EVALUATION REPORT

Salvation Army Crestmont College for Officer Training
30840 Hawthorne Blvd.
Rancho Palos Verdes, CA 90275

A confidential report prepared for
The Accrediting Commission for Community and Junior Colleges

This report represents the findings of the evaluation team that visited
Salvation Army Crestmont College for Officer Training
in Rancho Palos Verdes from October 21-24, 2013
VISITING TEAM ROSTER

Dr. Kevin Trutna (Chair)
Superintendent/President
Feather River College

Dr. Derek Lerch (Assistant)
Dean of Instruction/CIO
Feather River College

Dr. Danika Bowen
Senior Director of Academic Affairs & ALO
Carrington College California

Ms. Michelle Grimes-Hillman
Professor of Psychology
Mt. San Antonio College

Mr. Matthew Jordan
Interim Associate Dean of General Education and Program Review
Pasadena City College

Ms. Mona Lee
Vice Chancellor for Student Affairs
Kapi'olani Community College

Ms. Wendy Mendes
Vice President of Administration
San Joaquin Valley College

Dr. Paul Murphy
Dean, Academic Affairs
Allan Hancock College

Dr. Francie Quaas-Berryman
Professor of English
Developmental Education & Success Center Coordinator
Cerritos College

Mr. Gary Whitfield
Vice President Administrative Services
Columbia College
SUMMARY OF EVALUATION REPORT

INSTITUTION: Salvation Army Crestmont College for Officer Training
DATES OF VISIT: October 21-24, 2013
TEAM CHAIR: Dr. Kevin Trutna, Superintendent/President Feather River Community College District

A team of ten professional educators visited the Salvation Army Crestmont College for Officer Training (CFOT) from October 20-24, 2013 to evaluate the institution for reaffirmation of accreditation according to the Accrediting Commission for Community and Junior College (ACCJC) Eligibility Requirements, Accreditation Standards, and Commission policies.

In preparation for the visit, team members attended an all-day training session on September 13, 2013, led by ACCJC personnel to become familiar with Eligibility Requirements, Accreditation Standards, and Commission policies. The visiting team discussed their initial perceptions about the Self Evaluation Report of Educational Policy and Institutional Effectiveness, Eligibility Requirements, and responses to the previous team’s recommendations. Team members read the Self Evaluation Report, along with the 2007 visiting team report, 2008 Show Cause Team Report, 2008 Probation Team Report, 2009 CFOT Follow-up Report, 2009 visiting team Follow-up Report, 2010 CFOT Midterm Report, and CFOT annual reports to ACCJC.

Prior to the visit, the team completed two separate written assignments to become familiar with the Self Evaluation Report, previous recommendations, and responses to individual Standards. Because of the previous Show Cause sanction and various follow up reports, the visiting team had numerous documents to track the history of improvements at CFOT since the last visit. The team also held one conference call. Follow up conversations with CFOT and ACCJC yielded additional resource information used by the visiting team. The visiting team met on Monday, October 21, 2013 to finalize last minute details and to begin to draft the report.

Between Tuesday, October 22, 2013 and Thursday, October 24, 2013, the self evaluation visit was conducted. The visiting team attended several classes and standing committee meetings. In some cases, special meetings were called, as in the case of the Crestmont Council, to gather further evidence and answer questions. Multiple interviews were conducted and follow-up information was readily prepared by CFOT. The U.S. Department of Education placed an observer with the visiting team and interaction with this individual was minimal beyond casual conversation.

The team found CFOT to be very gracious and welcoming. The open campus forum was well attended by almost every student Cadet, faculty member, Officer, support staff, and several members of the Crestmont Council. This open forum provided a place where Cadets freely shared their feeling for CFOT. Throughout interviews and meetings it was readily apparent that CFOT is very dedicated to its mission of preparing Cadets to become commissioned officers in the Salvation Army and to earn the sole degree, Associate of Arts in Ministries. The team was very impressed with the focus of CFOT on this mission and the
way that every committee, planning process, and decision integrated this ideal. In addition, the almost 100% success and job placement rates of graduating Cadets is commendable. CFOT uses institutional set standards and measures its success against these standards, including disaggregated data analysis. It collects, analyzes, and uses course level student learning outcomes for improvement in programs and instruction.

Student support services on campus exist to provide on-campus Cadets with services so that they can concentrate on their studies. The team found the Child Care Center to be excellent. Additional support from the Library and Academic Achievement Center were also exemplary in the support of Cadets.

The team found the report to be reasonably well written, although sweeping generalizations were made without sufficient data and there were instances of missing information or contrasting conclusions with evidence found during the visit. Overall, the report presents a fair portrait of the institution and contains the required sections, including college history, demographic information, achievement data, overview of the self-evaluation process, educational program, and compliance with Eligibility Requirements, policies and practices. Indirect survey data results relative to individual perceptions were routinely used as the only source of evidence.

During the site visit, the team found members of CFOT to be very forthcoming and truthful. Additional information was provided without hesitation. The team found that because of the small size, some processes were informal and not codified. The team often heard the words “informal” in responses to questions. While it is very commendable to do everything in one’s power to help students, the team did find that key processes tended to evolve over time depending upon the Officer assigned to a particular unit. Coupled with the turnover of Officer/Faculty members as part of their assignment within the International Salvation Army, the team found instances of processes being applied differently or responses contrary to evidence in the report.

CFOT is very thorough in its collection of course-level student learning outcomes. These are revised yearly on the syllabus and used by all instructors. Discussions about SLOs were evident between discipline faculty. The team did not find an equal emphasis on institution-level SLOs nor were the course-level SLOs formally incorporated into either the program review or college planning processes. The team found a genuine dedication to improving student learning, and several questionnaires had been given in the past few years to determine both satisfaction and individual perceptions about the current processes. The visiting team did not find additional robust data being collected nor used in systematic planning processes throughout the entire institution.

The visiting team found many changes were made since the 2007 visit and Show Cause sanction. The governing board, or Crestmont Council, had undergone a complete revision of its by-laws and function on campus. Leadership has stabilized and interactions with the parent, corporate organization, the Territorial Headquarters (THQ) were found to be positive and functional. CFOT is a part of the larger THQ and is governed by Salvation Army policies and procedures. The team did find ample evidence of a symbiotic relationship where THQ policies apply to every Salvation Army operation and the Crestmont Council has been
given the appropriate level of authority and autonomy to make policy decisions impacting educational programs at CFOT. The team was impressed with this development in the relationship between the two organizations and the leadership with CFOT to make the necessary changes since the Show Cause sanction.

The team wishes to express gratitude to CFOT. The Salvation Army is known for welcoming strangers through their doors and this was evident with attitude toward the visiting team. CFOT is to be commended for its academic preparation of Officers to serve in the Salvation Army. By all measures, their success rate, job placement, and employer satisfaction are extraordinary.
INTRODUCTION

The Salvation Army is one of the largest non-profit humanitarian organizations in the world. Since being founded in 1865, the Salvation Army now operates in 126 countries. The International Salvation Army is a movement with a mission. The current International Mission Statement, adopted after a period of review and revision in the late 1980s, states:

"The Salvation Army, an international movement, is an evangelical part of the universal Christian church. Its message is based on the Bible. Its ministry is motivated by the love of God. Its mission is to preach the gospel of Jesus Christ and to meet human needs in His name without discrimination."

In 2008 the College further adopted as part of its overall mission an academic commitment statement. "The College’s mission, curriculum, instruction and assessments are aligned and implemented in ways that reflect current knowledge about the learning process and the preparation of Cadets need for officership in The Salvation Army Western Territory."

The Crestmont College for Officer’s Training (CFOT) is a part of the USA Western Territory, which is comprised of 13 western states, and the Pacific Islands of Guam, Marshall Islands. The Western Territory Headquarters (THQ) located in Long Beach, CA serves as the administrative head of the territory, and oversees the operations of CFOT as well as then other divisions. CFOT’s students, known as Cadets, are Salvation Army members or soldiers from the western Territory who feel called to become ministers or Officers of the Salvation Army.

Derived from CFOT’s mission and vision are its seven Institutional Learning Outcomes (ILOs). Each of these outcomes is driven by the mission to develop men and women who will “sustain and advance” the international mission of The Salvation Army. The ILOs are:

1. Academic Excellence, Critical Thinking and Problem Solving
2. Spiritual Vitality and Maturity
3. Servant Leadership
4. Global Officer Perspective – Multicultural Understanding
5. Pastoral Skills and Service to Others
6. Communication and Interpersonal Skills
7. Health, Wellness, and Self-Care

The Cadets of CFOT are richly diverse in age, socioeconomic background, previous educational experiences, and culture. While all CFOT instruction is given in English, CFOT offers a robust English Language Development program that provides support, including English intensives, to Cadets whose English proficiency scores demonstrate a need for English assistance. Enrollment at CFOT occurs once a year with Cadets moving through the
training program as a cohort. In 2012, CFOT enrolled 62 cadets and there were 59 returning second year Cadets. In 2013, there were 44 incoming cadets and 57 returning second year Cadets. The College serves a diverse student body with a relatively equal mix of male and female students (49% male and 51% female), 58% white, 23% Hispanic/Latino, 11% Asian, and 7% Black/African American. In addition, 36% of the population is bilingual. CFOT currently offers approximately 124 courses leading toward one associate degree in ministry.

Team members found the Institutional Self Evaluation Report generally well written and reasonably complete. Overall, the report presents a fair portrait of the institution and contains all the required sections, including college history, demographic information, achievement data, overview of the self-evaluation process, educational program, and compliance with Eligibility Requirements, policies and practices. The Responses to the Recommendations of the previous accreditation reports were verified and additional materials were requested to determine the validity of the statements in the self-evaluation (although a response to Recommendation #5 was missing). Despite these strengths, the document had a tendency toward sweeping statements that lacked evidence. In addition to the indirect survey data provided, direct assessment data from multiple sources should have been included to provide sufficient documentation in response to the Standards. On occasion some the statements were inaccurate or in contrast to the data provided or evidence gathered through interviews.

Prior to the visit, team members greatly appreciated the willingness of CFOT to answer questions and provide any requested details. Evidence in the team room was well organized, and the team was able to locate the needed data without problem. The team required additional materials during the visit and those were provided quickly and without reservation. The meet-and-greet welcome was extremely friendly and provided a wonderful opportunity for the external evaluation team to meet the Officers of the College. The Open Forum provided an opportunity to the Cadets to speak directly to the visiting team. Cadets freely shared their appreciation for individualized assistance, support, and field experiences as they prepared to become Officers of the Salvation Army. It was evident that the students truly enjoy the College and think of it as home.

CFOT was well prepared for the visit and the grounds were immaculate. The Cadets, Officers, and Employees were all friendly and willing to assist in any possible way. Throughout the visit, the team encountered in the community a sense of pride regarding the College’s unique history, mission, and fieldwork.

As a result of the comprehensive visit in October 2007, the commission sanctioned a Show Cause status in January 2008. After extensive review the College was removed from all sanctions in January 2010 after three total visits in 2008 and 2009. Because of its small size and cohort nature of the college, informal discussions often occur to assist individual students. In light of the previous team’s findings and throughout observations and
interviews, the team felt that consistent, ongoing, and systematic application of well-documented procedures and defined processes were missing, and upon development, they will ensure long-term quality and stability of CFOT.
RESPONSES TO RECOMMENDATIONS OF THE PREVIOUS EVALUATION TEAM

Recommendation 1
The team recommends that the College accelerate developing, approving, and assessing institutional, program, and course level student learning outcomes as a faculty driven process involving all faculty in meaningful and genuine ways. To enhance the success of this process, the College should adopt a published timeline, include direct measures of student learning, and improve documentation of these efforts. (Standards IB.1, IIA, IIB, IIC.1.b, IIC.2, IV)

To promote academic success in its degree program, CFOT has developed course, academic department and institutional learning outcomes for all courses. Faculty members are responsible for ensuring that their course provides adequate preparation and opportunity for Cadets to demonstrate mastery of each course SLO. The Cadets’ achievement of course SLOs is assessed by each instructor and reported through an online database. Instructors are required to reflect on the results of this assessment and use the data to inform their decision-making regarding their courses. In addition, when completing the quarterly/instructor surveys, Cadets are asked to reflect on the extent to which they perceive that they have mastered each course’s SLOs.

Because CFOT only has one academic program, the course-level SLOs are inherently tied to the program-level review, although the use of SLO data in a formal analysis in the Program Review could be strengthened. The team observed other, non-academic SLOs that were part of the Institutional SLOs. These non-academic SLOs are assessed through surveys and lack other qualitative and quantitative data. The team found evidence that genuine progress has been made with respect to course-level SLOs, although the information was not fully integrated throughout the entire planning process. Evidence of SLO data gathering, resultant discussions about improvement, and resultant changes at the Institution SLO level was not occurring. The team found that CFOT has partially addressed this recommendation.

Recommendation 2
The team recommends that the College develop a process for evaluating the effectiveness of the strategic plan and for assessing the extent to which the goals and objectives have been achieved. The College also needs to establish an explicit link between the resource allocation process and the strategic plan. (Standards IB.2-4, IIA.6, IIC.2, IID.1a-c, IID.3)

A strategic plan was developed starting in August 2008. The Plan was linked to the mission of the college and (at that time) the newly developed Academic Commitment Statement. The response states “This structure promoted accountability among the Directors for the implementation and follow-through
needed to achieve the goals and allowed for linkage of goals to Institutional SLOs." Several of the projects developed through the Strategic Plan have been implemented; in essence the plan developed a ranking of projects to be funded. The team found evidence of the use of faculty opinion surveys to assess the goals and objective that have been achieved from the plan. There was no formal link with Program Review or SLO data and the college reported constituent input was gathered as "strategic goal committees and the Strategic Plan Committee Chairs were encouraged to use all available College data in assessing College needs." Because of the narrative nature of the goals, the team did not find measurable objectives, and the surveys verified the lower level of understood outcomes. The team found that CFOT has addressed this recommendation, although there was not a culture of using evidence to assess the effectiveness of the strategic planning process nor were its outcomes widely understood or discussed.

**Recommendation 3**
The team recommends the College implement a formal program review process for the instructional program, student support services, and the library and learning support services. This process should connect the evaluation of instruction and services, achievement of student learning outcomes and an ongoing cycle of evaluation, planning, and improvement. (Standards IB.3, 2e, IIB.3b, IIC.2 and Eligibility Requirement 19)

CFOT has developed a cycle for Program Reviews and carries these out on a regular basis. Faculty are involved in the process. The report states, "The College detailed the need for a balanced and diverse program review committee with access to student learning objectives data as well as course outline of record data, grading data, research data and guided statements to ensure the use of quantitative and qualitative data." In practice, the team could not verify that such data was extensively used in the Program Review. The cycle of program evaluation was evident. The team found that the level of assessment, departmental discussion, and relevant data was more mature in the student services programs that had completed a review than what occurred in academic programs. The team could not find evidence of a formal link between Program Review and the development of the Strategic Plan nor the budget planning process, as these were informally occurring.

The team found evidence of program review processes for the course-level, academic program, and student support departments. The team could not find evidence of similar initiatives to measure and discuss institution SLOs and non-academic or spiritual/personal development outcomes. The team found that CFOT has addressed this recommendation on the surface and needs to mature the program review process so that it is fully integrated with systematic college planning and institutional-level SLOs.

**Recommendation 4**
The team recommends that the College provide faculty and staff training in assessment and program review and in the use of the results of review and
evaluation to improve instruction, services, planning, and processes. (Standards IIA, IIB, IIC, IIIC, IV.2b)

The college has an impressive collection of faculty and staff development programs throughout the year. Topics include, among other items, program review coordination and discussions with the college research department. Faculty and staff were aware of SLOs and had access to some data. Staff development training helped facilitate this understanding of the process. The team found discussions at the course level and in some student services departments that used the results from SLO data and program review information. The team did not find evidence of the evaluation of this process to determine if it has been effective in improving student learning, thus the entire continuous quality improvement loop has not been completed. CFOT has surveyed participants to determine that “the faculty/staff development program was relevant and helpful to me in my work” and has plans to research the impact on student learning.

While the college has provided impressive levels of training related to course SLOs and the program review process, the visiting team found that results from program review were mainly used for course-level discussions and there was not widespread institutional dialogue about the results of assessment and identification of gaps in student learning. As noted in the 2007 team visit and Standards, the college has not assessed the results nor created a systematic, comprehensive planning process using data-driven results for institutional improvement. The visiting team found that the institution partially addressed this recommendation through its offering an exemplary array of trainings, yet CFOT would benefit by further developing the program review process so that it is fully integrated with systematic college planning and institutional-level SLOs beyond the course-level assessments.

Recommendation 5
The team recommends that, in scheduling courses for the earliest possible upcoming term, the College increase classroom hours required to earn a quarter unit of academic credit so that it mirrors the awarding of credit at other higher education institutions. (Standard IIA.2.h; Eligibility Requirement 9)

The college did not provide a response to this recommendation and it was missing from the Self Evaluation Report.

The team did find evidence that the required number of hours for academic credit has been addressed and that this recommendation has been addressed satisfactorily.

Recommendation 6
The team recommends that the College move quickly with the development, review, and approval of formal course outlines of record for all of its offerings to ensure consistency of instructional delivery, to better serve students and faculty, and to ensure the integrity of the instructional program. (Standard II. A.6)
All Course Outlines of Record (COR) have been reviewed and SLOs incorporated into the COR. The COR is linked with a course syllabus and these are reviewed each academic year before the course is offered. Faculty drive this process and it is approved through the Curriculum Council.

The Academic Design Committee reviews and approves each course syllabi to ensure a match with the CORs and also works with faculty who have concerns or questions about the CORs or SLOs. Instructors are notified in advance of the term if the syllabus needs to be modified for any reason. When completing the quarterly course/instructor surveys, Cadets are asked to reflect on the extent to which they have mastered each course's SLOs. Achievement gaps are discussed with department heads during the quarterly review, which results in dialogue with instructors, as appropriate, during development and/or submission of syllabi.

The team found evidence that CFOT has addressed the recommendation to ensure consistency of instructional delivery and has completed the mechanical steps to address the recommendation; the question remains unanswered as to whether or not changing the course syllabus has any demonstrated difference in student learning outcomes.

**Recommendation 7**
The team recommends that the College provide additional faculty training in classroom pedagogy, including both applications of technology in instruction and adaptation of instruction to students of diverse cultural and language backgrounds. In addition, the College should provide all staff with ongoing training regarding multicultural issues (Standards IIA.2c, IIA.2d, IIIA.4a-c, and IIIC.1.b).

As mentioned earlier, CFOT has an impressive collection of professional development presentations designed to meet this recommendation. They have also instituted a multicultural seminar series and bring in appropriate speakers to Chapel once a month. Officers are taking advantage of continuing education as they work for advanced degrees, many of which include multicultural aspects in their curriculum. The increase in Cadet enrollment, and corresponding increase in diversity of the Cadet population, has benefited the culturally-rich experience that CFOT has developed both in the classroom and in field experiences. The team found that this recommendation has been addressed and also felt that the college would benefit from self-evaluation regarding improvements in student learning outcomes as a result of their extensive efforts in this multicultural area.

**Recommendation 8**
The team recommends that the College develop a policy and procedures regarding the qualifications and experience required for faculty. The policy should also include a statement regarding how a third party agency, which is recognized by the higher education community and used for review of equivalency for degrees granted by non-U.S. accredited institutions. Finally, the procedure needs to include involvement of faculty in such selections. (Standards IIIA.1.a, IIIA.2, IIIA.3.a and
Eligibility Requirement 13) With regard to this concern, the 2001 evaluation team that visited the College also noted this concern in a recommendation (#7) which was not adequately addressed by the College in the 2007 Self Study Report.

CFOT has implemented policies and procedures, shortly after the 2007 team visit, for the required qualifications and experience of faculty. The college is following the policy that requires faculty to have a Master's degree in the discipline being taught with a few exceptions. The policy does make exceptions in some elective, non-credit or theology disciplines for faculty who possess a Bachelor's degree with five years of experience as a Salvation Army Officer or an AA degree with Salvation Army experience.

CFOT has corrected the prior visiting team's recommendation to develop policies and procedures regarding the qualifications and experience required for faculty. The College also developed a minimum qualification for teaching disciplines in the 2009-10 academic year and maintains the same qualifications for adjunct non-Officer faculty. The college recruits support services personnel with detailed job descriptions. The team found evidence that CFOT has satisfactorily addressed these recommendations.

Recommendation 9
The team recommends the College establish and implement a written policy providing Officer and non-Officer faculty, staff, and Cadet participation in the decision-making process. The policy should specify the manner of communication in which individuals bring forward ideas for their constituencies creating a substantial voice in institutional decision-making. (Standard IV.A.2a)

CFOT developed a decision-making policy, with council and committee charges, membership parameters, and posted minutes of the major councils. The policy and its implementation have resulted in additional Cadets serving on committees. The College continues to publicize the decision-making process in the Catalog, the Staff Manual, the Cadet Manual and the Guidelines for Instructors. CFOT annually confirms, updates and publishes the roles and duties of all committees and councils. Memberships are reviewed and updated annually.

Survey data provided as evidence demonstrated that non-Officer faculty and staff are still unsure about the decision-making process and the process for which decisions are made through the roles of various committees on campus. Because of their small size, informal communication takes place throughout campus and this could be the reason for the survey results. While it is not explicitly stated in the recommendation, the team could not confirm any evaluation as to the effectiveness of the decision-making process as referenced in the Eligibility Requirements and Standards. The team found that CFOT has addressed this recommendation but in order to fully meet the Standards, an evaluation as to the effectiveness of these processes, including the integration of data and SLOs, would benefit the long-term effectiveness of the college.
Recommendation 10
The team recommends that the Crestmont Council establish a policy addressing a code of ethics and procedures to deal with behavior that violates its code. Further, the council should develop a self-evaluation process in its bylaws. (Standards IV, B1, g and h.)

CFOT, through the Crestmont Council, has adopted a Code of Ethics Statement for its members detailing specific expectations and a published reference to behaviors that are not acceptable. This Code is also referenced in Crestmont Council By-laws. There are no references for dealing with behavior that violates the ethical code although any member can be removed from the Crestmont Council by a two-thirds vote.

Crestmont Council By-laws also state that an annual self-evaluation will occur and the team verified that this has happened in the past few years. There is no reference to the subject matter nor the process for self-evaluation in the by-laws; there is only a statement that a self-evaluation will occur.

The team found evidence that CFOT has addressed the majority of this recommendation. To ensure long-term consistency, the team felt that CFOT would benefit from (a) detailing the actual process for the Crestmont Council self-evaluation, in addition to stating that one will take place, and (b) assessing the effectiveness of this self-evaluation processes,
ELIGIBILITY REQUIREMENTS

1. Authority
The team found that CFOT meets this eligibility requirement because CFOT is a private two-year community college with approval to operate under California Code Sections 94130 and 94311. [Self Evaluation: pg. 31, 102, 309]

2. Mission
The team found that CFOT meets this eligibility requirement by having a mission statement that has been defined, adopted, and published by the board. CFOT's mission statement has been largely unchanged since 1920, but has gone through more recent reviews through the Crestmont Council in 2011 and 2012. Although the mission statement does not directly include a commitment to student learning, this commitment is present in CFOT's Academic Excellence Commitment. [SE: pg. 31; Catalog: pg. 4]

3. Governing Board
The team found that CFOT meets this eligibility requirement. The Crestmont Council is sufficient in size and composition, and reflects constituent and public interest. CFOT established new by-laws for the Crestmont Council in 2005, and these by-laws have been subsequently reviewed and revised in 2009 and 2012. Board members acknowledge and agree annually to statements on code of ethics, conflict of interest, and confidentiality. [SE: pg. 32-35]

4. Chief Executive Officer
The team found that CFOT meets this eligibility requirement. The Training Principal (CEO) is a full-time employee who does not chair the governing board (Crestmont Council). Although the Training Principal is not appointed by the governing board directly, he/she is appointed by the Territorial Headquarters, a "related entity." [SE: pg. 36, Appendix D]

5. Administrative Capacity
The team found that CFOT meets this eligibility requirement. CFOT employs sufficient staff to provide administrative services. [SE: pg. 36-37; Catalog: pg. 55-56]

6. Operational Status
The team found that CFOT meets this eligibility requirement. All students at CFOT are degree seeking. College enrollment has grown steadily since 2007. [SE: pg. 37]

7. Degrees
The team found that CFOT meets this eligibility requirement. CFOT offers only one degree: an Associate of Arts in Ministry. All students are enrolled in classes that lead to this degree. [SE: pg. 37; Catalog: pg. 37-39]
8. **Educational Programs**
The team found that CFOT meets this eligibility requirement. The educational program is congruent with the mission and is in a recognized field of study. The degree program is two years in length and results in students reaching established SLOs. [SE: pg. 37, 115; Catalog: pg. 6]

9. **Academic Credit**
The team found that CFOT meets this eligibility requirement as it assigns academic credit on generally accepted practices for quarter-system colleges. [Catalog: pg. 19]

10. **Student Learning and Achievement**
The team found that CFOT partially meets this eligibility requirement. CFOT has defined and published student learning outcomes at the course and degree level, but has yet to formally integrate course-level assessment with institution, degree-level assessment. [SE: pg. 113-114]

11. **General Education**
The team found that CFOT meets this eligibility requirement. CFOT has an established general education sequence as part of the completion of the A.A. in Ministry that provides a breadth of knowledge and requires demonstrated competence in writing and computational skills. There was a concern regarding a requirement for coursework in the sciences as only one course is offered in this area. It is unclear how CFOT is ensuring that cadets develop scientific and quantitative reasoning skills in alignment with their general education objectives listed in the catalog. CFOT uses degree/institutional learning outcomes as the general education outcomes. [Catalog: pg. 37-38]

12. **Academic Freedom**
The team found that CFOT meets this eligibility requirement. CFOT ‘s Crestmont Council approved a revision of the College’s policy on academic freedom in 2012, fostering an environment that encourages academic freedom and inquiry within the boundaries of the faith-based mission of the college. [SE: pg. 39]

13. **Faculty**
The team found that CFOT meets this eligibility requirement. CFOT employs a sufficient number of full-time and part-time faculty with appropriate credentials and expertise. As described in CFOT’s response to II.A.2, faculty play a role in developing and reviewing curriculum. [SE: pg. 39-40, 117]

14. **Student Services**
The team found that CFOT meets this eligibility requirement. The College provides extensive services and support to its students. [SE: 40, 150-153]

15. **Admissions**
The team found that CFOT meets this eligibility requirement. CFOT has established and published admissions policies and procedures consistent with its mission. [Catalog: pg. 13]
16. **Information and Learning Resources**
The team found that CFOT meets this eligibility requirement. The College has ample library resources provided by the on-campus library as well as through a partnership with the Los Angeles Public Library. Also, students are required to take an information literacy course from the librarian in their first semester. [SE: pg. 40]

17. **Financial Resources**
The team found that CFOT meets this eligibility requirement. CFOT has sufficient funding and reserve resources to support student learning, to improve institutional effectiveness, and to assure financial stability. [SE: pg. 41]

18. **Financial Accountability**
The team found that CFOT meets this eligibility requirement. The Territorial Headquarters (THQ) and CFOT are audited annually by an independent audit firm. All audit information is presented to the Crestmont Council Finance Committee. [SE: pg. 41]

19. **Institutional Planning and Evaluation**
The team found that CFOT partially meets this eligibility requirement. The Strategic Plan guides the overall decision-making of the institution, however there lacks a formal correlation between the Strategic Plan, Program Reviews, and SLOs at both the course-level and institution-level. ILOs are not integrated into the research and planning component of CFOT. Further, CFOT does not comprehensively evaluate its planning processes. Course Program reviews for each course and academic program do exist and they do incorporate SLO data for discussion at the department level. [SE: pg. 41, 113]

20. **Integrity in Communication with the Public**
The team found that CFOT meets this eligibility requirement. All items required as part of this eligibility requirement are publicly available. [SE: pg. 42; Catalog: various pages]

21. **Integrity in Relations with the Accrediting Commission**
The team found that CFOT meets this eligibility requirement. [SE: pg. 42]
COMMENDATIONS

1. The team commends CFOT for its strong commitment to officer training by developing ethical and effective citizens through curricular and co-curricular aspects of the CFOT experience. The team further commends CFOT for the field-experience component of its curriculum, which provides students the opportunity to apply classroom-acquired knowledge in real-world scenarios.

2. The team commends CFOT for the high level of student achievement relative to job placement, retention, completion, which is, by all measures, outstanding.

3. The team commends CFOT for its student support services, with special recognition to the Child Care Program for creating a caring and nurturing learning environment that allowing Cadets to focus on academic studies and field training.

4. The team commends CFOT for the maintenance efforts dedicated to the expansive, beautiful campus and facilities that support student learning. The use of house duties to maintain the facilities instills a sense of pride and community in the Cadets.

RECOMMENDATIONS (TO IMPROVE EFFECTIVENESS)

1. In order to improve institutional effectiveness, the team recommends that CFOT provide ongoing training for faculty in student learning outcomes assessment related to non-academic or spiritual development areas, assess these outcomes, and use the results for improvement. (II.A.1c, II.B.4)

2. In order to improve institutional effectiveness, the team recommends that CFOT investigate computerized library management evaluation systems. (II.C.1.a)

3. In order to improve institutional effectiveness, the team recommends that CFOT develop and demonstrate improved effectiveness in communication between officer and non-officer employees. (III.A.4.c)

4. In order to improve institutional effectiveness, the team recommends that informal practices relative to critical processes be developed into written procedures that ensure their consistent, ongoing, and systematic application. (IV.A.3, IV.B.1.g, IV.B.2.b)

5. In order to improve institutional effectiveness, the team recommends that CFOT review and revise its catalog so that any inclusion of developmental education units in the general education requirements for the Associate of Arts Degree in Ministries are clear to students. Additionally, the team recommends that all course requirements (such as college level writing) and the number of units should be explicitly communicated to students in the catalog. (II.A.3.b, II.A.6.c, ER 11)
RECOMMENDATIONS (TO CORRECT DEFICIENCIES)

6. In order to meet the standards to ensure ongoing and systematic planning processes, the team recommends that CFOT develop clear and measurable Strategic Planning goals. The College should integrate quantitative institutional data in addition to survey responses into the college-wide planning processes so that the degree to which goals are achieved can be assessed, widely discussed, and linked to student learning. The planning and related processes should be evaluated through a systematic review of their effectiveness in improving institutional programs and services. (I.B.2, I.B.3, I.B.7, IV.A.5, IV.B.2.b)

7. In order to meet the standards to ensure ongoing and systematic planning processes, the team recommends that CFOT incorporate the analysis of qualitative and quantitative data in a more systematic and consistent manner in the program review process so that evidence of programmatic improvement is well documented and integrated into institutional planning and resource allocation. The program review process should additionally include SLO assessment results for instructional programs and non-academic outcomes that support student learning. (I.B.2, I.B.3, I.B.7, II.A, II.A.2.f, II.B.4, IVB.2.b)

8. In order to meet the standards, the team recommends that CFOT assess student achievement of institutional learning outcomes using both appropriate qualitative and quantitative data. The results of the assessment should be utilized for student improvement in both academic and non-academic, spiritual areas of student outcomes. (I.B.2, I.B.3, I.B.7, II.A.1c, II.A.2b, II.A.2f, IVB.2.b)

9. In order to meet the standards, the team recommends that policies and procedures for alternative methods of awarding college-level credit (course substitution) and specific degree requirements be included in the college catalog. (II.A.3, ER 11)

10. In order to meet the standards to ensure ongoing and systematic planning processes, the team recommends that CFOT evaluate its professional development programs for improvement in teaching and learning. (III.A.5.b)
STANDARD I: INSTITUTIONAL MISSION AND EFFECTIVENESS

Standard I.A - Mission

1. General Observations

Standards IA and IB in the CFOT Self Evaluation provide an overview of the institution's mission and its focus on student learning and institutional planning. The singular associate degree program and courses are integrated in a manner focused on educating future Salvation Army ministry leaders. CFOT's mission incorporates the International Salvation Army mission in its own statement, which articulates CFOT's dedication to developing its cadets both intellectually and spiritually so that they are prepared for their future ministerial leadership roles in the Salvation Army. The Academic Excellence Commitment Statement, approved by the Crestmont Council in 2008, aligns and integrates the mission, curriculum, instruction and assessment for the future work of its students within the Western Territory. CFOT's only degree program, an Associate of Arts in Ministries degree, is clearly aligned with the Mission. The College communicates the mission in published documents and throughout the college. The mission, vision, Academic Excellence Commitment, and seven Institutional Learning Outcomes frame the expectations of the CFOT for incoming cadets.

The College has implemented a more cohesive integrated planning process that includes review of progress towards goal achievement. The Strategic Plan reflects the intent of the College mission, value and learning outcomes with the underlying singular focus of preparing its cadets to be ministers in the Salvation Army. As cadets are screened by the headquarter office prior to admission, incoming students are aware of the educational intent and purpose. The College has an established institutional research office that collects data about the profiles of incoming students and reports on achievement of students. Faculty participate in the assessment of student learning outcomes and program review, both processes which have received greater attention from the institution since the last accreditation visit.

2. Findings and Evidence

CFOT has a focused mission statement that, when combined with the Academic Excellence Commitment, describes the current focus of the institution on preparing Cadets to become full-time ministers within the Salvation Army. The College's mission statement, vision, academic excellence commitment and core values are published together in the Catalog, Fact Book, 2012-15 Strategic Plan, as well as displayed on posters around the campus. The current mission statement has not significantly changed since 1990 when the college was first accredited by ACCJC.
The mission of the Salvation Army and CFOT are indissolubly linked in that the CFOT mission is embedded in the International Mission of the Salvation Army, and on its own, states "The purpose of the College for Officer Training is to develop men and women in knowledge, capabilities, spirit and character, who will be able to sustain and advance the mission of the Salvation Army in the salvation of the world." Appendix to the mission is the Academic Excellence Commitment developed in 2008, which explicitly aligns the college mission, curriculum, and instruction (including assessments) with the academic and post cadet career training, and defines the institution's educational purposes, student population, and commitment to student learning. Even though the mission is determined by the International Salvation Army organization, CFOT has the autonomy to develop its working Academic Excellence Commitment. During an interview, a senior member of CFOT stated that this Commitment statement acts to operationalize the mission into the institution. (I.A)

The single program offered by CFOT directly links to its mission, an Associate of Arts in Ministries degree. This program is comprised of Biblical Studies, Business and Management, Mission and Ministry, Supervised Ministry, and Theological Studies components, and thirty-six quarter units of General Education. A unique aspect of this program that demonstrates alignment with the mission is the field training experience. Field training courses are spread throughout the two-year curriculum and provide cadets the opportunity to apply the knowledge and concepts they have learned in the classroom in real-world situations. CFOT also aligns student support services with its purpose, character, and student population. (I.A.1)

Because of the focused educational and vocational career goals embodied in the degree program, CFOT ensures that entering students identify with and are committed to the mission of the Salvation Army and CFOT degree program. To this end, entering students are screened by the THQ and complete a course in Salvationism. Despite the unified goals of cadets, the CFOT research office has noted increased variation in the backgrounds and academic preparation of cadets in recent years. Data from assessment also portends a growing trend in diverse academic preparation. CFOT has responded to these circumstances with the Academic Achievement Center, which provides tutoring and support for cadets in learning styles, note-taking, reading strategies, proofreading skills, successful learning traits, ESL support, writing, and learning disabilities, demonstrating an institutional commitment to providing high quality education aligned with the mission statement (I.A.1, I.A.4).

CFOT not only aligns the educational and support programs to the student population, but they also tie the mission to institutional planning. Planning priorities and funding appear to support the singular focus of the associate degree in ministry and, as such, allows for a deliberate educational structure. Survey data from the 2012 Self Evaluation Survey suggests that cadets strongly believe that the mission directs planning, and that CFOT maintains a strong commitment to the mission. Officers and staff also agree strongly that the mission directs planning and resource allocation (I.A.4).
The mission of the CFOT was reviewed by several governance bodies in 2008, 2011, and 2012. The Academic Committee of Crestmont Council is delegated with the task of reviewing the mission statement annually. The Academic Committee considers possible recommendations of the Curriculum Council and Personnel Council when the mission statement is under review. The Crestmont Council, the governing board for CFOT, has formally reviewed the mission statement during the years previously noted. In order to ensure that the mission is reviewed on a regular basis, and in order to integrate the review into institutional planning, CFOT identified an Actionable Improvement Plan to review the mission and major policies every three years, beginning in 2015-16 (I.A.2, I.A.3, IV.B.2.b).

3. Conclusions and Analysis

CFOT has a mission statement that, when augmented by the Academic Excellence Commitment, describes its purpose and philosophy. The mission has been reviewed and discussed by all constituencies, and is prominent in various publications and locations. The College established an Actionable Improvement Plan (AIP) to regularly review the mission statement every three years beginning in 2015 to coincide with institutional planning processes.

The College provides institutional data on student backgrounds and demographics, which has led the College to develop support programs to address the academic needs of incoming students. CFOT has also established a course-level assessment of student learning outcomes, though the integration and linkage to program review and resource allocation is not clearly delineated or widely understood.

The College meets the requirements for Standard I.A.

4. Recommendations

None
Standard 1.B – Improving Institutional Effectiveness

1. Findings and Evidence

Dialogue at CFOT is achieved formally through the eighteen councils and committees and informally in an ongoing basis among faculty, staff, cadets and administrative leaders. Formal evidence of institutional dialogue leading to improvement is lacking or insufficient throughout the Self Evaluation Report to support the standards of I.B. New processes are in place to move towards the standards, but evidentiary statements in the Self Evaluation are at times overstated; for example, in Standard I.B.1 it is purported that analysis of the Quarterly Academic Achievement report resulted in improvements to learning, yet when questioned in an interview, staff indicated that there is no evidence of improvement and that the report is too new to have been used. (I.B.1)

CFOT has provided professional development and training to improve understanding of student learning outcomes assessment, though the assessment processes are still not fully integrated, especially within program review. While there is collection and review of assessment data, sample program review documents do not provide evidence that SLOs data are systematically integrated into program improvement. There has been, however, improved dialogue and some reflection about student learning, achieved primarily through the council and committee structure. As noted earlier, anecdotal evidence suggests that improvements to curriculum occur through informal dialogue. Course student learning outcomes are mapped to institutional outcomes in a cursory method, and, as of yet, there is no systematic assessment of institutional learning outcomes. The Curriculum Council is tasked with coordinating academic assessment activities where improvements to learning are discussed. The Executive Council purportedly reviews the Quarterly Academic Achievement reports, which are reported to improve learning and academic planning. However the connection between these and other councils within the institutional processes is not clear to members of various councils (based on interviews); nor is there evidence to support the results of dialogue in these councils (I.B.1).

The Crestmont Council, along with CFOT faculty and staff, participated in the 2012-2015 Strategic Plan which integrates the college mission, vision, and Academic Excellence Commitment. CFOT has developed a planning process in which the three-year Strategic Plan is reviewed annually for progress towards goal attainment. Evidence from the 2009-2012 Strategic Plan CFOT Scorecard indicates that the Crestmont Council primarily led the effort to identify priorities in that three-year plan. The Scorecard provides a summary of status on progress towards meeting goals. While the college has established outcomes in the Strategic Plan, the qualitative descriptive nature of the document results in an assessment of progress that is not straightforward and is likely a matter of interpretation. This does not meet the standard that the institution states the objectives in measurable terms so that the degree to
which they are achieved can be determined (I.B.2). Results from the Self-Evaluation Survey (I.B, questions 6 & 7) also show some disagreement by employee group as to the use of data to make improvements (I.B.3). Through interviews, the team learned that there was robust dialogue about the planning goals, which improved communication. Additionally, faculty were asked to complete a detailed survey on Strategic Plan goals at the end of the 2009-12 plan. The survey relies on perceptions of completion rather than systematic evaluation (I.B.3, I.B.6). The college has identified an Actionable Improvement Plan (AIP) to ensure broad based understanding of the goals and progress towards goals.

While there is limited evidence about the broad understanding of the plan and goals, there is evidence that all constituencies have the opportunity to participate in developing the plan. Each of the various councils submitted input to the Strategic Planning Council where the contributions were formed into a draft plan using five focus areas: educational and field training formation, co-curricular programs and professional development; long-range planning and institutional effectiveness; financial strength and business structures; and leadership and governance. CFOT's governing board (Crestmont Council) sponsors a strategic plan walkthrough where the goals are presented to college faculty and staff, allowing employees to provide feedback on the goals (I.B.4).

Some of the program review recommendations are included in the overall Strategic Plan and every program review recommendation that was included has been funded in the past two plans. It was unclear program review recommendations were ranked for inclusion in the Strategic Plan. The team did not find evidence of dialogue about program reviews that was ongoing, robust and pervasive and that data and analysis from program reviews were widely distributed and used throughout all institutional-level planning, including the Strategic Plan. (I.B.3, I.B.4)

The team found evidence that student learning outcomes are widely communicated relative to courses and academic departments. Because of the unique application process, CFOT does not actively recruit new Cadets. CFOT does communicate matters of quality assurance to appropriate entities such as current and potential cadets, along with selective transfer institutions where Salvation Army Officers continue their education and internal International Salvation Army constituents (I.B.5).

CFOT is in a unique situation in that essentially all goals receive the funding required, though the institution does fund in order of priority as established by the Strategic Planning Council. The self-evaluation of the integration of planning and resource allocation processes asserts that these processes are extremely effective because funding of most, if not all, goals is provided. Unfortunately, there is little evidence that the process is evaluated beyond the observation that there is adequate funding, nor is there evidence of assessment of evaluation mechanisms, including institutional research and the efforts in instructional and student support programs to improve institutional effectiveness (IB.6, IB.7). In essence, the visiting
team found that CFOT did not analyze the results to see if priority funding of specific programs improved student learning. The institution is encouraged to close the loop on the planning and resource allocation process, to evaluate the effectiveness of resource allocation towards programmatic and institutional improvement. The institution developed an AIP to implement a mechanism to assess the evaluative mechanisms across the college programs and services.

2. Conclusions and Analysis

In spring 2013, CFOT developed and approved institution-set standards for satisfactory cadet performance. According to the Self Evaluation, and confirmed in an interview, CFOT set standard goals based on exceeding historical cadet achievement which includes data in the following outcomes: course completion, course success, student retention, degree completion, and job placement. The standards for each of these outcomes appear to be appropriate, given longitudinal data reported in the Fact Book; the College has exceeded the standards for all outcomes.

The College assesses progress towards strategic planning goals, yet because of the descriptive nature of the goal statements, use of quantitative data to assess progress is limited to narrative interpretations and perceptions rather than quantifiable assessment of measurable outcomes. The institutional planning process would improve with a more concerted effort towards stated goals in measurable terms so that the degree to which they are achieved can be unambiguously determined and understood. (I.B.2)

Because of the institution's size, CFOT is able to respond to feedback from various levels and types of campus input and dialogue in order to make programmatic improvement. Interviews and discussions with various CFOT personnel indicate that the institution has embraced a culture of continuous improvement at an informal level, but it lacks a culture of sufficient qualitative and quantitative evidence to document the more substantive efforts to improve student learning. Assessment of student learning outcomes is occurring at various levels of proficiency at the course level, but as yet, there is no assessment of institutional learning outcomes. Use of quantitative data in evaluation of planning processes is sparse, and CFOT could benefit from a more systematic and institutionalized process by which the college assesses goal completion, formalizing the program review and college planning processes.

The College does not fully meet the requirements of Standard I.B because Standards I.B.2, I.B.3 and I.B.7 were not met.
3. Recommendations

(Recommendation #6) In order to meet the standards to ensure ongoing and systematic planning processes, the team recommends that CFOT develop clear and measurable Strategic Planning goals. The College should integrate quantitative institutional data in addition to survey responses into the college-wide planning processes so that the degree to which goals are achieved can be assessed, widely discussed, and linked to student learning. The planning and related processes should be evaluated through a systematic review of their effectiveness in improving institutional programs and services. (I.B.2, I.B.3, I.B.7, IV.A.5, IV.B.2.b)

(Recommendation #7) In order to meet the standards to ensure ongoing and systematic planning processes, the team recommends that CFOT incorporate the analysis of qualitative and quantitative data in a more systematic and consistent manner in the program review process so that evidence of programmatic improvement is well documented and integrated into institutional planning and resource allocation. The program review process should additionally include SLO assessment results for instructional programs and non-academic outcomes that support student learning. (I.B.2, I.B.3, I.B.7, IIA, II.A.2.f, II.B.4, IV.B.2.b)

(Recommendation #8) In order to meet the standards, the team recommends that CFOT assess student achievement of institutional learning outcomes using both appropriate qualitative and quantitative data. The results of the assessment should be utilized for student improvement in both academic and non-academic, spiritual areas of student outcomes. (I.B.2, I.B.3, I.B.7, II.A.1c, II.A.2b, II.A.2f, IV.B.2.b)
STANDARD II: STUDENT LEARNING PROGRAMS AND SERVICES

Standard II.A – Student Learning Programs and Services

1. General Observations

The Salvation Army College for Officer Training (CFOT) offers one program, an Associate of Arts in Ministries degree. The curriculum for this program is aligned with competencies defined by the General of the International Salvation Army for all Training Colleges. Almost all cadets live in campus housing and progress through the program in cohorts. Outcomes for the cadets are exceptional; in 2012-13 all of CFOT’s institution set-standards were met or exceeded, course completion was 99%, course success was 98%, student retention was 95%, degree completion was 88%, and job placement was 100%.

Multiple forms of assessment are conducted to ensure quality, including surveys, learning outcomes assessment, and program review. Many course-level outcomes have been mapped to institution-level outcomes. At this time, CFOT only assesses course level outcomes. While CFOT has successfully created processes for the documentation of student learning outcomes assessment and program review, the team found that improvements are needed in the quality of both of these forms of assessment in order to generate authentic assessments that are ongoing, robust, and pervasive.

Anomalies between the catalog and transcripts indicate that improvements are needed to clarify degree requirements (units) and required general education coursework.

2. Findings and Evidence

Assessment testing is performed to determine the need for developmental courses. To meet the needs of an increasing number of ESL cadets, CFOT employs a full-time English Language Development Specialist. Additionally, the Academic Achievement Center performs individual assessments and creates detailed Individualized Education Plans to address student needs. Multiple students provided highly positive feedback of the support they received from faculty members and the Academic Achievement Center to assist them with their learning needs. CFOT makes concerted efforts to assess students’ need for support services and provide them with the services. (II.A.1a)

CFOT ensures the quality of its curriculum through the course outline of record approval and syllabus approval processes. The Academic Design Committee reviews syllabi to ensure they adhere to the course outlines of record and supports faculty in developing student-learning
outcomes. This review also includes examining the out-of-classroom assignments listed on syllabi for appropriateness and rigor. (II.2a)

To promote the alignment of mode of instruction with curricular objectives, CFOT has offered faculty development trainings on active learning and a variety of pedagogically relevant topics. A survey is conducted to identify students’ preferred teaching methodologies and the results are shared with faculty members to inform their planning. It was noted after visiting multiple classes that lecture was the primary mode of instruction observed. However, the field training component of the curriculum, which was not observed, but was mentioned throughout the Self-Evaluation and in multiple interviews, provides cadets the opportunity to apply their classroom knowledge by engaging in ministry in real-world situations. CFOT offers professional development to improve instruction delivery in response to cadet satisfaction surveys. Review of the professional development topics indicates a sincere effort to improve the quality of instruction at CFOT. Resulting improvements to student learning due to these extensive efforts has not been measured but is in the planning stages. (II.A.2d)

CFOT has established a clear reporting process for course-level student learning outcomes. Faculty members enter course-level outcome data into a database each semester and are prompted to reflect on the results of the assessments and on the resulting improvements that they have implemented. The team’s examination of the database indicated that while the mechanisms for course-level SLO assessment are in place, individual faculty members do not regularly answer the reflection questions and that the quality of reflection and recommendations is not adequate. When submitting a course syllabus (required each semester) faculty members are obligated to acknowledge that they have reviewed student learning outcomes data for the course and to document any improvements made. The Institutional Planning and Accreditation office aggregates the learning outcomes assessment data and publishes it in the Quarterly Academic Report newsletter. The Self-Evaluation Report states that this report is reviewed at the end of each Fall and Spring quarter. CFOT staff members stated that the Curriculum Council reviewed this report, although there was no documentation of this dialogue or the resultant improvements that were implemented. Students self-assess their attainment of learning outcomes via survey. Although CFOT has established sound processes for course-level student learning outcomes assessment reporting, upon examination of examples of assessment documents it became apparent that the quality of outcomes assessment needs improvement. In multiple interviews with faculty, it was suggested that they are struggling with assessing affective outcomes. The team discovered in interviews with CFOT faculty and staff that program-level outcome assessment is lacking or not understood. (II.A.1.c, II.A.2.a, II.A.2.b, II.A.2.f)

Highly quality instruction is ensured at CFOT through curricular alignment with both the Salvation Army national standards and general education requirements for the AA degree, input from alumni, and by relying on faculty expertise on instructional matters. Additionally, the use of a cohort model for the single program has contributed to exceptional completion
numbers. The Self-Evaluation Report states that breadth, depth, and rigor are ensured by following minimum qualifications for faculty and by comparing course content for general education courses to comparable two-year programs. It is noted after reviewing the Faculty Staffing Chart (2012-2013) that a number of faculty members do not have advanced degrees and, at times, degrees do not align with the course content that the faculty members are teaching. (II.A.2.c)

Courses are reviewed at CFOT in multiple ways: cadet surveys, peer observations, student learning outcomes data, and student achievement data published in the Quarterly Academic Report. In 2012-13, the peer observation process was fully implemented for all instructors. All faculty members serve as peer assessors and are, in turn, assessed by one of their peers. The peer observation process serves as a supplement to course feedback survey data. CFOT did not track the dialog that occurred during the peer observation process. The report indicates that the Curriculum Department continues to refine this system, including defining faculty obligations for post-observation dialog documentation. (II.A.2.e)

Programs are reviewed in the program review process. CFOT ensures that all departments are contributing to the mission by including a narrative prompt that addresses this alignment in their program review template. Upon examination of several completed program reviews, it became apparent that the program reviews provide an opportunity for program participants to write narratives describing their programs and changes that have occurred, but contained very little, if any, data, data analysis, or reflection on data. While it is noted that the program review template does prompt review authors to report on their assessment of program student learning outcomes, it was observed in the provided program reviews that this did not occur. Despite attempts to verify the links between program review and planning and budgeting, these links still remain unclear. (II.A.2.f)

Departmental examinations are not used. Rather, CFOT faculty have common syllabi, that includes SLO data and improvements from previous year's instruction (II.A.2.g).

CFOT's only program is a focused program of study in Ministries. (II.A.4) Cadets demonstrate the professional competencies necessary to meet employment standards during their field training experiences. (II.A.5) The Salvation Army provides information to prospective students and the public, on required policies, procedures, and publications in printed and online formats such as the catalog, faculty, and student handbook. (II.A.6.a, II.A.6.b, II.A.7.b, II.A.7.c).

CFOT does not offer programs in foreign locations (II.A.8).

CFOT's units of credit awarded are consistent with its institutional policies. Those policies reflect the accepted norms or equivalencies in higher education. This is evidenced by an analysis of all courses in the curriculum that ensures that scheduled seat-time corresponds to the determined unit value of each course. The CFOT has one non-credit distance education
course, Salvationism 101. The course is relevant for cadets and prepares students to enter the College with appropriate expectations. The course is not part of the curriculum towards an associate degree. The College has occasionally offered some courses through correspondence for individual students to attain a commission (due to its unique requirements) in the Salvation Army and not to attain an associate degree. The institution verifies the students’ identities through regular personal contact and proctored exams. Interviews and requested information stated that these correspondence courses did not list grades on student transcripts, but the team observed Pass/Fail grades on transcripts for students who completed these courses. Both the Salvationism 101 course and any individual offerings for officer commissioning courses are not degree applicable and are considered correspondence courses. The institution has a transfer of credit policy that is available in the catalog and it includes a statement of the criteria regarding transfer of credit (II.A.1, II.A.2, II.A.2.h, II.A.2.i, II.A.6.a, II.A.6.b, and Eligibility Requirement 9).

Courses in each of the major areas of knowledge are included as general education offerings. However, there is only one natural science course offered. It is unclear how the CFOT is ensuring that cadets develop scientific and quantitative reasoning skills in alignment with their general education objectives listed in the catalog (II.A.3.a, II.A.3.b). Further, the inclusion of developmental education units in the list of requirements for general education in the college catalog is confusing. After examining student transcripts, it appeared that some students received the Associate of Arts Degree in Ministries without completing college level English. (II.A.3.b) In addition, the catalog lists conflicting numbers for the total units required for the degree, 90 units and 98 units, respectively (II.A.6.c, ER 11).

CFOT does a commendable job of developing cadets that are ethical and effective citizens. These elements embedded throughout the CFOT experience. Some examples are ethics courses in the curriculum, free therapy for all cadets, and required seminars on multiculturalism, sexual harassment prevention, community-care ministries, and substance abuse. (II.A.3.c)

3. Conclusions and Analysis

The Salvation Army Crestmont College for Officer Training is making significant efforts since the last accreditation visit to ensure the quality of its offerings. Some examples that CFOT put forth to demonstrate this include syllabus review, course-level student learning outcomes assessment, and program review processes. During the visit, the team observed several commendable aspects of CFOT. Outcomes for the cadets are exceptional; in 2012-13 all of CFOT’s institution set-standards were met or exceeded, course completion was 99%, course success was 98%, student retention was 95%, degree completion was 88%, and job placement was 100%. CFOT has designed a field experience component of the curriculum
for the AA in Ministries that allows students to apply their classroom acquired-knowledge in real world scenarios. At the initial open forum during the site visit, multiple students praised this portion of the curriculum and asserted that it facilitated a greater depth of learning. It was clear to the entire team that CFOT goes to extraordinary lengths to develop ethical human beings and effective citizens. These qualities are clearly embedded throughout the curriculum, support services, and co-curricular activities at the institution (II.A.3.c).

The Salvation Army College for Officer Training has established an institutional framework for definition and reporting of student learning outcomes. Faculty members work with the Academic Design Committee to define student learning outcomes, which are then approved by the Curriculum Council. The College has established assessment strategies for course-level outcomes. Faculty members report on their assessments and resultant improvements with an online database. Upon examination, these reports do not demonstrate that authentic assessment is occurring at CFOT. In dialog with faculty members, it became apparent that they were struggling with assessing the affective domain, a key component of the college mission and institutional and program outcomes (II.A.1.c). Furthermore, CFOT could not produce documentation that widespread institutional dialog about the results of assessment and identification of gaps occurs, despite claims that this is occurring. In interviews, it was discovered that faculty and staff felt program-level and college-level assessments were not occurring. This was interesting because CFOT only offers one program and aggregate academic achievement data could be considered program-level assessments. (II.A.1.c, II.A.2.b, II.A.2.f)

Program review is a relatively new process at CFOT, having been implemented as the result of an accreditation sanction in 2008. Program review documents that were provided as evidence were primarily made up of narrative descriptions of the programs and recommendations for improvements. Recommendations observed were not linked to data analysis as most program reviews were narrative in nature and lacked robust data. In discussion with CFOT faculty and staff members, they stated that analysis of data does occur informally and that it does inform the recommendations in the program reviews. The team could not substantiate these claims with any evidence. Although there is a prompt in the program review template to report on program outcomes assessment, this field was blank or filled with unrelated information in almost all of the program reviews provided. Furthermore, it appeared that the only data the college is systematically collecting for program review purposes is survey data; the team agreed that there is an overreliance on survey data based upon individual perception. (II.A.2.f)

Finally, it is unclear from the college catalog whether developmental courses can be counted towards degree requirements. Upon examination of student transcripts, examples were identified where students received degrees without completing college-level English. The team sought clarification on these matters and was told that some, but not all, of the Developmental Education courses are pre-collegiate. It is critical that CFOT has a clearly
defined process for determining the courses that are college level or developmental and that this designation is clearly communicated to cadets, including in the catalog. Further, the College must maintain the integrity of its transcripts and guarantee that all program requirements are fulfilled by degree recipients; similarly, the catalog should contain procedures for alternative methods of earning college-level credit. (ER 11) The team was impressed with the dedication of the CFOT to developing cadets that will be leaders in the Salvation Army. This was observed in multiple conversations with CFOT faculty and staff. The team agrees that the high standard of leadership that Salvation Army Officers will exhibit throughout their careers requires proficiency in general education competencies like written communication and scientific and quantitative reasoning. CFOT must ensure that these competencies are developed in every cadet that receives an Associate of Arts in Ministries (II.A.3, II.A.3.a, II.A.3.b, II.A.6.c)

The College does not fully meet the requirements of Standard II.A because Standards II.A.1.c, II.A.2.b, II.A.2.f, II.A.3.a, II.A.3.b, and II.A.6.c were not met.

4. Recommendations

(Recommendation #1) In order to improve institutional effectiveness, the team recommends that CFOT provide ongoing training for faculty in student learning outcomes assessment related to non-academic or spiritual development areas, assess these outcomes, and use the results for improvement. (II.A.1c, II.B.4)

(Recommendation #5) In order to improve institutional effectiveness, the team recommends that CFOT review and revise its catalog so that any inclusion of developmental education units in the general education requirements for the Associate of Arts Degree in Ministries are clear to students. Additionally, the team recommends that all course requirements (such as college level writing) and the number of units should be explicitly communicated to students in the catalog (II.A.3.b, II.A.6.c, ER 11)

(Recommendation #7) In order to meet the standards to ensure ongoing and systematic planning processes, the team recommends that CFOT incorporate the analysis of qualitative and quantitative data in a more systematic and consistent manner in the program review process so that evidence of programmatic improvement is well documented and integrated into institutional planning and resource allocation. The program review process should additionally include SLO assessment results for instructional programs and non-academic outcomes that support student learning. (I.B.2, I.B.3, I.B.7, IIA, II.A.2.f, II.B.4, IV.B.2.b)

(Recommendation #8) In order to meet the standards, the team recommends that CFOT assess student achievement of institutional learning outcomes using both appropriate qualitative and quantitative data. The results of the assessment should be utilized for student improvement in both academic and non-academic, spiritual areas of student outcomes. (I.B.2, I.B.3, I.B.7, II.A.1c, II.A.2b, II.A.2f, IVB.2.b)
(Recommendation #9) In order to meet the standards, the team recommends that policies and procedures for alternative methods of awarding college-level credit (course substitution) and specific degree requirements be included in the college catalog. (II.A.3, ER 11)
Standard IIB - Student Support Services

1. General Observations

Salvation Army College for Officer Training offers a range of student support services (referred to as Personnel Services at CFOT) designed to care for the holistic needs of its diverse, residentially based cadet population. Services include assessment (academic, family, emotional, and spiritual), housing, food, transportation, child care, leadership opportunities, social events, support groups, health and wellness, sports and recreation, cadet governance, individual and couples therapy, advising, and spiritual formation and religiosity. Cadets are recruited at local and divisional (regional) levels of leadership with the formal admissions process being managed by the Territorial Candidates Department. The Training Principal (College CEO) and Director of Personnel (Chief Student Services Officer) are on the Territorial Candidates Council, which determines the final selection of students for each new cohort. Both administrators are also involved at the local and regional levels in recruitment activities as are current CFOT cadets who speak to recruited applicants. Through this process, students are brought into the mission of the Salvation Army by identifying within themselves the commitment to the one-year pre-entry process, two-year degree program, and the five-year officer placement assigned to each officer completing CFOT’s degree program.

Cadets are organized into first and second-year sessions and are represented by elected cadet officers who hold monthly meetings that provide two-way communication between cadets and CFOT administrators. A Cadet Council oversees social and cultural activities’ programming. CFOT assures the quality of student support services through three levels of assessment - program review, cadet satisfaction surveys, and cadet progress with a Ministry Development Profile assessment tool. Information provided by cadets during the site visit as well as data from a 2012 Student Survey demonstrates a high level of satisfaction with the fifteen student support programs and services utilized. Cadets described the College’s internal communication model as being very responsive in supporting their educational and creative needs. Cadets expressed the freedom to provide input through a chain of leadership that in many cases have resulted in immediate improvements in delivery of services.

The College is to be commended for its student support services, with special recognition to the Child Care Program, for creating a caring and nurturing learning environment, thus allowing Cadets to focus on academic studies and field training.

CFOT does not rely on federal funding, so the oversight of financial aid and other federal programs is not applicable, including Title IV. The college does not participate in student loan programs.
2. Findings and Evidence

Since the time of the 2007 team visit, CFOT’s enrollment of first-year cadets grew from 15 students in 2007 to 44 students in 2013. Prior to 2010, the annual number of graduates was held constant at 16 students. However, during the following four-year period, the number of graduates had increased to 58 students by June 2013. The College’s enrollment is a function of the number of applicants, sponsored by their division, who are accepted by Territorial Headquarters as meeting admission criteria; additional student support services staff are allocated when major enrollment increases occur. (II.B)

The 2013-14 Fact Book provides demographics and information on enrolled students, all of whom are full time, based on their age, gender, marital status, and ethnicity. Fifty-two percent of currently enrolled CFOT Cadets are married with children and 26 percent are married without children, and this is reflected in the array of support services provided to cadets and their family members. Ten-year historical data provided in the Fact Book indicate that GPA, retention and graduation rates have remained consistent during the recent period of enrollment growth. (II.B)

Program reviews have been conducted in Cadet Wellness, Spiritual Formation, Family Care Services, Housing, Campus Safety, Food Service and Cadet Governance since the last accreditation visit. Program reviews follow a six-year cycle and evidence provided included a plan to review eleven programs between 2013-14 and 2017-18. Consideration should be given to shortening the current 6-year cycle to increase relevancy. This cyclical evaluation process should ensure the use of SLO data in assessing and improving student learning, in addition to refining its program review processes for ongoing institutional effectiveness. (II.B.1)

Surveys are administered to cadets on student support services at multiple points throughout their time at CFOT and department heads analyze the results to institute improvements. The Ministry Development Profile Tool is administered to each cadet three times during the two-year CFOT experience. The tool consists of self-evaluation, two peer evaluations, and review with CFOT staff. Based on an evaluation of the current process, the Director of Personnel saw a need to create an assessment rubric and has trained staff in using these new standards. (II.B.1)

The college catalog is printed annually and provided in hard copy to all cadets when entering the College and is also available on the college website. The catalog designates the location where classes and services are available as well as the mission, Academic Excellence Commitment statement, and core values. Student policies, academic regulations, transfer credits, grievance procedures and other required elements are provided in the catalog. Additionally students receive a Personnel Manual at the beginning of their time at CFOT.that
contains campus rules and standards for conduct, support services and family care services available, complaint process, and course policies. The cadets are oriented to available services during initial orientation and regularly updated as new services become available. (II.B.2.a-d, III.B.3.a)

The multitude of support services, testing, ongoing meetings with Cadets on their Ministry Development Profiles, and small interactive community allow for quick response to identified learning support needs and complaints, as well as the available resources and available personnel to deal with them based on the nature of the need or complaint. The team verified that CFOT has a written complaint process and maintains records of student complaints and grievances, but would benefit from codifying this into policy to ensure consistency when frequent Officer turnover occurs. (II.B.2.c. II.B.3)

Research is conducted at CFOT to identify learning support needs of the cadets as well as appropriate services and programs to address these needs. This research includes inquiries conducted in program reviews, the Annual Cadet Services Survey, and within the individual Cadet review process. The team noted that CFOT has made improvements and additions to the support services offered as a result of program review, including adding the Cadet Wellness Program, adjusting services at the Family Care Center for an increased and diverse group of children, and developing the Ministry Development Plan for cadets to formulate and track their spiritual goals. (III.B.3)

In addition to the intellectual opportunities cadets are provided through the curriculum, they also have access to an environment that encourages personal and civic responsibility. Some of the available activities include cadet government, social groups, spiritual activities, and college governance. Cadets lead an annual fund-raising event and serve as leaders in Youth programs. Aesthetic development is facilitated through participation in the various music productions, art displays, and cultural presentations that occur throughout the year. General house cleaning duties support a component of the college curriculum in stewardship of physical resources while supporting CFOT operation and maintenance goals. The students' development of these attributes is assessed through self-evaluation surveys and rubric-based assessment in the field training experience. (II.B.3.b)

Advising and counseling are provided in alignment with the social and emotional needs of the Cadets while in College and for their life ahead. The counseling program is heavily oriented toward family, marital, emotional and relationship issues as they relate to academic success. Survey data indicate ratings of 87 percent satisfaction with counseling from the counseling office and 82 percent satisfaction with counseling from the Personnel office. The cohort model employed at CFOT negates the need for the course selection component of advising. However, each cadet is assigned to an Officer or staff person from the Curriculum or Personnel Departments for other needed advising functions based on their demographic
profile. It would be desirable to see more evidence of enhancing student development and success beyond survey data, for example SLO assessment data. (II.B.3.c)

Evidence of the preparation of student support staff members and their engagement in professional development was clarified during the visit as consisting of an orientation (brief of appointment) and review of job responsibilities coordinated by the Director of Personnel. A section in the program review template includes the reporting of formal orientation and training. The student support services department appears committed to moving toward more formal training and orientation being offered, but it is not clear to the team if a plan is currently in place. (II.B.3.c)

CFOT displays a commitment to providing students with cultural diversity as indicated by the requirement that each cadet take a required seminar series on multiculturalism. At least once each quarter an Officer who has served overseas is invited to share his/her experiences with cadets at the biweekly Chapel service. This is intended to prepare cadets for work internationally, as stated in their mission. CFOT evaluates the impact of these items on cadets via survey and the results indicate that there is room for improvement. (II.B.3.d)

The Self-Evaluation Report of Educational Quality and Institutional Effectiveness states that the College utilizes tested and approved assessment instruments, but it has not formally validated admission and placement practices. Currently, CFOT uses success and retention data to validate the effectiveness of admissions and placement instruments while minimizing biases. The team notes that although datasets are small, the College would benefit from validation studies to assure effective placement practice. Further, early identification in the admission process of developmental learners could result in Cadets completing developmental coursework or improving upon learning issues prior to program entry. (II.B.3.e)

Data is stored in locked filing cabinets on paper, CDs, and in electronic databases maintained through security access with approval levels handled by the Personnel and Curriculum department staff. The electronic data system is hosted off-site and the vendor provides for security against loss of records and is compliant with nationally accepted security standards. The College has a policy for the confidentiality and release of student records that is found in the Personnel Manual and Cadets sign a confidentiality agreement that conforms to state and federal requirements for disclosure. (II.B.3.f)

The Self-Evaluation Report states that the college measures student success by cadet and officer retention rates that are reported at 95 percent, exceeding institution-set standards on achievement. CFOT points to the offering of more pastoral care resulting from assessment data collected through the Ministry Profile as an example of improvements made as the result of evaluation. Based on the 2012 Cadet Services Survey, Pastoral Care counseling was rated an average of 4.0 on a 5-point scale. While evidence of improvements based on data was
noted in the Self-Evaluation Report, the connection between the evidence found in the Ministry Development Tool and the resulting satisfaction scores on the Cadet Services Survey were not discussed and analyzed in the 2012 Spiritual Formation Program Review. Relative to student services and non-academic learning outcomes, the visiting team noted that dialogue about student learning and achievement data was not fully integrated in the program review processes. At the time of the visit, efforts by the Institutional Research Office to provide access to program data in the early stages of the program review process were being considered. (II.B.4)

3. Conclusions

CFOT cadets express a high level of satisfaction as evidenced by data compiled in the 2009-2012 Cadet Services Survey Overview. As with other survey data, analysis of how improvements are handled based on data findings was not readily found in the program reviews provided to the visiting team. In some cases, 1st and 2nd year Cadet sessions disaggregate survey data, but this is not consistently the case. There may be other means for assessment of outcomes beyond satisfaction surveys and it is recommended that the student support services and Institutional Research Departments continue to go beyond use of satisfaction data for assessing student learning and identifying support needs.

It is also noted that one of the objectives under Goal 2 of the CFOT’s Strategic Plan, “Co-Curricular Programs and Professional Development,” is to expand understanding of cadet life needs and satisfaction with their student life experience. This directly affects student services’ co-curricular programming needs and is directly impacted by the changing demographic profiles of cadets being enrolled into the college. The College holds a strong commitment to student life programming which is evident through the many student support services it offers.

CFOT is to be commended for the wide range of student support services and programs it provides which strongly connect to and support cadets in line with the College’s mission and training goals. Increased use of surveys since 2009 has provided cadets with opportunities to provide direct feedback on program effectiveness. The 2009-2012 Cadet Services Survey Overview provides evidence of data over a four-year period and demonstrates CFOT’s student support services’ commitment to annually receiving feedback from the enrolled sessions. The team noted weaknesses in utilizing evidence on assessed learning and using the results of assessment to plan and implement institutional improvements on a comprehensive basis given the scope of student support services offered. To improve effectiveness, CFOT can improve in this area of program review.
The College does not fully meet the requirements of Standard II.B because Standard II.B.4 was not met.

4. Recommendations:

(Recommendation #1) In order to improve institutional effectiveness, the team recommends that CFOT provide ongoing training for faculty in student learning outcomes assessment related to non-academic or spiritual development areas, assess these outcomes, and use the results for improvement. (II.A.1c, II.B.4)

(Recommendation #7) In order to meet the standards to ensure ongoing and systematic planning processes, the team recommends that CFOT incorporate the analysis of qualitative and quantitative data in a more systematic and consistent manner in the program review process so that evidence of programmatic improvement is well documented and integrated into institutional planning and resource allocation. The program review process should additionally include SLO assessment results for instructional programs and non-academic outcomes that support student learning. (I.B.2, I.B.3, I.B.7, IIA, II.A.2.f, II.B.4, IV.B.2.b)
Standard II.C – Library and Learning Support Services

1. General Observations

The Salvation Army Crestmont College for Officer Training (CFOT) has a well-equipped library that is centrally located in the main classroom building. The library is integrated into the life of the College, and through committee work, the Director of Library Services is involved in many areas of campus life.

The College has developed an Academic Achievement Center (AAC) to serve the academic needs of its cadets. The center is strategically located near the classrooms and library. The AAC serves all cadets; however, ESL cadets and cadets on academic probation are required to log hours in the AAC. The AAC also serves cadets with learning disabilities. A full-time Educational Specialist coordinates all AAC services.

2. Findings and Evidence

As part of its review of the Library and the Academic Achievement Center, the team met with the Director of the Library and the AAC Educational Specialist. The team also toured the library and the AAC and observed several classes.


The College has a well-equipped library with holdings that appear to meet the academic needs of cadets. The library subscribes to a core collection of periodicals and has an extensive collection of Salvation Army Historical documents and artifacts as well as access to the Religion and Philosophy Index, a specialized journal database. In addition, the college has established a partnership with the Harbor City branch of the Los Angeles Public Library, and through this partnership, cadets have 24/7 access to a variety of electronic databases and access to resources through inter-library loan. The CFOT library is open Monday through Friday 8:15 am to 9:15 pm and Saturday 1:00-5:00 pm, with most cadets utilizing the resources in the afternoons, evenings, and Saturdays. The library employs two full-time
librarians, both with MLIS degrees, and one part-time library assistant who staff the library during all hours of operation. During this particular site visit, one staff member was out on bereavement, and as a result, the library was open, yet unstaffed. The culture of personal integrity that is pervasive throughout CFOT means this lack of coverage is not a problem, and the collections are secure. The 2012 Self Evaluation Survey results indicate the high level of satisfaction with library services, with 98% of cadets indicating the library supports the achievement of learning outcomes. During the open forum that took place during the site visit, cadets also commented on the dedication and helpfulness of the library staff, particularly the Director of Library Services. (II.C.1.c, II.C.1.d, II.C.1.e)

All cadets are required to enroll in English 190, Information Literacy and Research Skills, during their first quarter at CFOT. The Director of Library Services teaches the course, and student learning outcomes have been developed and are clearly articulated in the course outline of record and in the course syllabus. This course provides cadets an opportunity to learn how to research a topic, utilize reference resources, locate and obtain books from both the campus library as well as off-campus libraries, locate articles in print and electronic formats, as well as locate and access digital resources. In fall 2012, the college assessed how well cadets were able to evaluate resources for authority, usefulness, and reliability and to cite the sources according to MLA format. The assessment showed that 88% of cadets had met the goal established by this particular student learning outcome. Following the SLO assessment, a proposal was made through the SLO assessment process to provide the cadets with a second information literacy course for cadets who placed into developmental courses. In interviews, it was explained that this proposal was taken to the Curriculum Council, where it was determined that it would be difficult to add a second class. Instead, adjustments were made to the existing course outline. However, the minutes of the Curriculum Council do not reflect this dialogue, and minutes from the associated Academic Design Committee were not provided to the evaluation team. A review of the English 190 syllabus and interview data showed that library assignments are directly connected to the work the cadets are doing in their courses (for example finding sources for their Theology Course research paper). Cadets enrolled in the English 190 course are given a pre- and post-test to ensure they have mastered the Information Literacy Competencies, and course data indicates 99% of cadets earned 80% or higher on the post test. (II.C.1.b)

The CFOT library is working to improve the ongoing assessment of library services on campus. The Library Council reviews library services and reviews course syllabi to make library acquisition recommendations. This fall, the library staff has started working with faculty to develop "recommended reading lists" for courses. Since the last accreditation visit, the Director of Library Services has developed a manual collection analysis procedure. During an interview, the Director of Library Services explained that for evaluation purposes, the library has been divided into three sections, with the members of the library staff each taking responsibility for a section. Resources that have questionable currency are pulled and
taken to the Curriculum Council - which includes faculty, staff, and cadets - for review. The Director of the Library also works with faculty to evaluate library resources that support their area of expertise. This is a labor intensive process that could be simplified with the use of a collection evaluation program. In addition, the nature of the manual process does not lend itself to a regularly scheduled evaluation of holdings. The 2011 Program Review indicated a similar problem, which required a large percentage of the holdings to be catalogued in-house. Since then, the Self-Evaluation Report and interview data indicates that the Library has moved the college toward purchasing materials that have been pre-processed and pre-catalogued, which improves the ability of cadets to search available resources and improves the ability of the library staff to provide detailed usage reports and a more effective review of holdings. To improve efficiency and more effectively meet the standard, the evaluation team suggests that the college consider utilizing a computerized library management/evaluation system would allow the library staff more time to work with cadets and continue improving library services. (II.C.1.a)

The college has developed an Academic Achievement Center (AAC) to provide tutoring and academic support for cadets. The ACC offers one-on-one tutoring, study groups, workshops, counseling, and writing support. There is also technology support, with two computer stations equipped with PLATO Learning Software and Rosetta Stone. All cadets are issued laptop computers upon enrollment, so cadets only use the AAC to access specific programs. In addition, some faculty schedule office hours in the center one night per week. The AAC is open in the afternoon and evening hours, after classes. The nature of the services offered requires the cadets to access the services in person; therefore, the services are not offered in an online format. (II.C.1.c)

The AAC has two key responsibilities on campus: to provide academic support for cadets who have been placed on academic probation and to support the learning needs of cadets with disabilities. Beyond this, the AAC provides academic support for all cadets on campus. Interview information indicates that the full-time Educational Specialist who supervises the AAC coordinates with faculty to ensure the workshop topics and the timing of the workshops align with the content taught in the classes. For example, when cadets are beginning to write essays, a workshop on developing a thesis statement will be scheduled. According to the Academic Achievement Survey data, the workshops typically draw between 3-13 cadets, and the Study Skills, Research Papers, Thesis Statements/Arguments, and Short Papers/Paragraphs workshops have all been well attended. Based on the AAC traffic data provided, the study groups are the most popular form of academic assistance, with the large study groups for the mid-term and final for both the Old Testament and Theology courses. Evidence from the Program Review indicates the AAC also coordinates services with the ESL instructors, who require their cadets use the AAC. The AAC evaluates its services in several ways. Data from the 2013 AAC Survey shows that cadets feel very positive about the services offered. While student learning outcomes have been identified for the AAC,
evaluation of the outcomes and the recent Program Review revealed that the primary goal of the center is to support the achievement of the learning outcomes for the various courses. Accordingly, interview data indicates the AAC is in the process of re-evaluating the previously identified SLOs. Currently there are no data, beyond satisfaction surveys, available to demonstrate whether the AAC services are having an impact on cadet success. One suggestion for improvement in data collection efforts is to compare the success rates of cadets utilizing AAC services with cadets who do not utilize the services. This may provide CFOT additional information about the quality and impact of the services offered by the AAC. The visiting team noted that CFOT should go beyond satisfaction or perception survey data to assess the effectiveness of these support services. (II.C.2)

3. Conclusions
Since the previous accreditation visit, the College has developed an Information Literacy course with appropriate SLOs, and the Library has completed a Program Review. The college can continue implementation of a regular Program Review cycle and SLO assessment. The College has placed a strong emphasis on “satisfaction survey” data; however, this data alone is not enough to confirm that learning is taking place. The College should continue to develop culture that embraces data-driven decisions by linking services to cadet success data.

The college has developed an Academic Achievement Center that has gone through an initial Program Review. The college has also developed SLOs connected to use of the AAC. Like the library, the AAC currently relies on satisfaction data in its decision-making. The College should initiate data collection that links AAC usage to cadet success in the classroom. The size of the college allows the Academic Support Center the opportunity to address the individual needs of students in an immediate manner. The Center is responsive to student needs, and deliberately works to connect the support services to the work the cadets do in class.

The College meets the requirements for Standard II.C.

4. Recommendations

(Recommendation #2) In order to improve institutional effectiveness, the team recommends that the College investigate computerized library management evaluation systems. (II.C.1.a)
STANDARD III: RESOURCES

Standard III.A – Human Resources

1. General Observations

As part of a larger organization, CFOT and its Human Resource Department are largely governed by policies and procedures developed at the Territorial Headquarters and the International Salvation Army. In academic areas, CFOT has the authority and autonomy to establish personnel procedures that are unique and meet College needs.

Shortly after the 2007 visit, CFOT implemented policies and procedures for the required qualifications and experience of faculty. The college is following the policy that requires faculty to have a Master’s degree in the discipline being taught with a few exceptions. The policy does make exceptions in some elective, non-credit or theology disciplines for faculty who possess a Bachelor’s degree with five years of experience as a Salvation Army Officer or an AA degree with Salvation Army experience.

The college has an evaluation cycle and mechanisms in place to evaluate faculty and staff based upon predetermined intervals. The performance of faculty in the classroom is evaluated by both peer reviews and cadet evaluations. The College evaluates student learning outcomes from both the peer review and cadet evaluations.

The college has identified some concerns about better communication with non-Officer staff and has made a commitment to improve in this area.

2. Findings and Evidence

CFOT has corrected the prior visiting team’s recommendation to develop policies and procedures regarding the qualifications and experience required for faculty. The College also developed a minimum qualification for teaching disciplines in the 2009-10 academic year and maintains the same qualifications for adjunct non-Officer faculty. The college recruits support services personnel with detailed job descriptions. (III.A, III.A.1)

The College advertises for adjunct non-Officer faculty and the college Human Resource Committee, comprised of Officers (faculty), interviews the candidates. Officers are recruited within the Salvation Army ranks. Academic disciplines that need teaching faculty are identified by the Curriculum Department, program review, and faculty input for the upcoming academic year. The selection of Officer faculty is led by the CFOT Training Principal with assistance from Territorial Headquarters (THQ). The College revised and documented the Faculty Qualification Protocol in September 2012 that details the procedures for hiring both Officer faculty and non-Officer faculty. (III.A.1a)

The College evaluates faculty with various tools: cadet surveys, peer assessments, program review and faculty evaluations. Officers of the Salvation Army are reviewed annually during
the first five years of service, biannually from five to fifteen years and tri-annually after fifteen years of service. All non-Officer employees are evaluated annually. An on-line tool does the system of evaluation and the evaluation is discussed one-on-one with the employee and his or her supervisor. THQ monitors and reminds supervisors of evaluation deadlines by email. In the event that concerns or improvements are noted, a plan can be implemented to review progress in improvement. Teaching evaluations are separate and distinct from regular Salvation Army evaluations. (III.A.1.b)

The college has emphasized the importance of course SLOs and includes these on syllabi for distribution to cadets at the beginning of each quarter. The cadets then have the opportunity to evaluate the instructor and the success of the learning objectives at the end of each quarter. Peer assessments that are scheduled throughout the quarter support the importance of personnel evaluations. The results from cadet evaluations and peer assessments are reviewed for effectiveness at the end of each quarter. Poor performance has resulted in examples of either not re-hiring a non-Officer faculty member or adjustments in syllabi or instructor changes. (III.A.1.c)

The College reinforces the importance of professional ethics with numerous trainings and with a written Employee Handbook for non-Officer employees. The Officers of the College are governed by the Salvation Army U.S.A. Western Territory National Policies and Procedures in regards to conduct of Officers. Most faculty recruitments are Officers in the Salvation Army with qualifications that meet the particular discipline. Disciplines that cannot be filled by qualified Officers are recruited from near-by colleges. (III.A.1.d, III.A.2)

CFOT has seen an increase in the cadets attending the college and has made the necessary adjustments to meet demand. The Officers and cadets are all housed on campus and many have children that require child care. The college has made additions to the child care unit to meet the demand. CFOT has also done extensive training and evaluation for working with minors since the college supplies housing and childcare for Salvation Army Cadets and Officers. The team found evidence that CFOT has sufficient staff with appropriate backgrounds in academic and non-academic areas to support cadet needs. (III.A.1.d, III.A.2)

The College provides an Employee Handbook to non-Officer employees that provide personnel policies and procedures. The handbook is reviewed and updated by the Territorial and National Headquarters for compliance of employment laws. Procedures are in place for employee grievances. The college maintains a separately keyed locked for office for employee files. (III.A.3, III.A.3.a, III.A.3.b)

The college is made up of Officers and cadets that come from around the world. The married spouse of an Officer is also required to be an Officer of the Salvation Army. This requirement ensures gender diversity at the College and the employment of other non-Officer employees brings a diverse population from outside the Salvation Army organization. The recruitment of cadets also brings cadets from foreign countries with cultural diversity. The College annually produces an EEO report that details the diversity of staff by male/female and nationality for evaluation and review. (III.A.4.b)
The Employee Handbook details documented policies and procedures as to the integrity and treatment of non-Officer employees and Officers of the Salvation Army. There is one current open employee dispute and there is active engagement among CFOT, THQ staff, and the employee to resolve the matter. The College completed a Human Resources Survey that evaluated employee perception of being treated with respect by peers and co-workers, where 85 percent of respondents showed agreement. (III.A.4, III.A.4.a)

The College has completed an HR survey that indicated that further evaluation is needed for communication between Officers and non-Officer employees. (III.A.4.c)

The College has extensive classroom pedagogy in-service training for faculty in the areas of faculty development, use of technology, diversity and language backgrounds. Training topics are identified by faculty, rather than being driven by data. There are no defined learning outcomes for participants in professional development, nor is there a method for evaluating whether participants have mastered the content, improved their skills, and applied them over time. While the range of training topics provided is very impressive, CFOT does not evaluate the actual impact of this extensive professional development program relative to improved student learning and increased teaching effectiveness. All staff have access to various topics from CFOT’s employee training program and employee meetings. (III.A.5, III.A.5.a, III.A.5.b)

Through the various councils on campus and the projections of the new incoming Cadets, the Human Resources Department starts the planning to ensure appropriate staffing levels when the new class of cadets arrives on campus. Budget requests are made through the Executive Council and approved by Territorial Appointment Council. (III.A.6)

3. Conclusions

Personnel at CFOT are dedicated to supporting student learning and the mission of the College. The College employs practices to facilitate the hiring of well-qualified personnel and reviews employees on a systematic basis. However, the visiting team identified a need to inform and communicate with non-Officer staff about professional development activities. Improving communication between Officers and non-Officer employees has been identified in the CFOT survey as an area that needed improvement and was identified as an Actionable Improvement Plan. The team did not find evidence that the impressive array of professional development activities were assessed to determine the level of mastery of the material presented, nor the level which the concepts improved teaching, nor the impact on student learning.

The College does not fully meet the requirements of Standard III.A because Standard III.A.5.b was not met.
4. Recommendations

(Recommendation #3) In order to improve institutional effectiveness, the team recommends that CFOT develop and demonstrate improved effectiveness in communication between officer and non-officer employees. (III.A.4.c)

(Recommendation #10) In order to meet the standards to ensure ongoing and systematic planning processes, the team recommends that CFOT evaluate its professional development programs for improvement in teaching and learning. (III.A.5.b)
Standard III.B – Physical Resources

1. General Observations

The Salvation Army College for Officer Training is located on the Palos Verdes Peninsula and occupies 42 acres of beautiful real estate. CFOT is a safe place to learn, work, and live; the campus is clean and inviting. It is the singular training hub for all Salvation Army Officers in the western United States. (III.B.1)

An analysis of the Property Subcommittee meeting minutes indicates diligence by the committee to ensure that the property is well maintained and that improvements are prioritized correctly. Adequate notes were kept to indicate that the property sub-committee met regularly and that new ideas are discussed. An example includes the slope revetment project whereby the College is formally assessing how to build up a slope to prevent future erosion.

2. Findings and Evidence

The College ensures that needs for facilities remodeling and expansion are met. A facilities master plan, in keeping with a more recent and tightly focused direction of the College’s mission, has been completed. Of the eight campus buildings, two are dedicated to cadet family housing and two are dedicated to family care and recreation. Most of the cadets and their families live in fully furnished apartments, which offer living spaces with full kitchens and additional amenities. Due to increased enrollment, the 4-unit Richard E Holz Conference Center was closed to the public and reconfigured to offer extra housing to cadets during summer 2012. (III.B.1)

All large scale property projects (in excess of $10,000) are placed on the five year forecasted Capital Needs Schedule by the Property Subcommittee and approved by the Command Finance Council. Overall, 93 percent of cadets were satisfied with their housing, especially in regard to community areas. Over 99 percent of cadets reported feeling safe and secure on campus and over 97 percent were satisfied with the administration’s concern for safety. (III.B.1)

CFOT leadership clearly prioritizes physical resources serviceability as evidenced by Ranked Operating Program Areas document (exhibit 81). One significant unlisted expansion project, new to CFOT since the last accreditation review, is the $26 million residential housing
upgrade. Following this investment, all campus housing has been remodeled or is new construction. (III.B.1, III.B.1.a)

Every member of the CFOT community (cadets, Officers, employees, and guests) is empowered to report concerns to the Property Officer, with additional notification provided to the Director of Business Administration and the Director of Campus Services to ensure action and accountability. The campus has made appropriate ADA accommodations and only has two remaining bathrooms in the childcare center to be modified with plans underway to address this concern. The CFOT generates minimum hazardous waste and waste remediation is performed by contracted, bonded, and licensed remediation specialists. It is clear that the maintenance of the physical plant is a source of pride for the CFOT; the organization values the maintenance of a safe and productive environment, including campus buildings, gardens, recreation and fitness areas, furnishings, and vehicles. (III.B.1.b)

CFOT has a solid record of funding every facilities maintenance and capital project recommended by its designated stewards of these resources. It responds quickly to cadet surveys, internal audits, and institutional research data. CFOT has funded projects related to technology, infrastructure, transportation, and property. The physical resource budget accounts for 35% of the CFOT overall budget. (III.B.1.a, III.B.1.b)

The strategic plan-ranked funding for 2012-13 identifies the areas of capital need delineated in the Capital Needs Schedule and ranks them by priority of funding. The Capital Needs Schedule shows the CFOT priorities for maximizing and conserving existing resources and reflects institutional values of both dialog and investment. It is apparent that CFOT takes tremendous pride in their facilities and equipment. (III.B.2, III.B.2.a)

The CFOT Annual Review from Territorial Headquarters is an annual onsite event with facilities tours and evaluations, including both observations and interviews, conducted by Headquarters personnel. Additionally, physical resources evaluations are collected by cadet annual surveys, staff evaluations of physical resources, and safety reviews by numerous outside entities (for example, Fire Department property walkthroughs and contracted HVAC evaluations by mechanical contractors). An example of how physical resource planning is integrated with institutional planning is the development of the Academic Achievement Center, a dedicated physical space developed in response to the 2008 General Education Program Review. (III.B.2.b)

3. Conclusion and Analysis

The decision-making process for the allocation of resources includes physical plant improvement recommendations. The Command Finance Council (CFC) approves and
recommends resource allocations for physical resource planning and the Executive Council reviews mission objectives, giving significant weight to the recommendations of the CFC. Both of these councils include representation by the Property Officer and the Director of Business Administration. The Academic Achievement Center is an example of a physical location developed specifically in response to a 2008 General Education Program Review. In the 2012-13 Cadet Services Survey, 93 percent of cadets were satisfied with their housing, especially in regards to the lounges and community areas. In addition, over 99 percent of cadets felt they were safe and secure on campus and over 97 percent were satisfied with administrators’ concern for safety. It should be noted, however, that according to the 2012 CFOT Aggregated Data Survey only 62 percent of cadets agreed that the, “college has adequate physical accommodations for people with disabilities.”

The visiting team found evidence that the College plans, builds, maintains, and upgrades its physical resources in a manner that assures the effective utilization and quality necessary to support its programs and services. The Resource Room, Soldiers Hall, Terrace Room, Administrative Building, Cadet Commons and the main parking lot all had significant upgrades. The CFOT campus is almost entirely original as it was when it was acquired in 1975; although there have been recent investments in infrastructure upgrades. The maintenance supervisor, working foreman, property officers, transportation officers, Director of Business Administration, Director of Campus Services, Property Sub-Committee, Command Finance Council, and Property and Finance Committee of the Crestmont Council all work in unison to ensure that the physical location provides access, safety, security, and a healthful learning and working environment.

The single “Property-Maintenance & Operations” budget is the largest of any departmental budget and the three combined budgets directly related to physical resources account for 35 percent of the entire CFOT budget. Overall the physical resources, including facilities, equipment, land and other assets, support student learning programs and services and improve institutional effectiveness. In addition, it was evident through an analysis of supporting documentation that the physical resource planning is integrated with institutional planning.

The College meets the requirements for Standard III.B.

4. Recommendations

None
Standard III.C - Technology Resources

1. General Observations

Technology at CFOT is supported both on campus and through THQ for systems that are part of the larger Salvation Army Western Region operations. CFOT relies on a combination of support from THQ and IT professionals on campus. Information technology is an integral part of the operational and educational functions of CFOT. Technology resources are broadly divided into the following categories:

- Computer Hardware
- Computer Software
- Classroom Technology
- Communication Equipment
- IT Support

The technology needs of CFOT are integrated into the strategic planning and budgeting process. The IT Council ensures that CFOT's educational technology needs are met; this has been validated in the IT Council Meeting Minutes, 2011 Cadet Services Survey, and 2012 Cadet Services Survey. The Crestmont Council and Finance Council approve IT budgets to ensure that technology acquisitions are based on the strategic goals of CFOT. The 2012 CFOT Self Evaluation Survey Aggregated Data indicates that 87.5 percent agreement among faculty, staff, and cadets that technology supports cadet learning, improves institutional effectiveness, and enhances teaching and cadet achievement.

Technology resources strongly support student learning programs and services, administrative services, and research to address the improvement of institutional effectiveness. There is no distance learning component currently associated with the college's single degree program, and Associate of Arts in Ministries. Leadership responsible for technology maintains close ties with other functions of the college and accessibility is high. Exclusive access to either a laptop or desktop computer is given to all cadets, Officers, faculty, and administrative staff, as specified in the CFOT Cadet manual.

Continuing education opportunities are provided for in every department's budget, and a full range of technology training opportunities is provided for faculty, staff, and cadets. The IT Council addresses technology needs and situations to ensure that campus technology supports CFOT's operational needs, to identify and document new technology needs, and to identify possible hardware, software, methods, and systems that may address those needs.
2. Findings and Evidence

Technology services are managed and monitored by the IT Council. This council addresses all technology needs and situations to ensure that campus technology supports CFOT’s operational needs, to identify and document new technology needs, and to identify possible hardware, software, methods, and systems that may address those needs. Information technology resources and processes are employed effectively to meet the operational and educational needs of CFOT. In fact, the 2012 CFOT Self-Evaluation Survey Aggregated Data showed that only 7.3 percent of respondents disagree that technology improves institutional effectiveness. The 2012-13 Cadet Services Survey showed an 88 percent satisfaction rate with IT. (III.C.1.a)

The institution provides quality training to cadets and faculty to ensure that they are able to meet the competencies required to meet job and educational requirements. A full range of technology training opportunities is provided for faculty, staff, and cadets, including:

- Technology class available for students that have an identified need
- Specific technology training for faculty including SmartBoard, Turn-it-in, and teleconferencing systems
- “Technology Focus” presentations

The above training has been effective in providing relevant technology training, as evidenced by both the 2012 Cadet Services Survey, in which 85 percent of cadet respondents reported satisfaction with the availability of training services, and the 2012 CFOT Self-Evaluation Survey Aggregated Data, in which 74-80 percent of faculty, staff, and cadets agreed that “CFOT provides the training needed in the use of its technology.” The visiting team did not find evidence that CFOT evaluated the effectiveness of these trainings programs or their impact on student learning outcomes. (III.C.1.b)

CFOT has demonstrated that they systematically plan, acquire, maintain, and upgrade technology infrastructure to meet the needs of the College. Desktop computers and laptops are replaced every three years. There are three technology professionals located on the campus that have a proven record of being responsive and technologically adept. CFOT’s technology consists of an integrated VOIP telephone system, multiple laptop and desktop computers, video projectors, audio systems, SmartBoards, and a wired and wireless network of local and remote servers and routers. An analysis of the CFOT IT Council minutes, CFOT Annual Budget and the Command Finance Council (CFC) all reinforce the practices stated in the self-evaluation. (III.C.1.c)
The technology needs of CFOT are integrated into the strategic planning and budgeting process, and the IT Council regularly reviews the suitability and effectiveness of campus technology to ensure that CFOT's educational needs, both local and distant, are met. Again, the CFOT IT Council minutes, Command Finance Council minutes, Executive Council minutes, and Crestmont Council affirm these practices. According to the 2012 CFOT aggregated survey data, only 49 percent of Cadets and 53 percent of officers indicated that they strongly agree that CFOT bases technology decisions on student learning outcomes. It was also interesting to note that on the same survey that officers indicated that technology decisions are based on informal cadet feedback (74 percent) at a higher rate than formal cadet feedback (63 percent). (III.C.1.d)

Technology plans are widely disseminated to ensure consistent and clear communication throughout the College. The CFOT Technology Plan is created based on information obtained from the CFOT Integrated Strategic Plan; the CFOT IT Council and the THQ IT Department establishes the plans, processes, and equipment. Cost estimates for these requirements are provided to the Strategic Planning Council where they are ranked for funding purposes. The Director of Business Administration (DBA) notifies the IT council regarding approval, modification, or reallocation of the requested funds. Once the technology plan is confirmed, the IT Council meets monthly to address technology needs. The instructional needs are shared through the Director of Business Administration and departmental representation from Territory Headquarters. (III.C.2)

3. Conclusion and Analysis

Technology resources at CFOT are utilized to support student learning programs and services and to improve institutional effectiveness. It was evident that the institution supports the technologies that have been introduced through seminars and college wide communications. According to the 2012 CFOT Self-Evaluation Survey Aggregated Data only 7.3 percent of respondents disagree that technology improves institutional effectiveness. In addition the 2012-13 Cadet Services Survey showed an 88 percent satisfaction rate of IT Services.

The Executive Council and the Strategic Planning Committee are responsible for Property, Human Resources and Financial Planning, ensuring the integration of technology planning with the planning of the aforementioned areas. Recent examples include the upgrade of technology infrastructure and campus wide Wi-Fi. The instructional needs are also integrated into the technology plan through the Director of Business Administration, Library and Information Services, Institutional Planning, Curriculum, Field Training, Finance and Property. Each of these committees contains cadet representation, so the student's voice is heard.
The cadets could benefit from pre and post assessment in terms of IT to indicate not just satisfaction but also competencies. This would allow the College the ability to target the trainings and ensure that all cadets have mastery across the system. Similarly, CFOT could benefit by studying the impact that training and availability of technology has on Cadet learning and performance.

The College meets the requirements for Standard III.C.

4. Recommendations

None
Standard III.D – Financial Resources

1. General Observations

CFOT is a unit of the Salvation Army Western Territory (THQ) and supports the non-profit humanitarian organization, The Salvation Army, with its mission “The purpose of the College for Officer Training is to develop men and women, in knowledge, capabilities, spirit and character who will be able to sustain and advance the mission of The Salvation Army in the salvation of the world.” The College supports cadets/students with the goal of a two year associate degree and the necessary skills to enter the Salvation Army as an Officer of the organization. The financial support for Cadet Education, housing, meals and other support services is primarily funded by a dedicated endowment held by the Salvation Army Western Territory (THQ) currently valued at $80 million dollars.

CFOT responded to Standard III.D using the 2010 Guide to Evaluating Institutions rather than the current 2012 Guide. The visiting team assessed the omitted Standards and was able to verify and review the missing information and its impact on meeting the ACCJC Standards. The visiting team came to the conclusion that CFOT had, indeed, met the omitted Standards, so this was not an issue for compliance.

2. Findings and Evidence

CFOT has seen an increase of cadets entering the program over the years; so financial planning is critical in ensuring the needs of cadets, maintenance and operational costs. CFOT resource allocation starts with projection of the new incoming cadet count and the needs identified in program review, assessments and recommendations from departments. CFOT also incorporates a Property Projects Schedule to allocate needed capital improvement and replacements.

The requests for resources for budgeting purposes is reviewed by department heads, the Command Finance Council (CFC), the Executive Council, the Training Principal and other senior staff using the College Mission, goals, student learning outcomes, program review and objectives of the Strategic Plan. The College then submits the budget request to THQ and after approval the budget is augmented with THQ general funds to make the budget whole. Over the last five years the THQ general fund contribution has increased from $1.4 million in 2008-09 to $3.2 million dollars in 2012-13 because of enrollment increases and other operation costs.

CFOT’s budget for fiscal year ending September 30, 2013 was $9,919,165 and for the fiscal year ending September 30, 2012 was $8,386,371. Most of the College’s funding for operations comes from a designated endowment valued at $80 million dollars in 2012. The college also receives THQ general fund dollars to help cover operations. In 2012-13 the endowment funding approved was $6,641,541 and the THQ general fund dollars allocated
was $3,156,924 for a total of $9,798,465. This represents 99% of the total budget of $9,919,165. The remaining budget is comprised of fundraising, enterprise and miscellaneous income.

The CFOT Self-Evaluation Survey indicates a high level of agreement that financial resources are sufficient to support cadet learning, improve institutional effectiveness, that the institution manages its financial resources ethically, with integrity, fairness, transparency and there are clear connections between planning, budgeting and the allocation of financial resources.

THQ's net assets ending September 30, 2012 was $1.9 billion dollars. THQ covers long term obligations such as Other Post-Employment Benefits. (III.D, III.D.1, III.D.1.a, III.D.1.b, III.D.1.c, III.D.1.d)

CFOT follows the Salvation Army Policies and Procedures for approvals necessary and internal controls are in place for the requisitioning of supplies, services and equipment. THQ performs internal audits of CFOT and the college responds to any findings with corrective action. CFOT financial operations are included in the THQ annual external audit and for the past three fiscal years there have been no findings directly related to CFOT operations.

THQ financial system is available to all administrative staff, department heads and key personnel on-line, anytime. The systems allow the user access to line item accounts indicating budget and current to date expenses. CFOT completes a briefing to THQ regarding financial matters and any needed changes in financial matters.

Policies and procedures are in place for contractual agreements and require the approval of CFC and THQ legal counsel approval. (III.D.2, III.D.2.a, III.2.b, III.D.2.c, III.D.2.d, III.D.3.g)

CFOT's cash flow is sufficient using endowment earnings and from the resources available from THQ. The net assets of THQ at fiscal year-end, September 30, 2012, were $1.9 billion dollars. CFOT works closely with THQ risk management to develop plans dealing with theft, damage to or destruction of assets. CFOT recently purchased a mobile canteen for emergency preparedness training for cadets. (III.D.3, III.D.3.a)

CFOT's senior staff ensures the oversight of finances; planning and budgeting are guided by the mission, Strategic Plan and goals of the college. CFOT does not rely on federal funding, so the oversight of financial aid and other federal programs is not applicable. The college does not participate in student loan programs. (III.D.3.b, III.D.3.f)

All long-term funding of the OPEB is a function of the THQ and actuarial valuations are done as evidenced in the September 30, 2012 external audit of THQ. CFOT's debt repayment is handled through THQ and is not budgeted at CFOT. (III.D.3.c, III.D.3.d, III.D.3.e)
An external audit firm audits THQ, which includes CFOT, annually and for the past three years there have been no findings related to the College. THQ audit staff conducts internal control evaluations annually and CFOT responds with corrective action taken. (III.D.3.h)

CFOT assesses the financial resource planning on a continual basis by using program review, the Property Projects Schedule, the objectives form the Strategic Plan, weekly meetings of both the Command Finance Council and Executive/Strategic Planning Council. There is continual dialog on the effective use and prioritization of financial resources. (III.D.4)

3. Conclusions

Financial resources are sufficient and allocated effectively to support the mission of CFOT. The financial resources have increased significantly over the last five years to support the increase of Cadets in the program and the needed support. The financial resources for the Property Project Schedule are funded to ensure safe and updated facilities for staff and Cadets.

The College meets the requirements for Standard III.D.

4. Recommendations

None
STANDARD IV: LEADERSHIP AND GOVERNANCE

Standard IV.A - Decision-Making Roles and Processes

1. General Observations

In the Self Evaluation Report of Institutional Effectiveness, CFOT describes its processes of decision making at all levels, its mechanisms for ensuring appropriate input from campus constituents, the manner in which it communicates its decisions to the campus, and its methodology for evaluating the effectiveness of these processes.

2. Findings and Evidence

CFOT established the policy "Decision-Making: Process and Participation" in 2009. This policy provides general direction on the campus decision-making goals, processes, and communication as a response to a recommendation from the 2007 site visit. Although this policy includes a strong statement about the importance of shared decision making, detail on the mechanisms with which constituent groups provide input into institutional decisions is provided separately in the CFOT Staff Manual. The CFOT Staff Manual is approved by the Executive Council and defines the charters, compositions, and procedures for governance committees. Importantly, the composition of the governance committees described in the CFOT manual assures that committee composition is set by position, not individual, and includes representation from an appropriate range of campus roles. (IV.A.1, IV.A.2.a)

Beyond the participation on standing committees, the College has also encouraged campus involvement in large-scale planning initiatives. CFOT’s hallmark example of this is captured by the creation of the three-year strategic plan that began with goals identified in various campus committees, then was opened up for campus-wide discussion at the Strategic Plan Walkthrough. Here, the campus at-large was invited to advocate for particular needs mentioned in the strategic plan. This input was provided both to the Crestmont Council and to the Executive Council for CFOT as the Strategic Plan was finalized and adopted. (IV.A.1, IV.A.2.a)

The Curriculum Committee reviews and recommends curriculum policies and procedures to the Executive Council, as defined in the CFOT Staff Manual. The Curriculum Committee solicits input for agenda items from other constituency groups such as the Field Training Department, Library Council, and the IT Council, and includes administrative, faculty, and student representatives. Recommendations from the Curriculum Committee are approved by the Executive Council and incorporated in the Manual for Instructors in order to effectively communicate curricular decisions to faculty. (IV.A.2.b)

CFOT employees, board members, and students are singularly focused on the mission of the College. Because all students pursue the same goal of becoming commissioned officers within The Salvation Army, the College enjoys a strong sense of community and investment at all levels. The team found overwhelming evidence that the mission permeates every function at CFOT. (IV.A.1, IV.A.3)
Because of CFOT's small size, informal processes appear to be a cultural part of decision-making and communication. To improve the communication of campus decisions beyond that afforded by informal processes, the College has committed to posting committee minutes on a bulletin board in a central campus location. The perception of effectiveness from these informal and formal communication methods is relatively good based on the survey information used in their evaluation. Despite the generally positive reviews in the survey data, students noted that their ability to participate in the decision-making process is not always clearly understood. This sentiment was reinforced in surveys of employees that indicated students should play a larger role in committees and councils. (IV.A.3, IV.A.5)

CFOT has worked diligently and openly over the past six years to correct its Show Cause sanction and improve as an institution. During this time, the College has solicited frequent feedback from the Commission on its processes to ensure long-term compliance with the Standards. The team found evidence of only one articulation agreement, with Nazarene Bible College, although the use of articulation agreements were listed as the primary evidence, along with ACCJC relationships, as measures of the College's quality and effectiveness. The team found evidence that Cadet completion and job placement, as well as feedback from former Cadets in their roles as Salvation Army Officers, are all excellent. (IV.A.4)

3. Conclusion and Analysis

Between the overarching policy on decision making (Decision-Making: Process and Participation) and the detail provided in the CFOT Staff Manual, there appears to be sufficient opportunity for CFOT employees and students to participate in governance processes. Confirmed in interviews and in survey data, constituent groups feel that their input is valued and encouraged, albeit sometimes informally. Additionally, CFOT recognizes that there is still improvement possible in promoting student and staff involvement in decision making. In its self-evaluation, CFOT included an Actionable Improvement Plan to better involve students in the decision-making process. Also revealed through interviews, the College currently places a high value on the input from non-officer employees as well. Informal input is widely gathered and accepted; however the team did not find evidence of linking data from Program Review recommendations, SLO analysis, and Cadet achievement data to the formal planning process, thus a data-driven systematic and ongoing planning process was not fully developed. (IV.A.1, IV.A.2.a, IV.A.5)

Generally speaking, communication of campus decisions is effective at CFOT due to the College's small size, interconnectedness of constituent groups, the structure of weekly campus Chapel meetings, and the dual role of many officers as both faculty and administrators. The communication protocol of posting committee minutes on a central bulletin board as established in Decision-Making: Process and Participation could likely be augmented by other communication sources and the College could benefit from evaluating its communication effectiveness due to evidence listed in the provided surveys. (IV.A.3)
Despite sweeping statements included in the Self Evaluation Report such as “Every effort is made by the Crestmont Council and the Executive Council to match meaningful and appropriate data with informed decision-making”, the team could only verify superficial data from perception and satisfaction surveys that were regularly used in decision-making throughout the College. The team did not find evidence of data-driven discussions permeating minutes from councils, committees, and program reviews. (IV.A.2, IV.A.2.a)

The Curriculum Committee processes for developing courses and curriculum policies include faculty and administrative representation, with many of the Officers holding these dual roles at CFOT. The Curriculum Committee is of sufficient size and varied representation to ensure broad participation and diversity of perspectives on curricular matters. (IV.A.2.b)

The sense of purpose and investment present at CFOT manifests itself in the College's processes where all employees, board members, and students work toward the goals of improving the educational experience and strengthening the College. Although many of the campus's processes are informal, the overall satisfaction and understanding of the planning process captured in surveys is relatively high. As noted in the Self Evaluation Report, the practice of the Salvation Army is to rotate Officer assignments throughout their individual career. As such, the longevity of officers at CFOT is relatively short and the visiting team did find evidence that CFOT could benefit by codifying many of the informal processes to ensure consistency when new officers join CFOT. This was evident in multiple policies and procedures that were completely revised in response to the Show Cause sanction, and the team noted the College could take steps to ensure this consistency throughout the organization. (IV.A.3)

Leadership at CFOT values high standards for the academic programs, field training, and officer preparation. The continuing education of Salvation Army Officers shows an investment in this value. Faculty are expected to be qualified to not only teach their subject matter, but also be invested in the CFOT Mission to prepare cadets for commissioning. The Training Principal leads this campus-wide ethos by developing an Administrative Lecture Series, serving on the Territorial Executive Council where he makes formal CFOT reports twice yearly, and by authoring CFOT-relevant educational articles in International Salvation Army publications. (IV.A.4, IV.B.1.i)

As is the case in many of CFOT's processes, its evaluation of the effectiveness of its decision-making structure relies primarily on surveys of campus constituents, mostly in relation to perception or satisfaction measures. While this methodology indirectly gauges effectiveness via constituency perceptions, the College has not demonstrated an attempt to provide more direct measures to evaluate decision making and governance nor to include Program Review recommendations or SLO data analysis at this institution-wide level. (IV.A.5)

Since the last comprehensive site visit, the College has established a policy on decision making, as well as clear documentation on committee charge, composition, and process in the CFOT Staff Manual. CFOT has evaluated the effectiveness of their processes and communication practices through campus satisfaction surveys, from which it has established
some Actionable Improvement Plans related to areas of deficiency. Building on the existing evaluation effort, the College can continue to improve by establishing regular and direct mechanisms for this evaluation. Throughout its governance and decision-making efforts, College constituents have worked together and with the Commission to more effectively realize CFOT's mission and to meet ACCJC Standards and USDE requirements.

The College does not fully meet the requirements of Standard IV.A because Standard IV.A.5 was not met.

4. Recommendations

(Recommendation #4) In order to improve institutional effectiveness, the team recommends that informal practices relative to critical processes be developed into written procedures that ensure their consistent, ongoing, and systematic application (IV.A.3, IV.B.1.g, IV.B.2.b)

(Recommendation #6) In order to meet the standards to ensure ongoing and systematic planning processes, the team recommends that CFOT develop clear and measurable Strategic Planning goals. The College should integrate quantitative institutional data in addition to survey responses into the college-wide planning processes so that the degree to which goals are achieved can be assessed, widely discussed, and linked to student learning. The planning and related processes should be evaluated through a systematic review of their effectiveness in improving institutional programs and services. (I.B.2, I.B.3, I.B.7, IV.A.5, IV.B.2.b)
Standard IV.B – Board and Administrative Organization

1. General Observations

The CFOT governance process involves different levels of committees, ranging from the unique relationship with the Crestmont Council (analogous to a Governing Board) and its relationship with the Territorial Headquarters (THQ) which is the corporate entity over the Western Territorial Region of the International Salvation Army, to the various committees that flow information into the Executive Council and Crestmont Council.

The Territorial Headquarters functions similarly to a corporation, one of whose entities is the Salvation Army Crestmont College for Officer Training (CFOT). Through evidence and interviews, the team verified that even though the Crestmont Council is not completely separate and independent from THQ, there is a delineation of duties and responsibilities between the two bodies so that the Crestmont Council has the authority and responsibility to function as the policy governance body for CFOT and its educational offerings. THQ is responsible for policies that apply to the entire worldwide Salvation Army and ensures that CFOT policies do not contradict Salvation Army policies. THQ is also responsible for major legal issues, personnel oversight, information technology, and contract/purchase negotiations. The Crestmont Council is responsible for the policy-level governance of CFOT as it is applicable to the preparation of Cadets to earn the Associate of Arts in Ministries degree and enter the Corps as a commissioned officer. The Chief Secretary from THQ is a member of the Crestmont Council; this relationship is positive and ensures a close working relationship between the parent organization and CFOT. Two students, one from each session, have been added to the Crestmont Council in the past few years to help ensure the voice of cadets in the governance of CFOT. The terms for members and recruitment of diverse members who can contribute to the CFOT mission and governance have been revised and improved since the last Institutional Self Evaluation report and Show Cause sanction.

As mentioned in the previous visiting team’s evaluation report, and with confirmation from the current visiting team, the primary governance structure for campus-based decision-making occurs at the Executive Council. The team found that several informal communication processes occur on the small campus and, as a result, there exist instances where established procedures for routine operating processes are not developed.

CFOT’s response to Standard IV.B was, at times, difficult to read and verify as large assertions were made without relevant evidence (e.g. “A high degree of consensus exists among members....”, “... all staff are giving a high priority to ...”, “CFOT has a reputation for the effective use of resources, and every effort is made to sustain that tradition”; or “The services that have been delineated for both entities appear to be delivered in a very effective manner.”). These descriptions were provided as a self evaluation explanation for meeting particular Standards. Evidence provided was based upon a self-perception survey and lacked related quantitative and qualitative support information.
2. Findings and Evidence

The Crestmont Council is responsible for establishing by-laws and policies to assure the quality, integrity, and effectiveness of cadet education and financial stability of CFOT. The Training Principal has a unique reporting structure, both reporting to THQ as part of the parent organization and an employee of the Salvation Army and also reporting to the Crestmont Council as CEO of CFOT. The Crestmont Council meets quarterly, including separate committees in areas such as Academic or Accreditation, as part of their standing quarterly meetings. These subcommittees complete work germane to their own responsibilities and bring forward recommendations to the entire Council. The Crestmont Council consists of not more than 24 members. The Institutional Self Evaluation Report does not address Standard IV.B.1.a. regarding the independence of the Crestmont Council nor does it address the one-voice decision of the board. The team did verify that the Council is not entirely independent; nevertheless interviews and observations confirmed that the Crestmont Council has the authority, and in practice this independence is preserved so that the Council does act independently of THQ on academic matters. A functional map was recently developed to discern the responsibilities of daily operations between THQ and CFOT; this has greatly improved the differentiation of responsibilities between the THQ parent organization and its training entity, CFOT. Communication and operational responsibilities are functionally delineated between THQ and CFOT. (IV.B.1, IV.B.1.a, IV.B.3, IV.B.3.a)

The Crestmont Council is ultimately responsible, through the Training Principal, for the academic standards and integrity of CFOT. They set policy and their by-laws direct the policy level operations CFOT. The Crestmont Council has approved a Strategic Plan and yearly goals that support these ideals. It is not clear how the program review process and SLO data feed into the policy-level planning processes. Council by-laws have been updated and improved significantly over the past few years, including a conflict of interest policy, ethics policy, and organization of standing committees. A decision-making process has been created to encompass broad-based participation. Because of the singular focus on a single Associate of Arts degree in Ministries and training to become a commissioned officer of the Salvation Army, the Crestmont Council adopts policies and by-laws congruent with these purposes. The CFOT Mission is evident in Crestmont Council decisions and policies as the team evidenced through minutes about the creation of the Academic Achievement Center and discussions about data related to underprepared students identified through the placement process. Throughout its committee operations and actions, the Crestmont Council is ultimately responsible and has the policy-level authority for CFOT academic, financial, and educational integrity. (IV.B.1.b, IV.B.1.c)

The Crestmont Council publishes its by-laws as part of a Crestmont Council Member Manual that is distributed to all members annually. The by-laws include terms of membership, appointment to the Council, and the structure and process for meetings. CFOT has reviewed and updated the by-laws in conjunction with the accreditation cycle. While the current by-laws have been reviewed using an informal process, and are up-to-date, the team could not find evidence of an institutional process that ensured a revision of all by-laws at regular intervals. The by-laws are enclosed as part of the larger Crestmont Council Member Manual.
that serves as a base for new member orientation. After joining the Crestmont Council, new members attend committee meetings, receive a tour of campus, and work with the Training Principal to review the Manual in its entirety. Ongoing board development seems to consist of presentations during Crestmont Council meetings, and has recently focused on discussions about the value and importance of being an accredited institution and the benefits that this will bring the cadets upon graduation. Presentations about the requirements for meeting the Standards and how this applies to CFOT have permeated Crestmont Council discussions since the Show Cause report and evaluation in 2007. Membership is staggered and detailed in the by-laws. (IV.B.1.d, IV.B.1.e, IV.B.1.f, IV.B.1.i)

The Crestmont Council by-laws state that the Council shall “participate in an annual evaluation process that reviews the work of the membership and the Council as a whole.” This has occurred in the past few years and reveals that the Crestmont Council is very engaged with the purpose of preparing cadets for officer commissioning and placement with the Salvation Army. The team did find evidence that a large self-evaluation survey that asked opinions and perceptions formed the basis for this evaluation and there was no codified structure to the evaluation other than stating it would occur annually. There is an established code of ethics and members may be removed from the board for violations of policies listed in the by-laws. There is not a specific by-law regarding how to deal with behavior that violates this code except for removal from the Crestmont Council with a two-thirds vote of the membership. However, this has not been an issue at CFOT. (IV.B.1.g, IV.B.1.h)

The team confirmed that the Training Principal is the Chief Executive Officer for CFOT. This position is appointed by THQ and confirmed by the Salvation Army General per International Salvation Army policy. The Crestmont Council has input into this process, but the ultimate appointment authority rests with the Salvation Army. The team confirmed that the Training Principal is evaluated by two different processes – one by the THQ as part of the standard Salvation Army evaluation and another by the Crestmont Council to determine particulars related to performance in his role as CEO of CFOT. Interviews confirmed that the Crestmont Council evaluation of the Training Principal is integrated with the THQ evaluation process, as evidenced by having the Chief Secretary serve as a member of the Crestmont Council. The Training Principal is given full authority to implement and administer by-laws and policies and the Crestmont Council holds the Training Principal accountable for the effective operations of CFOT. The Training Principal participates in a number of committees and councils that ultimately make decisions for CFOT. The position evaluates appropriate staff members who report to the Training Principal. The leadership at CFOT is strong due to the leadership of the Training Principal and the structure that has been developed since the Show Cause sanction. Interviews revealed that the future leadership of CFOT has been discussed, as several Officers are being mentored and provided educational opportunities for career advancement, with the assumption that they will someday return to CFOT in higher level administrative capacities after completing a post out in the field. (IV.B.1.j, IV.B.2, IV.B.2.a)

The Training Principal, as an active faculty member, establishes personal relationships with each cadet. He is knowledgeable and relates to each cadet, Officer, adjunct instructor and employee. Because of this informal atmosphere, evaluation and planning often occur on an
informal level in addition to established committees that exist for various purposes. The hierarchical relationship of the committees establishes a process through which planning, research, analysis, and self-improvement evaluation can take place. The team found that processes were loosely followed, and due to the small size, structured data analysis that utilized factors other than a self-evaluation survey were not always included in the systematic planning structure. Institutional level SLO data analysis and the resultant improvements to student learning were not integral to overall institutional planning efforts. The team found evidence that planning at the department and course level was not integrated with college level planning. Policies and procedures are reflective of the institutional mission. Budgets are controlled through fiduciary oversight at the highest level with the Crestmont Council Financial Committee. There are also lesser controls regarding approval and purchase limits in the system designed and supported by the administration of CFOT. (IV.B.2.b, IV.B.2.c, IV.B.2.d)

Evidence was found that the Training Principal emphasizes quality education and promotes the College within communities served by CFOT, which includes the entire Western Region of the Salvation Army. He advocates for an Administrative Lecture Series, participating and delivering information and he writes a quarterly column for the Salvation Army Territorial publication. The Training Principal is a member of the Territorial Executive Council and reports twice a year regarding CFOT. (IV.A.4, IV.B.1.i, IV.B.2.e)

Relationships and responsibility between the THQ and CFOT are detailed in a functional map for several important processes such as personnel and business functions. THQ provides support on items that impact Salvation Army policies and CFOT is responsible for policies that pertain to academic areas. The THQ Chief Secretary is a member of the Crestmont Council and facilitates discussion between CFOT and THQ. The team found evidence of the relationship between CFOT and THQ to be currently effective, including a standing report from the Chief Secretary to the Crestmont Council. On the contrary, no evidence was discovered that codified an evaluation of the decision-making process or effectiveness of the College Council relative to assisting CFOT meet its stated mission or improving student learning. In addition, a structure to evaluate the effectiveness of the relationship and delineation of responsibilities between THQ and CFOT was similarly missing. A self-evaluation survey largely based upon opinions and perceptions was the only relative evidence discovered by the team. (IV.B.3.b, IV.B.3.c).

3. Conclusions and Analysis

Reviews of Crestmont Council minutes, interviews with members of the Council, and interviews with the Training Principal demonstrate that while there is a parent relationship with THQ, there is evidence that demonstrates that CFOT operates with autonomy and authority as a training college that offers an Associate of Arts degree in Ministries as well as prepares for the commissioning of future Salvation Army officers. The Crestmont Council effectively evaluates the Training Principal and charges this position with overall authority and expectations to function as the CEO of CFOT. There are some Salvation Army policies that are in conflict with the Standards, most notable with the authority of selecting the CEO and evaluating the CEO within Salvation Army normal processes, however evidence was
discovered that essentially allowed the Crestmont Council to operate within these constraints but still have the policy-level responsibility over CFOT and to delineate daily operations responsibility to the Training Principal. Part of this has been accomplished by the presence of the Chief Secretary as an active Crestmont Council member and part of this has been accomplished by creating a functional mapping between THQ and CFOT. The College would benefit from evaluating this functional mapping in a systematic manner to ensure the effective application of policies relative to Standard IV.

The Crestmont Council produces a set of by-laws that govern the meeting process and structure of this policy governance body. These are included in the Crestmont Council Manual. Also included in the manual are an ethics statement and a policy requiring Council self evaluation. Terms of membership, committee descriptions, and officer responsibilities are also part of the Manual. Mainly due to both recent presentations about the accreditation process, but also due to the efforts since the last visit and Show Cause sanction, the Crestmont Council is informed about the accreditation process. The Training Principal uses the Crestmont Council Manual as a basis for new member orientation, coupled with individual campus tours and individual conversations.

As was found for several other processes on campus, the orientation procedure, while observed to be effective, was informal and not codified within the Crestmont Council processes. Additionally, the Council self evaluation, which is included in the by-laws, relied solely upon a survey that was based upon perceptions and individual interpretations without additional, complementary qualitative analysis. As a result, the Self Evaluation Report of Institutional Effectiveness was, at multiple times, lacking sufficient evidence to support claims listed in the report and these could not always be verified by the team. Further, without processes being established and codified, the team did not find evidence of ongoing and systematic evaluation and planning at the College or policy level that would lead to a refinement of key processes and improvement in student learning. The team observed that improvement in the effectiveness of the Crestmont Council, like other procedures found on campus, consisted largely of informal discussions and decisions. CFOT relies upon several processes that the team could not verify were consistently applied, and thus could not consistently find evidence that supported the ongoing review and adaption of evaluation and planning processes. One example was the Crestmont Council review of its by-laws. The Institutional Self Evaluation Report stated that "... a schedule review of the By-Laws in each accreditation cycle" while interviews revealed an intended three-year cycle for some By-Laws but undetermined review timelines for others. Other written evidence referenced the review of "important policies" without any such description. In contrast the Standards state "The board regularly evaluates its policies and practices and revises them as necessary." Notwithstanding the statements above, the team could not verify a codified ongoing evaluation process that leads to systematic planning and improvement relative to by-laws.

CFOT does not fully meet the requirements of Standard IV.B. because Standard IV.B.2.b was not met.
4. Recommendations

(Recommendation #4) In order to improve institutional effectiveness, the team recommends that informal practices relative to critical processes be developed into written procedures that ensure their consistent, ongoing, and systematic application (IV.A.3, IV.B.1.g, IV.B.2.b)

(Recommendation #6) In order to meet the standards to ensure ongoing and systematic planning processes, the team recommends that CFOT develop clear and measurable Strategic Planning goals. The College should integrate quantitative institutional data in addition to survey responses into the college-wide planning processes so that the degree to which goals are achieved can be assessed, widely discussed, and linked to student learning. The planning and related processes should be evaluated through a systematic review of their effectiveness in improving institutional programs and services. (I.B.2, I.B.3, I.B.7, IV.A.5, IV.B.2.b)

(Recommendation #7) In order to meet the standards to ensure ongoing and systematic planning processes, the team recommends that CFOT incorporate the analysis of qualitative and quantitative data in a more systematic and consistent manner in the program review process so that evidence of programmatic improvement is well documented and integrated into institutional planning and resource allocation. The program review process should additionally include SLO assessment results for instructional programs and non-academic outcomes that support student learning. (I.B.2, I.B.3, I.B.7, IIA, II.A.2.f, II.B.4, IV.B.2.b)

(Recommendation #8) In order to meet the standards, the team recommends that CFOT assess student achievement of institutional learning outcomes using both appropriate qualitative and quantitative data. The results of the assessment should be utilized for student improvement in both academic and non-academic, spiritual areas of student outcomes. (I.B.2, I.B.3, I.B.7, II.A.1c, II.A.2b, II.A.2f, IVB.2.b)