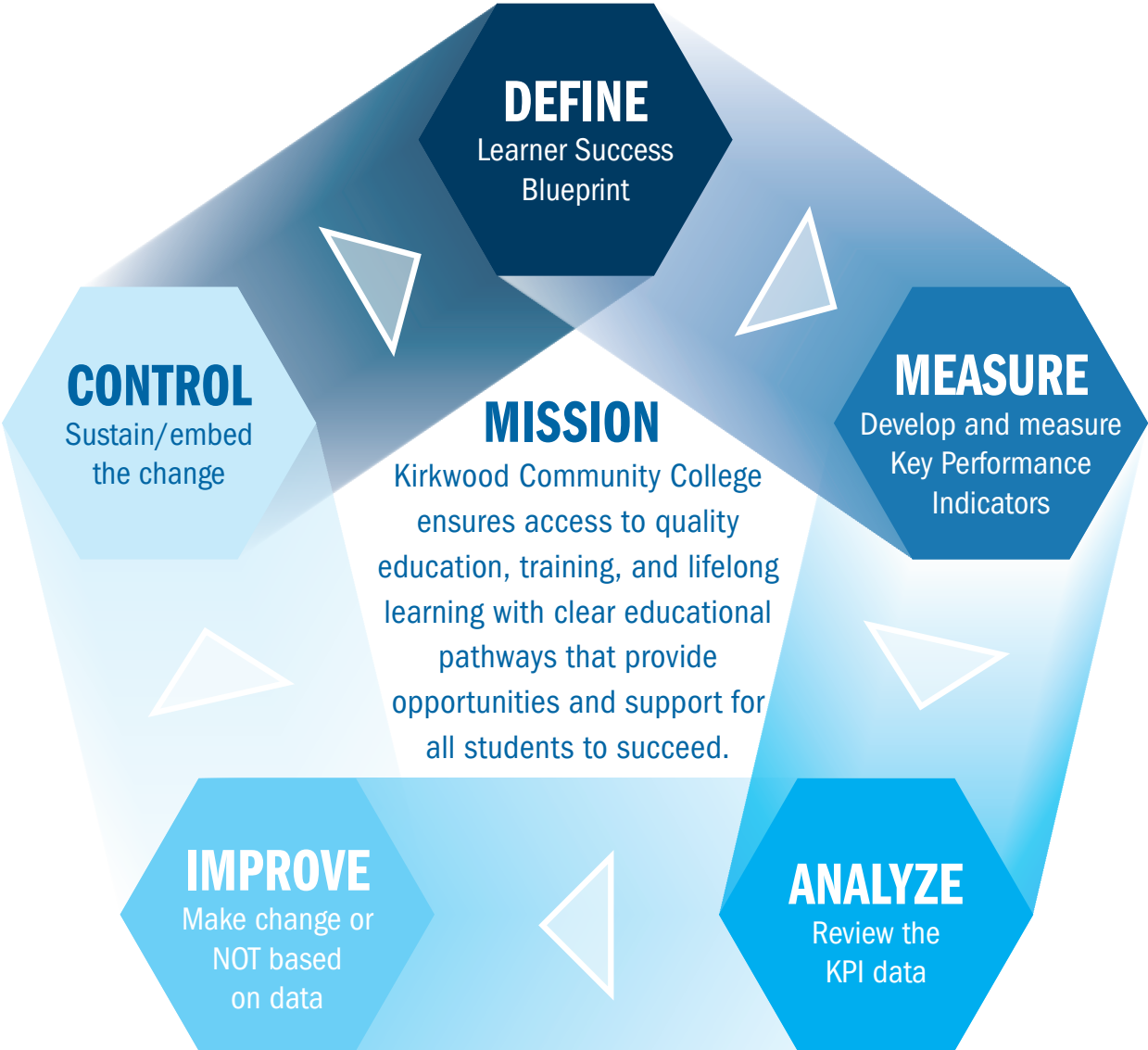- Expand the reach of marketing*

## Major Themes of Threats

- Declining enrollment
- Economic and workforce changes
- Government policy and funding changes
- Increased competition
- More employment opportunities for high school graduates
- Nonacademic organizations offering education and training*

*Indicates same themes from the 2021 – '23 Kirkwood Community College Strategic Plan*

**Indicates same theme in Strengths and Weaknesses*

# STRATEGIC PLANNING CYCLE



**DEFINE**
Learner Success Blueprint

**MEASURE**
Develop and measure Key Performance Indicators

**CONTROL**
Sustain/embed the change

**MISSION**
Kirkwood Community College ensures access to quality education, training, and lifelong learning with clear educational pathways that provide opportunities and support for all students to succeed.

**ANALYZE**
Review the KPI data

**IMPROVE**
Make change or NOT based on data

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.

# 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.

# FY2021 – '23 STRATEGIC PLAN ACHIEVEMENTS

- Increased retention from 48% to 51%

- Implemented and operationalized Gallup's Q12 survey

- Maintained a cash balance of at least 75 operating days

- Developed a cocurricular assessment plan

- Implemented Guided Pathways

- Established DEI Faculty Fellows and Kirkwood Equity Team

- Developed a comprehensive Emergency Management Plan

- Initiated college-wide Business Continuity Plans

- Implemented Data Governance Structure

# INSTITUTIONAL-LEVEL KEY PERFORMANCE INDICATORS (KPIs)

## A. Learner Success

### Excellence, diversity, responsibility, and respect

**1. Persistence – Proportion of credit students who return for the next semester (fall to spring)**

a. Increase from 74% to 76% by FY2024.

**2. Retention – Proportion of credit students who return for the next academic year (fall to fall)**

a. Increase from 51% to 53% by FY2024.

**3. Completion – Proportion of credit students who attain a degree, diploma, or certificate or transfer to a 4-year institution within three years for full time and six years for part time students**

a. Increase full time from 43% to 45% by FY2024.

b. Increase part time from 26% to 36% by FY2024.

**4. Teaching and Learning**

a. By SP2024, increase the student satisfaction survey participation rate by 5%.

b. Develop a process to transition and manage assessment in eLumen by fully integrating course, program, and KSLO assessment for five programs or Liberal Arts distribution groups by FY2024.

c. Collect data to establish benchmarks using the cocurricular assessment plan by FY2025.

d. Establish benchmarks for short-term student momentum measures correlated with student completion by FY2024.

e. Integrate high school concurrent enrollment into Guided Pathways by FY2024.

f. Integrate English Language Learner students into Guided Pathways by FY2024.

g. 50% of career and technical education programs will adopt applied math as their math requirement by FY2024.

*(KPI A.1 – A.3) Measures based on National Community College Benchmark Project (NCCBP)*

*(KPI A.4) Kirkwood internal measurement*

# INSTITUTIONAL-LEVEL KEY PERFORMANCE INDICATORS (KPIs)

## B. Student Experience
Quality instruction, high-level engagement, outstanding service, and personalized support

### 1. Active and Collaborative Learning
a. Increase score from 53.5 to 55.5 by FY2025.

### 2. Academic Challenge
a. Increase score from 51.5 to 53.5 by FY2025.

### 3. Student-Faculty Interaction
a. Increase score from 52.6 to 54.6 by FY2025.

### 4. Support for Learners
a. Increase score from 54.0 to 56.0 by FY2025.

### 5. Student Effort
a. Increase score from 49.3 to 51.3 by FY2025.

### 6. Equity and Inclusion
a. Execute communication plan, including continued development of the college Diversity, Equity, and Inclusion website. Also, develop and share information that communicates progress on college-wide DEI initiatives with a focus on communicating the results of initiatives and programs, key performance indicators, and areas for improvement by FY2024.

b. Complete campus climate survey in fall of 2023 and conduct additional qualitative assessment to better understand campus climate to prioritize future actions by FY2024.

*CCSSE data will be available 7/31/23*

*(KPI B.1 – B.5) Measures based on Community College Survey of Student Engagement (CCSSE)*

*(KPI B.6) Kirkwood internal measurement*

# INSTITUTIONAL-LEVEL KEY PERFORMANCE INDICATORS (KPIs)

## C. Employee Development
Talent investment, career development, pipeline development, and lifelong learning

### 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 FY2024.

### 3. Employee Engagement and Inclusion
a. Increase Q12 Employee Engagement Mean Score from 3.89 to 3.96 by FY2024.

b. Employee Engagement and Inclusion – Achieve a 60% Q12 participation rate for FY2024.

*(KPI C.1 – C.2) Measures based on National Community College Benchmark Project (NCCBP)*

*(KPI C.3) Gallup Employee Engagement Survey (Q12)*

# INSTITUTIONAL-LEVEL KEY PERFORMANCE INDICATORS (KPIs)

## D. Operational Excellence
Fiscal responsibility, leverage resources, foster innovation, and stewardship

### 1. Enrollment
a. For Academic Year 2023 – '24 increase enrollment from 225,700 to 230,200 total attempted credit hours.

### 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. Information Technology
a. Maintain technology experience metric (technology-service-data-security) of 4.35 through FY2024.

b. Complete the Disaster Recovery Plan to recover and protect IT infrastructure in the event of a disaster by FY2024.

### 4. Facilities
a. Create preventive maintenance schedules for 95% of building mechanical assets by FY2025.

b. Public Safety – Complete and approve the College Emergency Management Plan by FY2024.

c. Public Safety – Improve the college's emergency notification system coverage from 50% to 80% by FY2026.

d. Facilities – Increase the preventive to reactive maintenance ratio from 44% to 50% by FY2024.

e. Facilities – Increase the percentage of reactive maintenance work order completion in 7 days from 74% to 80% by FY2024.

f. Facilities – Complete the college's First Climate Action Plan (CAP) by FY2025.

g. Public Safety – Inventory 100% of the college chemical and hazardous waste products by FY2024.

### 5. Risk Management
a. All departments input the first draft of their Business Continuity Plan (BCP) in the new software by FY2024.

### 6. Data Governance
a. Data Governance intranet site will be operational by FY2024.

*(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*

# INSTITUTIONAL-LEVEL KEY PERFORMANCE INDICATORS (KPIs)

## E. Community Impact
*Outreach and service, workforce development, partnerships, and economic development*

### 1. Continuing Education

a. Increase net profit 9% by FY2027.

b. Increase CE full time equivalent (FTE) enrollment as a percentage of institutional FTE enrollments to 14.12% by FY2027.

### 2. Foundation

a. The newly created Kirkwood Alumni-Owned Business Directory will include 100 businesses submitted by alumni owners by FY2024.

b. Foundation will increase donor retention rate for first-time donors to 24% by FY2024.

*(KPI E1, E2) Kirkwood internal measurement*

# STRATEGIC PLAN ENGAGEMENT

Connecting daily work of our faculty, staff, students, and community members directly with our strategic plan creates an environment where all members of the college community can see the value they provide in meeting goals and moving the college forward. There are several methodologies used to execute the strategic plan and share information and analysis of data. The organization-wide methods include, but are not limited to, departmental KPIs, dashboards, and leadership team reports. These have proven to assist in fostering an inclusive environment and serve as a foundation for the myriad of methods used to share data at the department level.

## Departmental KPIs

College departments establish departmental KPIs aligning with the Learner Success Blueprint, Institutional-Level KPIs, and Higher Learning Commission Criterion. Departments create a detailed action plan, provide quarterly progress reports, and analyze final results.

## Dashboards

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).

## Leadership Team Reports

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, A.A.S., or A.A.A. 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.

**Cocurricular**
Learning activities, programs, and experiences that reinforce the institution's mission and values and complement the formal curriculum. Examples: study abroad, student-faculty research experiences, service learning, professional clubs or organizations, athletics, honor societies, career services, etc.

**Completion**
Receiving a degree, diploma, certificate, or transferring to a 4-year institution.

**Credit Student**
A student who is registered or enrolled in credit coursework (excludes students 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: communication, 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: communication, social science or humanities, and science or mathematics. A diploma may be a component (option) of, and apply toward, subsequent completion of an A.A.S. 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, excluding the summer of their secondary completion year.

**Full Time**
Attempting 12 or 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.

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

**Kirkwood Student Learning Objectives (KSLOs)**
KSLOs provide a foundational learning experience that prepares flexible, adaptable learners capable of integrating and translating knowledge from one aspect of life to another. KSLOs include: Analytical Inquiry, Civic Engagement, Collaboration and Teamwork, Communication, Diversity and Inclusion, Ethical Reasoning, Information Literacy, and Quantitative Reasoning.

**National Community College Benchmark Project (NCCBP)**
NCCBP is a biannual 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 percentage of fall credit students, both full and part time, who return the next spring term. This metric excludes students who graduated in the time frame.

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 percentage of fall credit students, both full and part time, who return for the next fall term. This metric excludes students who graduated in the time frame.

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 two years (four semesters) for an associate 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. However, for programs with normal time to completion of less than two years, NCCBP's three-year time to completion is longer than the federal 150% of normal time to completion.

### Transfer

Attendance at a public or private 4-year institution after leaving Kirkwood.

### Unduplicated

Individual units 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 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 Q$^{12}$® survey as the means for assessment in this area. All employee responses are averaged to create an Employee Engagement Mean Score for the institution. This score ranges from 1 (poor engagement) to 5 (excellent engagement), and serves as a direct representation of the institution's position on the engagement spectrum while allowing for comparison with other participating institutions.

### 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 Q$^{12}$® 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 Plan (BCP)

Business Continuity Planning 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).

### Data Governance

A structured process that enables the right information to get to the right people at the right time. It includes organizational structures, data owners, policies, rules, processes, business terms, and metrics for the end-to-end life cycle of data (collection, storage, use, protection, integration, archiving, and deletion).

### 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. Kirkwood Community College uses mass texts, push notifications through mobile applications, email notifications, and 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 the 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.

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

## Preventive Maintenance
Routine, scheduled inspections and tasks performed on assets and equipment to ensure they work the way the manufacturer intended.

## Reactive Maintenance
The process of repairing assets to standard operating conditions after poor performance or breakdown is observed.

## 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 composed 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 that are factored in. The metric measures customer satisfaction, and the objective measures in four areas based on a five-point Likert scale: consistent, and reliable 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.

## Total Attempted Credit Hours
The number of credit hours students registered for through the census date of each course section. Credit hours for students who withdrew from course sections following the course section census date are still counted.

# E. Community Impact

**Donor Retention Rate**
The measurement of how many donors continue to contribute to your nonprofit, year after year.

# Kirkwood
## COMMUNITY COLLEGE

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