2013 Institutional Self-Evaluation Report
*in Support of Reaffirmation of Accreditation*

*The Salvation Army*
College for Officer Training at Crestmont
Self-Evaluation Report of Educational Quality and Institutional Effectiveness

In support of

Reaffirmation of Accreditation

Submitted by:

THE SALVATION ARMY
COLLEGE FOR OFFICER TRAINING AT CRESTMONT
30840 Hawthorne Blvd.,
Rancho Palos Verdes CA 90805

To:

Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

August 16, 2013
INSTITUTIONAL SELF EVALUATION REPORT
CEO CERTIFICATION PAGE

August 1, 2013

To: Accrediting Commission for Community and Junior Colleges
   Western Association of Schools and Colleges

From: Major Timothy Foley
       Training Principal

       College for Officer Training at Crestmont
       30840 Hawthorne Boulevard
       Rancho Palos Verdes, California 90275

This Self-Evaluation of Educational Quality and Effectiveness is submitted to the ACCJC for the purpose of assisting in the determination of the institution’s accreditation status.

We certify that there was broad participation by the campus community, and we believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

James S. Hartman, Ph.D
Accreditation Liaison Officer and Director of Institutional Planning and Accreditation

Major Timothy Foley, M.A.
Training Principal
August 1, 2013

To: Accrediting Commission for Community and Junior Colleges
Western Association of Schools and Colleges

From: Mr. William B. Flinn
Chair, Crestmont Council

College for Officer Training at Crestmont
30840 Hawthorne Boulevard
Rancho Palos Verdes, California 90275

This Self-Evaluation of Educational Quality and Effectiveness is submitted to the ACCJC for the purpose of assisting in the determination of the institution’s accreditation status.

We certify that we read the final Institutional Self Evaluation Report and that we were involved in the self-evaluation process.

Mr. William B. Flinn
Chair, Crestmont Council

Colonel David E. Hudson
Vice Chair, Crestmont Council
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Overview and Context
History of the Institution

The Salvation Army is one of the largest non-profit Christian humanitarian organizations in the world with permanent centers of operation in 126 countries. Founded in 1865, its objectives have remained constant and are emphasized in its mission statement:

The Salvation Army, an international movement, is an evangelical part of the universal Christian church. Its message is based in 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.

Military language, dress and organization were adopted early on to encourage discipline, stewardship, and commitment to this mission. Members of Salvation Army congregations were called soldiers and ministers/pastors were called Officers. Like military Corps, local Salvation Army churches were identified as a Corps (as in the San Francisco No. 2 Corps) Salvation Army soldiers who were studying to become Officers were referred to as Cadets in training. This terminology is still in use today.

Within each geographic region around the world, The Salvation Army maintains schools and colleges for the purpose of training Cadets to enter full-time ministry as Salvation Army Officers. The College for Officer Training (CFOT), USA Western Territory, is one of four training schools/colleges in the United States and serves the 13 western states - Alaska, Arizona, California, Colorado, Hawaii, Idaho, Oregon, Montana, Nevada, New Mexico, Utah, Washington - as well as The Territory of Guam, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, and the Republic of the Marshall Islands.

In the area now covered by the Western Territory, training in "Salvation Warfare" began with the arrival, from England, of the first Salvation Army Officers. A men’s training garrison was established by the San Francisco No. 2 Corps in 1885. In 1890, a women’s training garrison was also opened in San Francisco. About the same time, the "Salvation Castle Training Garrison" was opened in Oakland, California. Later, other "garrisons" opened in Portland, Oregon and Tacoma, Washington. This system continued until 1905 when all training of Officers from the western United States was moved to Chicago, Illinois.

In 1920, United States was divided in to four administrative areas and the Western Territory was created. The Territorial Headquarters and School for Officer Training were established and situated in San Francisco, California. The School changed locations in 1927 and moved to Silver Avenue in San Francisco. It was there eight years before returning to its original location at 101 Valencia Street. Again, the School moved in 1942 to 1450 Laguna Street in San Francisco, and was there until 1975 when it moved to its current location in Rancho Palos Verdes, California.

From 1920 to 1959, the training program lasted one year. In 1960, The Salvation Army moved to a two-year training program. During the late 1970s, the Universal College Program was initiated as a joint program with Azusa Pacific College. Cadets successfully completing the
approved course of study were awarded an Associate of Arts degree by Azusa Pacific College and commissioned as Salvation Army Officers.

In March 1986, CFOT was granted "full institutional approval" as a California Degree Granting Institution by the California State Department of Education, Private Post-secondary Education Division, pursuant to California Education Code Section 94311(d). CFOT is authorized to grant an Associate of Arts in Ministries Degree upon completion of the requirements of the prescribed program of instruction. Since 1990, CFOT has been accredited by the Accrediting Commission of Community and Junior Colleges, Western Association of Schools and Colleges since, and has been authorized to grant an Associate of Arts in Ministries Degree since that time.

CFOT is also approved for the training and education of veterans under provisions of Title 38, US Code.

Overview of the Institution

The Cadets at CFOT are richly diverse in age, socioeconomic background, previous educational experiences, and culture. All instruction at CFOT is given in English. A robust English Language Development program provides support, including English Intensives, to Cadets whose English proficiency scores indicate the need for additional English support.

One of the unique features of CFOT is that married Cadets must complete the training program along with his/her spouse, because an Officer in The Salvation Army can only be married to an Officer. Thus married couples take the same courses and are graduated, ordained and commissioned together; and each individual then serves with equal rights and privileges.

With rare exception, the training program at CFOT is fully residential. Cadets are required to sell their homes, furniture, and cars (as these are provided as part of an Officer’s compensation) and live on campus, with their spouses and school-aged children. Cadets are provided with a fully furnished apartment (which includes washer/dryers, refrigerator, and dishwasher). In the last five years CFOT has experienced a significant increase its enrollment size (see figure 1 on page 6). This increase in Cadet population (and the number of children they bring with them) and the desire to provide Cadets and their families with more comfort and self-sufficiency, led to the major renovation of existing accommodations and the building of a new accommodation wing. These significant improvements were completed in June 2010. In addition, in the summer of 2012, CFOT’s 48-unit Conference Center was closed and re-designated as Cadet housing.

Quality family care is also an integral part of the residential training program. A specially designed Family Care Center built in 1988 now complements these services, which are provided to the children of Cadets and CFOT Officer staff.

Because CFOT is a wholly owned proprietary institution of The Salvation Army, some of the functions normally associated with a college are assumed by other corporate offices of The Salvation Army. The Training Principal, Assistant Training Principal, and Director of Personnel serve on the Territorial Candidates Council and provide input into the process of accepting candidates for training. Once a candidate is accepted as a Cadet, full responsibility for the Cadet’s training rests upon CFOT staff.

CFOT is privately endowed and funded, receiving no tax moneys of support.
Service Area

CFOT supports the Salvation Army’s USA Western Territory and as such its service area consists of the 13 western states, The Territory of Guam, the Commonwealth of the Northern Mariana Islands, the Federated States of Micronesia, and the Republic of the Marshall Islands.

For administrative purposes, the Territory is divided into the following ten Divisions, each having its own Divisional Headquarters (DHQ) led by a Divisional Commander. Each DHQ has an Officer appointed to oversee the recruitment and admissions processing of potential Cadets from their division.

<table>
<thead>
<tr>
<th>Division</th>
<th>Geography</th>
<th>DHQ Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska</td>
<td>Alaska</td>
<td>Anchorage, AK</td>
</tr>
<tr>
<td>Cascade</td>
<td>Oregon and southern Idaho</td>
<td>Portland, OR</td>
</tr>
<tr>
<td>Del Oro</td>
<td>Sacramento and north, California</td>
<td>Sacramento, CA</td>
</tr>
<tr>
<td>Golden State</td>
<td>San Francisco south to Bakersfield, California</td>
<td>San Francisco, CA</td>
</tr>
<tr>
<td>Hawaii/Pacific Islands</td>
<td>Hawaii, Guam, the Marshall Islands, and Micrones</td>
<td>Honolulu, HI</td>
</tr>
<tr>
<td>Intermountain</td>
<td>Colorado, Wyoming, Utah, and eastern Montana</td>
<td>Denver, CO</td>
</tr>
<tr>
<td>Northwest</td>
<td>Washington, northern Idaho, and western Montana</td>
<td>Seattle, WA</td>
</tr>
<tr>
<td>Sierra Del Mar</td>
<td>Southernmost California</td>
<td>San Diego, CA</td>
</tr>
<tr>
<td>Southern California</td>
<td>Los Angeles and Orange Counties north to San Luis Obispo</td>
<td>Long Beach, CA</td>
</tr>
<tr>
<td>Southwest</td>
<td>Arizona, New Mexico, and southern Nevada</td>
<td>Phoenix, AZ</td>
</tr>
</tbody>
</table>

Table 1: Overview of Divisions, geography and DHQ locations.

CFOT’s Cadet population is representative of all the socioeconomic and cultural backgrounds found in this vast service area.

Cadet Data

Enrollment

Enrollment at CFOT occurs once a year. The academic year begins in late August with Cadets either beginning the two-year training program or continuing into their second year. Cadets move through the program in cohorts (session).

CFOT also has a history of receiving Cadets from the Korean Territory; such Cadets join the second-year session to complete the second half of their training experience here in the US and typically return to Korea for their appointments as Salvation Army Officers. The 2013 second-year session had two Cadets from the Korean Territory. In addition, the Western Territory has recently agreed to assist the Denmark Territory by providing the complete training experience for some of its future Officers. This has resulted in International Cadets being included for the first time in the incoming first-year session. The returning second-year session has three Cadets from the Denmark Territory.

On rare occasions the number of Cadets in the second-year session is augmented by the return of Cadets who left the program before completion. Though not duplicated in enrollment data, these Cadets are included in the data for Cadets eligible for graduation and
Overview and Context

Commissioning. CFOT’s enrollment data are detailed in the following figures and tables:

![Figure 1: Incoming Cadet data (first-year session) for fall of given year.](image)

**Table 2: Incoming Cadet data (first-year session) for fall of given year by Division.**

<table>
<thead>
<tr>
<th>Division</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alaska</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Cascade</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>19</td>
</tr>
<tr>
<td>Del Oro</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>8</td>
<td>5</td>
<td>10</td>
<td>7</td>
<td>34</td>
</tr>
<tr>
<td>Golden State</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>4</td>
<td>4</td>
<td>2</td>
<td>2</td>
<td>7</td>
<td>6</td>
<td>9</td>
<td>42</td>
</tr>
<tr>
<td>Hawaii / Pacific Islands</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>6</td>
<td>4</td>
<td>15</td>
</tr>
<tr>
<td>Intermountain</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>5</td>
<td>5</td>
<td>7</td>
<td>1</td>
<td>24</td>
</tr>
<tr>
<td>Northwest</td>
<td>0</td>
<td>3</td>
<td>0</td>
<td>8</td>
<td>1</td>
<td>4</td>
<td>7</td>
<td>6</td>
<td>6</td>
<td>8</td>
<td>43</td>
</tr>
<tr>
<td>Sierra Del Mar</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>4</td>
<td>8</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>Southern California</td>
<td>4</td>
<td>3</td>
<td>8</td>
<td>2</td>
<td>1</td>
<td>11</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>12</td>
<td>56</td>
</tr>
<tr>
<td>Southwest</td>
<td>4</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>8</td>
<td>7</td>
<td>8</td>
<td>12</td>
<td>6</td>
<td>58</td>
</tr>
<tr>
<td>Denmark Territory</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>17</td>
<td>16</td>
<td>16</td>
<td>19</td>
<td>15</td>
<td>30</td>
<td>43</td>
<td>46</td>
<td>61</td>
<td>62</td>
<td>325</td>
</tr>
</tbody>
</table>

**Table 2: Incoming Cadet data (first-year session) for fall of given year by Division.**

![Figure 2: Incoming Cadet data (first-year session) comparison.](image)

**Diversity**

Drawing from such a vast geographic area ensures that the Cadet body is richly diverse and entirely representative of the western United States. A Fact Book is published at the beginning of each academic year to provide faculty and staff with insight into the demographics of the new (and continuing) Cadets. The data below are drawn from the 2012-13 CFOT Fact Book and
reflect the diversity of the current Cadet population. These data are also comparable (in percentage) to those for previous academic years.

<table>
<thead>
<tr>
<th>AGE</th>
<th>Current 1st Years</th>
<th>Current 2nd Years</th>
<th>Both Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Youngest Cadet</td>
<td>20</td>
<td>21</td>
<td>20</td>
</tr>
<tr>
<td>Oldest Cadet</td>
<td>54</td>
<td>54</td>
<td>54</td>
</tr>
<tr>
<td>Average Age</td>
<td>35</td>
<td>35</td>
<td>35</td>
</tr>
<tr>
<td>Aged 25 or younger</td>
<td>9</td>
<td>8</td>
<td>17</td>
</tr>
<tr>
<td>Aged 26-35</td>
<td>28</td>
<td>24</td>
<td>52</td>
</tr>
<tr>
<td>Aged 36-44</td>
<td>9</td>
<td>16</td>
<td>25</td>
</tr>
<tr>
<td>Aged 45-54</td>
<td>16</td>
<td>13</td>
<td>29</td>
</tr>
</tbody>
</table>

Table 3: Age-range data for Cadet population for 2012-13 academic year.

<table>
<thead>
<tr>
<th>GENDER</th>
<th>Current 1st Years</th>
<th>Current 2nd Years</th>
<th>Both Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>32</td>
<td>29</td>
<td>61</td>
</tr>
<tr>
<td>Female</td>
<td>30</td>
<td>33</td>
<td>63</td>
</tr>
</tbody>
</table>

Table 4: Gender data for Cadet population for 2012-13 academic year.

<table>
<thead>
<tr>
<th>ETHNICITY</th>
<th>Current 1st Years</th>
<th>Current 2nd Years</th>
<th>Both Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>35</td>
<td>36</td>
<td>71</td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>14</td>
<td>13</td>
<td>27</td>
</tr>
<tr>
<td>Asian</td>
<td>6</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>Black/African American</td>
<td>4</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>3</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>Mixed Race</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
</tbody>
</table>

Table 5: Ethnicity data for Cadet population for 2012-13 academic year.

<table>
<thead>
<tr>
<th>LANGUAGE ABILITY</th>
<th>Current 1st Years</th>
<th>Current 2nd Years</th>
<th>Both Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Only</td>
<td>36</td>
<td>40</td>
<td>76</td>
</tr>
<tr>
<td>Bi/multilingual</td>
<td>26</td>
<td>21</td>
<td>47</td>
</tr>
</tbody>
</table>

Table 6: Language ability overview for Cadet population for 2012-13 academic year.
Overview and Context

Reflecting this ethnic diversity, Cadets at CFOT, in addition to English, speak Spanish, Korean, Marshallese, Portuguese, Danish, Mandarin, Japanese, French, Norwegian, Ga, Akan, Chuukese, Hmong, and Indonesian.

English as a Second Language (ESL)

A Cadet’s English language abilities (written and oral) are tested during the admissions process and again upon entering CFOT. Cadets whose testing results suggest the need for additional English language assistance (categorized as ESL Cadets) receive formal instruction and support from CFOT’s full-time English Development Specialist. The number of Cadets each year for whom this applies is detailed in the chart below:

Education and Life-Experience

Cadets come to CFOT for the singular purpose of being trained and prepared for full-time ministry as a Salvation Army Officer and do so in response to the calling they feel God has placed on their lives. Cadets hear and respond to this call at every stage of life, further contributing to CFOT’s rich diversity. Cadets come to CFOT with differing levels of educational experience and preparedness (as detailed below), and various employment backgrounds and life-experiences.

<table>
<thead>
<tr>
<th>EDUCATION LEVEL</th>
<th>Current 1st Years</th>
<th>Current 2nd Years</th>
<th>Both Sessions</th>
</tr>
</thead>
<tbody>
<tr>
<td>High-School Diploma/GED</td>
<td>45</td>
<td>42</td>
<td>87</td>
</tr>
<tr>
<td>Associates Degree</td>
<td>2</td>
<td>8</td>
<td>10</td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td>13</td>
<td>8</td>
<td>21</td>
</tr>
<tr>
<td>Masters Degree</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
</tbody>
</table>

Table 7: Previous educational achievement data for Cadet population for 2012-13 academic year.

Retention

Though every effort is made to avoid it, inevitably each year a small number of Cadets leave CFOT. The chart below provides the difference between the number who would have been eligible for graduation and the number who actually graduated in each given year.
Overview and Context

Figure 4: Graduation data by graduation year (*This number reflects the original enrollment plus those who arrive in the second year of the program).

The above difference, expressed as a percentage provides CFOT’s Cadet retention rate:

Figure 5: Cadet retention rate by graduation year.

Of the 284 Cadets that have enrolled in the last ten years, 258 have graduated and been Commissioned, giving CFOT an overall retention rate, for this period, of 91 percent.

Job Placement

Upon successful completion of the Officer Training program at CFOT, graduating Cadets are Commissioned and ordained as Salvation Army Officers and provided with an appointment in full-ministry at a Salvation Army Corps or other facility. As such, 100 percent of graduating Cadets receive job placement.

Longitudinal Cadet Achievement Data

The table below details the course success rates for the previous three academic years. The overall course success rate for 2010-13 is 97.6 percent.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>All</th>
<th>P</th>
<th>A</th>
<th>B</th>
<th>C</th>
<th>Success</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010-11</td>
<td>2089</td>
<td>271</td>
<td>1167</td>
<td>511</td>
<td>99</td>
<td>98.0</td>
</tr>
<tr>
<td>2011-12</td>
<td>2610</td>
<td>280</td>
<td>1367</td>
<td>715</td>
<td>175</td>
<td>97.2</td>
</tr>
<tr>
<td>2012-13</td>
<td>2975</td>
<td>367</td>
<td>1469</td>
<td>859</td>
<td>212</td>
<td>97.7</td>
</tr>
<tr>
<td>Overall</td>
<td>7674</td>
<td>918</td>
<td>4003</td>
<td>2085</td>
<td>486</td>
<td>97.6</td>
</tr>
</tbody>
</table>

Table 8: Three year course success rates.
Institution Set Standards

In Spring 2013, CFOT developed and approved standards for satisfactory Cadet performance. The table below details these standards and the rationale upon which each standard was determined. Though these standards may seem conservative based on the data, CFOT’s goal is to maintain the current level of Cadet achievement and exceed these initial standards.

<table>
<thead>
<tr>
<th>Area</th>
<th>Standard</th>
<th>Data/Rationale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course completion</td>
<td>85%</td>
<td>The average course completion rate is in excess of 95%</td>
</tr>
<tr>
<td>Course success*</td>
<td>85%</td>
<td>The average course success rate for the 2011-12 academic year is 97%</td>
</tr>
<tr>
<td>Student retention</td>
<td>85%</td>
<td>The ten year average for Cadet retention is 90%</td>
</tr>
<tr>
<td>Degree completion</td>
<td>80%</td>
<td>The ten year average for AA completion is 82%</td>
</tr>
<tr>
<td>Job placement</td>
<td>100%</td>
<td>The ten year average for placement of graduates is 100%</td>
</tr>
<tr>
<td>Transfer to 4-year institution</td>
<td>N/A</td>
<td>Although many graduates eventually transfer credit earned at CFOT to four-year institutions, job placement is the primary goal of CFOT’s program.</td>
</tr>
</tbody>
</table>

Table 9: CFOT Institutional-set standards.

*Course success is defined as the percentage of students enrolled in a course who receive a grade of P, A, B, or C.

Achievement

The following table details CFOT’s achievement of its Institutional-Set Standards.

<table>
<thead>
<tr>
<th>Area</th>
<th>Standard</th>
<th>2012-13 AY</th>
<th>Achievement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course completion</td>
<td>85%</td>
<td>99%</td>
<td>Exceeded</td>
</tr>
<tr>
<td>Course success</td>
<td>85%</td>
<td>98%</td>
<td>Exceeded</td>
</tr>
<tr>
<td>Student retention*</td>
<td>85%</td>
<td>95%</td>
<td>Exceeded</td>
</tr>
<tr>
<td>Degree completion**</td>
<td>80%</td>
<td>88%</td>
<td>Exceeded</td>
</tr>
<tr>
<td>Job placement</td>
<td>100%</td>
<td>100%</td>
<td>Met</td>
</tr>
</tbody>
</table>

Table 10: Achievement of Institutional-set standards.

* Percentage of non-graduating Cadets enrolled in Fall 2011 who returned Fall 2012
** Percentage of incoming Cadets in 2011 and Cadets joining the cohort in its second year who received an AA degree.
Organization of Self-Evaluation Process
Overview

The College for Officer Training, under the guidance of the Director of Institutional Planning and Accreditation, engages in the continuous process of self-evaluation through the wide ranging efforts of its faculty, staff and Cadets including program reviews, survey analysis, SLO assessment and much more. These efforts are discussed and monitored through the College’s Council structure on a regular basis. Because the council structure is designed to ensure all constituency groups have input into the College’s programs, services and decision-making, there is a high level of involvement in the efforts supporting self-evaluation. This structure facilitates broad participation in the completion of the self-evaluation report.

In 2008 CFOT created the position of Director of Institutional Planning and Accreditation. Initially, this role addressed the accreditation matters evidenced in the 2007 review and later supported ongoing accreditation and strategic planning efforts. In order to meet the increasing data and evidence requirements introduced by ACCJC, the College further supported accreditation efforts by adding a Research Analyst position to the Department of Institutional Planning and Accreditation in 2010.

The Director of Institutional Planning and Accreditation oversaw the organization of the self-evaluation process. In May 2010 the Executive Council approved the Director’s proposal to send all department heads and administrators to ACCJC Self-Evaluation Training the following October. Shortly after this training, in the fall term of 2010, the Self-Evaluation Committee was implemented to coordinate and monitor the progress of the report. Committees were established to consider and respond to each standard. The Committee members selected either worked in an area related to the standard or were served by programs and services related to the standard.

The Self-Evaluation Committee met initially in December 2011 for a presentation outlining the process of accreditation and College’s expectations of committee members in completing the report. Standard chairs were provided with templates for meetings to introduce their members, in turn, to the process of accreditation and College’s expectations of committee members in completing their portion of the report. Each standard committee met to review their standard, review data and evidence options and consider responses to the standard during the Winter 2011 and Spring 2012 quarters.

The initial draft of each standard was distributed to a peer editor on the Self-Evaluation Committee. After this initial review, each revised standard was then compiled into a single document and the first draft of the full report was reviewed by the CFOT Principal, an Officer on the faculty, the chair of the Crestmont Council Institutional Planning and Accreditation Committee and an educational consultant specializing in the ACCJC accreditation process. These editors ensured that the content, voice and the format of the report were consistent and accurate.

Writers collected evidence as they responded to the standards. This evidence was submitted to the Office of Institutional Planning and Accreditation. A member of the Curriculum Department consolidated the evidence in an online database and linked each item to the report.

Prior to publication, the draft of the report was shared with all constituents of the college for final review.
General Timeline for Completion of the Self-Evaluation Report

Fall 2011:
- Director of Institutional Planning and Accreditation proposes strategy for organization of the Self-Evaluation to Training Principal and the Executive Committee
- Self-Evaluation Committee and Standards Committees instituted
- Self-Evaluation Chair holds initial meeting of the Self-Evaluation Committee outlining roles and responsibilities

Winter 2012:
- Standard Committee Chairs introduce Self-Evaluation format and process to committee members
- Standard Committees identify evidence requirements and begin to gather information

Spring 2012:
- Standard Committees Chairs begin preliminary work drafting responses
- Office of Institutional Planning and Accreditation begins to collect information related to Eligibility Requirements and Continued Compliance with Commission Policies

Summer 2012:
- Standard Committee Chairs continue drafting responses to the standards

Fall 2012:
- Committee Chairs submit first draft of responses to the standards
- Self-Evaluation Chair distributes first draft of standard responses to Self-Evaluation Committee for peer editing exercise
- Self-Evaluation Chair distributes second draft of standard responses to Standard Chairs for editing
- Self-Evaluation Chair distributes third draft to Training Principal and Curriculum Officer for editing

Winter 2013:
- Self-Evaluation Chair distributes feedback from editors to Standard Chairs for final rewrite

Spring 2013:
- Research Analyst within the Department of Institutional Planning and Accreditation integrates final draft of responses to standards with other materials supporting the Self-Evaluation Report
- Director of Institutional Planning and Accreditation updates Crestmont Council on self-evaluation progress and distributes final draft of responses to standards

Summer 2013:
- All responses and supporting materials compiled into final draft of the Self-Evaluation Report
- Link to the final draft of report distributed to all campus constituents
- Evidence gathered, processed and linked to e-version of the Self-Evaluation Report
Self-Evaluation Committees

Steering Committee

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Title</th>
<th>Role</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Sheila Chatterjee</td>
<td>Dir. of Library/Museum Services/Faculty</td>
<td>Self-Evaluation Chair</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Standard IIIC Chair</td>
</tr>
<tr>
<td>Major Keilah Toy</td>
<td>Director of Field Training</td>
<td>Standard I Chair</td>
</tr>
<tr>
<td>Major Brian Saunders</td>
<td>Assistant Principal/Faculty</td>
<td>Standard II Chair</td>
</tr>
<tr>
<td>Major Cindy Foley</td>
<td>Director of Campus Services</td>
<td>Standard III Chair</td>
</tr>
<tr>
<td>Dr. Jim Hartman</td>
<td>Dir. Institutional Planning &amp; Accreditation/Faculty</td>
<td>Standard IV Chair</td>
</tr>
<tr>
<td>Mr. Duncan Sutton</td>
<td>Research Analyst/Faculty</td>
<td>Standard IB Chair</td>
</tr>
<tr>
<td>Major Brian Jones</td>
<td>Director of Curriculum/Faculty</td>
<td>Standard IIA Chair</td>
</tr>
<tr>
<td>Major Ivan Wild</td>
<td>Director of Personnel/Faculty</td>
<td>Standard IIB Chair</td>
</tr>
<tr>
<td>Captain Kelly Nolan</td>
<td>Director of Business Administration</td>
<td>Standard IIIC &amp; D Chair</td>
</tr>
<tr>
<td>Captain Timothy Carr</td>
<td>Curriculum/Faculty</td>
<td>Curriculum Representative</td>
</tr>
<tr>
<td>Cadet Arwyn Rodriguera</td>
<td>Cadet</td>
<td>1st Year Cadet Representative</td>
</tr>
<tr>
<td>Cadet Joy Groenleer</td>
<td>Cadet</td>
<td>2nd Year Cadet Representative</td>
</tr>
<tr>
<td>Mrs. Susana Duran</td>
<td>Classified Staff (Field Training)</td>
<td>Employee Representative</td>
</tr>
<tr>
<td>Major Jeff Martin</td>
<td>Territorial Education Dir./Adjunct Faculty</td>
<td>THQ Representative</td>
</tr>
<tr>
<td>Major Timothy Foley</td>
<td>Principal/Faculty</td>
<td>Principal</td>
</tr>
</tbody>
</table>

Standard I: Institutional Mission & Effectiveness

A. Mission:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Clay Gardner (Co-Chair)</td>
<td>Personnel Officer</td>
</tr>
<tr>
<td>Lt. Megan DeLapp (Co-Chair)</td>
<td>Personnel Officer</td>
</tr>
<tr>
<td>Major Gwen Jones</td>
<td>Personnel Officer, Spiritual Formation Director, and Faculty</td>
</tr>
<tr>
<td>Major Ron Toy</td>
<td>Personnel Officer and EDS Specialist</td>
</tr>
<tr>
<td>Captain Emily Jones</td>
<td>Field Training Officer</td>
</tr>
<tr>
<td>Mr. Ethan Bradley</td>
<td>English Language Specialist and Faculty</td>
</tr>
<tr>
<td>Mr. Christian Riesebieter</td>
<td>Worship Arts Director</td>
</tr>
<tr>
<td>Dr. Kevin Mannoia</td>
<td>Crestmont Council Member</td>
</tr>
</tbody>
</table>
## B. Improving Institutional Effectiveness:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Duncan Sutton (Chair)</td>
<td>Research Analyst and Faculty</td>
</tr>
<tr>
<td>Major Jennifer Wild</td>
<td>Family Care Center Director</td>
</tr>
<tr>
<td>Major Jeff Martin</td>
<td>Territorial Education Secretary (Director) and adjunct Faculty</td>
</tr>
<tr>
<td>Captain Annalise Francis</td>
<td>Personnel Officer and Faculty</td>
</tr>
<tr>
<td>Captain Hannah Lee</td>
<td>Campus Services Officer</td>
</tr>
<tr>
<td>Lt. Loreen Hamilton</td>
<td>Field Training Officer</td>
</tr>
<tr>
<td>Lt. Clinton Trimmer</td>
<td>Transportation Officer (Business) and Faculty</td>
</tr>
<tr>
<td>Mrs. Julie Sutton</td>
<td>Therapist/Counselor and Faculty</td>
</tr>
<tr>
<td>Mrs. Yvette Vigil</td>
<td>Classified Staff (Curriculum Department)</td>
</tr>
</tbody>
</table>

## Standard II: Student Learning Programs & Services

### A. Instructional Programs:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Brian Jones (Chair)</td>
<td>Director of Curriculum and Faculty</td>
</tr>
<tr>
<td>Major Keilah Toy</td>
<td>Director of Field Training</td>
</tr>
<tr>
<td>Major Jeff Martin</td>
<td>Territorial Education Secretary (Director) and adjunct Faculty</td>
</tr>
<tr>
<td>Captain Lourdes Griffith</td>
<td>Curriculum Officer</td>
</tr>
<tr>
<td>Captain Timothy Carr</td>
<td>Curriculum Officer and Faculty</td>
</tr>
<tr>
<td>Captain Dean Lee</td>
<td>Curriculum Officer and Faculty</td>
</tr>
<tr>
<td>Lt. Loreen Hamilton</td>
<td>Field Training Officer</td>
</tr>
<tr>
<td>Cadet Sidney Salcedo</td>
<td>Cadet Representative</td>
</tr>
<tr>
<td>Mr. Joe Wambugu</td>
<td>Adjunct Faculty and Crestmont Council Member</td>
</tr>
</tbody>
</table>

### B. Student Support Services:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Major Ivan Wild (Chair)</td>
<td>Director of Personnel and Faculty</td>
</tr>
<tr>
<td>Major Gwen Jones</td>
<td>Personnel Officer, Spiritual Formation Director, and Faculty</td>
</tr>
<tr>
<td>Captain Saul Doria</td>
<td>Personnel Officer</td>
</tr>
<tr>
<td>Captain Jessica Doria</td>
<td>Personnel Officer and Teen Programs Coordinator</td>
</tr>
<tr>
<td>Captain William Francis</td>
<td>Personnel Officer and Faculty</td>
</tr>
<tr>
<td>Lt. Clarissa Ochoa</td>
<td>Family Care Officer</td>
</tr>
<tr>
<td>Cadet Lance Walters</td>
<td>Cadet Representative</td>
</tr>
<tr>
<td>Dr. Timothy Barry</td>
<td>Adjunct Faculty</td>
</tr>
<tr>
<td>Julia Parton</td>
<td>Crestmont Council Member</td>
</tr>
</tbody>
</table>
C. Library and Learning Support Services:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mrs. Sheila Chatterjee (Chair)</td>
<td>Director of Library &amp; Museum Services and Faculty</td>
</tr>
<tr>
<td>Captain Catherine Nolan</td>
<td>Business Administration Officer and Faculty</td>
</tr>
<tr>
<td>Lt. Loreen Hamilton</td>
<td>Field Training Officer</td>
</tr>
<tr>
<td>Cadet Jeff Williams</td>
<td>Cadet Representative</td>
</tr>
<tr>
<td>Cadet Susan Cassin</td>
<td>Cadet Representative</td>
</tr>
<tr>
<td>Mr. Ethan Bradley</td>
<td>English Language Specialist and Faculty</td>
</tr>
<tr>
<td>Mauricio Goncalves</td>
<td>Educational Specialist (AAC) and Faculty</td>
</tr>
<tr>
<td>Mrs. Yvette Vigil</td>
<td>Classified Staff (Curriculum Department)</td>
</tr>
<tr>
<td>Mrs. Kelly Powers-McGee</td>
<td>Classified Staff (Library)</td>
</tr>
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</table>

Standard III: Resources

A. Human Resources and B. Physical Resources:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Title</th>
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</thead>
<tbody>
<tr>
<td>Lt. Joshua Sneed (Co-Chair)</td>
<td>Property Officer</td>
</tr>
<tr>
<td>Major Pam Gardner (Co-Chair)</td>
<td>Personnel Officer</td>
</tr>
<tr>
<td>Captain Kelly Nolan</td>
<td>Director of Business Administration (HR specialist)</td>
</tr>
<tr>
<td>Cadet Jeffrey Breazeale</td>
<td>Cadet Representative</td>
</tr>
<tr>
<td>Mr. Paul Hellinga</td>
<td>Maintenance Supervisor</td>
</tr>
<tr>
<td>Mr. Tony Guzman</td>
<td>Working Foreman</td>
</tr>
<tr>
<td>Mrs. Marcel Mellein</td>
<td>Classified Staff (Business Department)</td>
</tr>
<tr>
<td>Ms. Janet Neitzke</td>
<td>Classified Staff (Business Department)</td>
</tr>
<tr>
<td>Ms. Jennifer Chang</td>
<td>HR Clerk (Business Department) (HR specialist)</td>
</tr>
<tr>
<td>Ms. Miki Webb</td>
<td>THQ HR Director (HR specialist)</td>
</tr>
<tr>
<td>Mr. John Schuricht</td>
<td>Crestmont Council Member</td>
</tr>
</tbody>
</table>

C. Technology Resources and D. Financial Resources:

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Joe Wambugu (Chair)</td>
<td>Adjunct Faculty and Crestmont Council Member</td>
</tr>
<tr>
<td>Major Tim Foley</td>
<td>Training Principal and Faculty</td>
</tr>
<tr>
<td>Major Cindy Foley</td>
<td>Director of Campus Services</td>
</tr>
<tr>
<td>Captain Catherine Nolan</td>
<td>Business Administration Officer and Faculty</td>
</tr>
<tr>
<td>Cadet Henry Gonzalez</td>
<td>Cadet Representative</td>
</tr>
<tr>
<td>Dr. James Hartman</td>
<td>Director of Institutional Planning &amp; Accreditation and Faculty</td>
</tr>
<tr>
<td>Mr. Jaime Ramirez</td>
<td>Information Technology and Faculty</td>
</tr>
<tr>
<td>Mr. Tim Schaal</td>
<td>THQ IT Liaison</td>
</tr>
<tr>
<td>Mr. Dan Fitzgerald</td>
<td>Crestmont Council Member</td>
</tr>
</tbody>
</table>
## Standard IV: Leadership and Governance

### A. Decision-Making Roles and Processes & B. Board and Administrative Organization

<table>
<thead>
<tr>
<th>Name</th>
<th>Position/Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Jim Hartman (Co-Chair)</td>
<td>Dir. Inst. Planning &amp; Accreditation/Faculty</td>
</tr>
<tr>
<td>Mr. William Flinn (Co-Chair)</td>
<td>Crestmont Council</td>
</tr>
<tr>
<td>Major Tim Foley</td>
<td>Principal/Faculty</td>
</tr>
<tr>
<td>Major Brian Saunders</td>
<td>Assistant Principal/Faculty</td>
</tr>
<tr>
<td>Major Ivan Wild</td>
<td>Director of Personnel/Faculty</td>
</tr>
<tr>
<td>Mrs. Erin Riesebieter</td>
<td>Music Education Director/Faculty</td>
</tr>
<tr>
<td>Cadet Arwyn Rodriguera</td>
<td>First-year session president</td>
</tr>
<tr>
<td>Mr. Richard Mahmorian</td>
<td>Crestmont Council</td>
</tr>
<tr>
<td>Mrs. Celeste Skinner</td>
<td>Exec. Secretary to the Principal</td>
</tr>
<tr>
<td>Mrs. Susana Duran</td>
<td>Classified Staff (Field Training)</td>
</tr>
</tbody>
</table>
Organization of the Institution
Territorial Administrative Support and Governance

Figure 1: Administrative Support/Governance

Territorial Headquarters and the Board of Directors

Administrative leadership for the Territory is provided by the Territorial Commander and his Cabinet. They, together with appointed departmental representatives, form the Board of Directors:

<table>
<thead>
<tr>
<th>Board Role</th>
<th>Rank &amp; Name</th>
<th>THQ Position</th>
</tr>
</thead>
<tbody>
<tr>
<td>President</td>
<td>Commissioner James Knaggs</td>
<td>Territorial Commander</td>
</tr>
<tr>
<td>Vice-President</td>
<td>Colonel David Hudson</td>
<td>Chief Secretary</td>
</tr>
<tr>
<td>Treasurer</td>
<td>Lt. Colonel Victor Doughty</td>
<td>Secretary for Business Administration</td>
</tr>
<tr>
<td>Secretary</td>
<td>Mr. Michael Woodruff</td>
<td>General Counsel</td>
</tr>
<tr>
<td>Member</td>
<td>Lt. Colonel Doug O’Brien</td>
<td>Secretary for Personnel</td>
</tr>
<tr>
<td>Member</td>
<td>Lt. Colonel Edward Hill</td>
<td>Secretary for Program</td>
</tr>
<tr>
<td>Member</td>
<td>Commissioner Carolyn Knaggs</td>
<td>Territorial President of Women’s Ministries</td>
</tr>
</tbody>
</table>

Table 1: USA Western Territory Board of Directors

The administrative support provided to CFOT by Territorial Headquarters is outlined in the following functional delineation mappings:

- Admission of Candidates
- Officer-Faculty Appointments
- Finance
- Human Resources
- Information Technology
- Property

1 Functions and Mapping of Admission Responsibilities
2 Functions and Mapping of Officer-Faculty Appointments
3 Functions and Mapping of Financial Responsibilities
4 Functions and Mapping of Human Resource Responsibilities
5 Functions and Mapping of IT Responsibilities
6 Functions and Mapping of Property Responsibilities
Crestmont Council

![Crestmont Council committee structure.](image)

**Executive/Nominating Committee**

Mr. William Flinn, Chair
Colonel Dave Hudson, Vice Chair
Mr. Joseph Wambugu, Treasurer
*Dr. Steven Gray, Secretary

*Council/Committee Chairs

*Major Tim Foley
*Dr. Kevin Mannoia
*Ms. Julia Parton
*Mr. John Schuricht

**Major Brian Saunders
**Major Cindy Foley
**Dr. James Hartman

**Ex-Officio **

**Academic Committee**

Dr. Kevin Mannoia, Chair.................. Chaplain/Professor of Ministry, Azusa Pacific University
Dr. David Nystrom, Vice-Chair ........... Provost and Senior Vice President, Biola University
Dr. Dean Colli ................................... Director, Professional Personnel Leasing, Inc.
Mr. Lou Drobnick ............................... Executive Vice Chancellor, Pepperdine University
Major Lee Lescano............................. Divisional Commander, The Salvation Army
Major Brian Jones (staff support)......... Director of Curriculum, CFOT
Major Brian Saunders (staff support)..... Assistant Training Principal, CFOT

**Cadet Life Committee**

Ms. Julia Parton, Chair ....................... Director of Development, Palos Verdes Art Center
Lt. Colonel Douglas Riley, Vice Chair..... Divisional Commander, The Salvation Army
Ms. Elsa Cisar ................................. Social Services Director, The Salvation Army
Mr. Bill Ott, III ................................. Senior Director, Bank of New York Mellon
Cadet Arwyn Rodriguera (ex-officio) ..... Cadet, CFOT
Major Keilah Toy (staff support)......... Director of Field Training, CFOT
Major Ivan Wild (staff support) .......... Director of Personnel, CFOT
Finance and Property Committee
Mr. John Schuricht, Chair ........................ President, Palos Verdes Engineering
Mr. Joseph Wambugu, Vice Chair .......... Divisional Finance Director, The Salvation Army
Mr. Dan Fitzgerald ................................. Retired USAF
Colonel Dave Hudson, ......................... Chief Secretary, Territorial Headquarters
Mr. Tom Melott ................................. Territorial Finance Director, The Salvation Army
Mr. Viktor Rzeteljski .......................... Area Managing Partner, KPMG LLP
Major Cindy Foley (ex-officio) ............... Director of Campus Services, CFOT
Captain Kelly Nolan (staff support) ........ Director of Business Administration, CFOT
Captain Catherine Nolan (staff support) Finance Officer, CFOT

Planning and Accreditation Committee
Dr. Steven Gray, Chair ............................ Superintendent, Pasadena Christian School
Dr. Carolyn Inouye, Vice Chair............. Dean of Math, Science..., Oxnard College
Captain Stacy Cross ............................. Corps Officer, The Salvation Army
Mr. Guy Jamison, Esq. ................. The Jamison Law Firm
Mr. Richard Mahmarian ....................... CEO, Control Solutions / CEO, REM Associates
Mr. Eric Rodrigues .................... Banking Professional, Porter Ranch, CA
Cadet Joy Groenleer (ex-officio) .......... Cadet, CFOT
Dr. James Hartman (staff support) ....... Dir. of Planning & Accreditation, CFOT
Mr. Duncan Sutton (staff support) ......... Research Analyst, CFOT

CFOT Administrative Leadership

Administrative Overview

Figure 3: CFOT Administrative Overview
Below is an overview of departmental functions key personnel:

**Assistant Training Principal’s Office**

Assistant Principal:  **Major (Dr.) Brian Saunders***

Major functions:
- Coordinate all CFOT departments (Personnel, Curriculum, Business, Campus Services, Field Training)
- Serve as "second-in-command" in the absence of the Training Principal.
- Oversee major CFOT events (including, but not limited to: Commissioning, Welcome Weekend, Easter Sunrise Service, FOF Retreat)
- Liaison with THQ and divisions
- Oversee non-residential training program

**Institutional Planning and Accreditation Department**

Director:  **Dr. Jim Hartman***

Major functions:
- Institutional research
- Institutional planning
- Accreditation compliance and reporting

Key personnel:  Mr. Duncan Sutton* ..............Research Analyst

**Personnel Department**

Director:  **Major Ivan Wild***

Major functions:
- Cadet Services
- Counseling
- Health & Wellness
- Diversity
- Family Care Center
- Diversity
- Spiritual Formation

Key personnel:
- Major Jennifer Wild ..............Family Care Director
- Major Clay Gardner ..............Personnel Officer
- Major Pam Gardner ..............Personnel Officer
- Major Ron Toy ......................Personnel Officer, EDS Specialist
- Captain Erica Helton ..............Personnel Officer
- Captain Jessica Doria ..............Personnel Officer
- Captain Billy Francis ..............Personnel Officer
- Lt. Clarissa Ochoa ..............Family Care Officer
- Lt. Megan DeLapp ..............Family Care Officer
Organization of the Institution

Curriculum Department

Director: Major (Dr.) Brian Jones*

Major functions: • Academic services
• Library services
• Educational specialist
• Academic Achievement Center
• English language specialist.
• Museum
• Academic records
• Required seminars
• Tutoring
• Music Ministries
• Pre-training

Key personnel: Captain Timothy Carr* ..........Curriculum Officer
Captain Dean Lee* ..................Curriculum Officer
Captain Annalise Francis* .......Curriculum Officer
Mr. Ethan Bradley* ...............English Language Specialist
Mrs. Sheila Chatterjee* ..........Director, Library / Museum Services
Ms. Melissa Jones* ..................Educational Specialist
Mrs. Erin Riezebieter* ..........Music Education Director

Field Training Department (Supervised Ministry)

Director: Major Keilah Toy

Major functions: • On-campus practicum opportunities
• Off-campus practicum opportunities
• Spring & Fall campaigns
• Supervised ministry courses

Key personnel: Major Nancy Helms ..............Field Training Officer
Lt. Brenda Orr ......................Field Training Officer

Business Administration

Director: Captain Kelly Nolan*

Major functions: • Finance (budgets and resource allocation)
• Financial counseling
• Information technology
• Property
• Campus security
• Transportation (fleet management)
• Human Resources (Non-Officer Staff)
• Development, PR, and, marketing
Organization of the Institution

- Graphic design/website

Key personnel:
- Captain Catherine Nolan* ....Finance Officer
- Captain Saul Doria ............Property Officer
- Lt. Clinton Trimmer* ............Transportation Officer

CFOT Council/Committee Structure

CFOT’s decision-making process is based on its Council/Committee structure. Councils and Committees are collegiate and collaborative and membership is representative of all constituents of the institution.

Executive Council

The Executive Council is the final approving body for internal decisions and is comprised of the following members:
- Major Tim Foley* .....................Training Principal
- Major Brian Saunders (Dr.)* ....Assistant Principal
- Dr. James Hartman* ...............Director of Institutional Planning and Accreditation
- Major Brian Jones (Dr.)* ..........Director of Curriculum
- Major Jennifer Wild* ...............Family Care Director
- Captain Kelly Nolan* ..............Director of Business Administration
- Major Ivan Wild* ....................Director of Personnel
- Major Keilah Toy ....................Director of Field Training
- Major Cindy Foley .................Director of Campus Services

*denotes Faculty

---

Campus Services Department

Director: Major Cindy Foley

Major functions:
- Cadet Housing
- Food Services
- Special Events
- Conference Center

Key personnel:
- Captain Hannah Lee .............Campus Services Officer
- Mrs. Debbie Melott .............Assistant Campus Services Director

*denotes faculty
Other Councils/Committees

Internal decision-making is informed by the following Councils and Committees:

<table>
<thead>
<tr>
<th>Council/Committee</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Planning Council</td>
<td>Major Tim Foley, Training Principal</td>
</tr>
<tr>
<td>Command Finance Council</td>
<td>Major Tim Foley, Training Principal</td>
</tr>
<tr>
<td>Review Council</td>
<td>Major Tim Foley, Training Principal</td>
</tr>
<tr>
<td>Coordinating Council</td>
<td>Major Brian Saunders, Assistant Training Principal</td>
</tr>
<tr>
<td>CFC Property Subcommittee</td>
<td>Lieutenant Joshua Sneed, Property Officer</td>
</tr>
<tr>
<td>Employee Committee</td>
<td>Captain Kelly Nolan, Director of Business Administration</td>
</tr>
<tr>
<td>Personnel Council</td>
<td>Major Ivan Wild, Director of Personnel</td>
</tr>
<tr>
<td>Family Care Committee</td>
<td>Major Jennifer Wild, Family Care Director</td>
</tr>
<tr>
<td>Curriculum Council</td>
<td>Major Brian Jones, Director of Curriculum</td>
</tr>
<tr>
<td>Academic Design Committee</td>
<td>Major Brian Jones, Director of Curriculum</td>
</tr>
<tr>
<td>Institutional Research Committee</td>
<td>Dr. James Hartman, Dir. of Institutional Planning &amp; Accreditation</td>
</tr>
<tr>
<td>Library Council</td>
<td>Sheila Chatterjee, Director of Library and Museum Services</td>
</tr>
<tr>
<td>IT Committee</td>
<td>Captain Kelly Nolan, Director of Business Administration</td>
</tr>
<tr>
<td>Catering Council</td>
<td>Major Cindy Foley, Director of Campus Services</td>
</tr>
</tbody>
</table>

Table 2: Overview of CFOT Councils and Committees.

Administrative Leadership Involvement

Membership of all councils consists of administrators, faculty, staff and Cadets. All senior administrative leaders (who are mostly also faculty) sit on more than one of CFOT’s main councils, as detailed below:

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>X</td>
<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
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<tr>
<td>Assistant Principal</td>
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</tr>
<tr>
<td>Director of Curriculum</td>
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<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Director of Personnel</td>
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<td>X</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Director of Campus Services</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Director of Business Admin.</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Director of Field Training</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Director of Institutional Planning &amp; Accreditation</td>
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<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>
Academic Departments

CFOT’s curriculum is based on the following departmental framework:

<table>
<thead>
<tr>
<th>Department</th>
<th>Chair</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business and Management</td>
<td>Dr. James Hartman, Director of Institutional Planning &amp; Accreditation</td>
</tr>
<tr>
<td>Biblical Studies</td>
<td>Major Tim Foley, Training Principal</td>
</tr>
<tr>
<td>Theological Studies</td>
<td>Major Brian Jones, Director of Curriculum</td>
</tr>
<tr>
<td>Mission and Ministry</td>
<td>Major Ivan Wild, Director of Personnel</td>
</tr>
<tr>
<td>General Education</td>
<td>Major Brian Saunders, Assistant Training Principal</td>
</tr>
<tr>
<td>Supervised Ministry</td>
<td>Major Keilah Toy, Director of Field Training</td>
</tr>
<tr>
<td>Required Seminars</td>
<td>Major Brian Jones, Director of Curriculum</td>
</tr>
</tbody>
</table>

Table 4: Overview of academic departments.

Overview of Evidence

1. Functions and Mapping of Admission Responsibilities
2. Functions and Mapping of Officer-Faculty Appointments
3. Functions and Mapping of Financial Responsibilities
4. Functions and Mapping of Human Resource Responsibilities
5. Functions and Mapping of IT Responsibilities
6. Functions and Mapping of Property Responsibilities
7. CFOT Council/Committee Structure
Eligibility Requirements for Accreditation
Certification of Continued Compliance with Eligibility Requirements

1. Authority

The Salvation Army College for Officer Training (CFOT) continues to operate with Full Institutional Approval as a California Degree Granting Institution by the California State Department of Education Division, pursuant to California Code Sections 94130(b) and 94311(d). The Salvation Army Western Territorial Headquarters has operated as a California Corporation since 1986 (amended articles of incorporation are available upon request). The United States Treasury Department ruled on October 10, 1955, that the Salvation Army and its Territories that included all state and regional organizations as well as Corps locations were classified as 503 B organizations for tax purposes.

2. Mission

CFOT’s mission states that “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.” (See Appendix A for full mission statement)

In September of 2008, CFOT’s Crestmont Council adopted a supplemental “Academic Excellence Commitment” that further addresses the training and educational focus. “The College’s mission, curriculum, instruction and student assessments are aligned and implemented in ways that reflect current knowledge about the learning process and the preparation Cadets need for Officership in The Salvation Army, Western Territory. To be considered excellent, these four elements are integrated with field training experiences and a pervasive commitment to spiritual formation and Officer development. This is to develop in our Cadets conceptual understanding and appropriate cognitive and ministerial skills that Cadets will be able to utilize when faced with new situations and challenges in their assignments wherever located. CFOT has had the same essential mission since 1920, and it has been continued intact since January of 1990 when CFOT was approved to grant the Associate of Arts degree in Ministry by the Western Association of Schools and Colleges.

CFOT’s mission, the academic excellence commitment and the international mission of The Salvation Army are posted throughout the campus. In addition, CFOT adopted formal core values in the spring of 2010. (See Appendix B) Those values clarify who we are and underpin our college as we prepare Cadets for Officership. The core values were approved by the Crestmont Council and were developed with input from Cadets, faculty and staff. The nine values include: Love for God, Compassion and Respect for Others, Faithfulness, Commitment to Proclaiming Salvation and Holiness, Responsibility to God and Man, Integrity of Character and Deed, Servant Ministry, Kindness and Stewardship of Resources. These are the values and theological principles we choose to use as benchmarks and essential tenets of our work here. These values complement the mission.

At the September 2011 meeting of the Crestmont Council, the mission statement was formally reviewed by the Curriculum Committee of the Crestmont Council when a proposal for an off-campus correspondence certificate program (non-AA degree) was under consideration. (See Appendix C) At that time, the Crestmont Council approved the retention of the existing mission on the grounds that such a certificate program fit within the mission as stated, and there was no need to modify the current mission to accommodate such a program. In the Fall 2012 session of the Crestmont Council, the Council formally underscored the present mission and its pervasive influence on all we do.
3. Governing Board

In 2005 CFOT embraced new By-Laws for its governing board, Crestmont Council that were designed to meet the accreditation governance standard. The By-Laws are reviewed annually and changes were made in 2009 and 2012 to strengthen the role of CFOT in governing itself. (See Appendix D) These By-Laws were reviewed and confirmed by Council members and the THQ legal counsel at the February, 2012 meeting of the Crestmont Council. Members appointed to the Council have been screened and selected intentionally for skills sets and corporate and educational leaders from the community being appointed and serving with distinction. The Council has a formal conflict of interest policy that is completed annually by all members. (See Appendix E) The Council requires on an annual basis an acknowledgement and agreement with the Council’s Code of Ethics Statement, the Conflict of Interest Policy and the Confidentiality Agreement.

The Council meets four times annually; the November meeting is a planning session of the Executive Committee and staff at CFOT. Also included here is the certification of no board majority of persons with employment, family, ownership or personal interest in the institution signed by the chief executive officer and the governing board chair. (See Appendix F) Below are the current members Crestmont Council. It is a very diverse group of educational and religious leaders from throughout the Western Territory service area; it includes also local professionals whose skills sets are increasingly helpful to CFOT. (See Appendix G for a full list of skills of Council Members)

The certification of no board majority is included at the end of this section.

Biographical Information on Governing Board Members

Ms. Elsa Cisar is the Social Services Director for The Salvation Army Del Oro Division in Sacramento, California. A long-term employee of The Salvation Army, she serves as a member of the Cadet Life Committee and has completed two years of a three-year term. Her credentials include a Bachelor of Arts Degree in Psychology from North Park College in Chicago, and a Master of Science degree in Counselor Education from Canisius College in Buffalo, New York.

Dr. Dean Colli serves on the Academic Committee of the Crestmont Council. He is the Co-Owner/ and Co-Principal Consultant of Colli & Associates, Educational Consultants, and he also serves as the Co-Owner/Vice President of PPL, Inc., an educational personnel leasing agency. He served previously at Grossmont College as their Interim President and as their Vice President for Academic Affairs. He has extensive experience with California community college assessment and accreditation matters. Dr. Colli earned his doctoral degree from the University of the Pacific. He is in the first year of a three-year term.

Captain Stacy Cross serves as a Corps Officer assigned to the Centennial Community Corps in Centennial, Colorado. Captain Cross serves on the Institutional Planning and Accreditation Committee and is in the first year of a three-year term. She has served at CFOT as a faculty member and served here in the Personnel Department prior to her Corps Officer assignment. She brings extensive knowledge of CFOT and the skills and passion Officers need to develop here. While she served at CFOT, she completed a Masters Degree in Higher Education with a secondary concentration in Institutional Research and Planning from Drexel University.

Mr. Lou Drobnick serves as the Executive Vice Chancellor for Development at Pepperdine University. He serves as a member of the Academic Committee and is in the first year of a second three-year term. He is a visiting faculty member at CFOT who speaks as a lecturer in Business classes on the fund-raising roles of Officers, and he is a volunteer with the Salvation Army. Mr. Drobnick earned a BS degree in Marketing from Long Beach State University and an EMBA from Pepperdine University.
Mr. Dan Fitzgerald is a retired United States Air Force Officer with an extensive background in finance. He has served for many years on the Finance and Property Committee and is in the third year of a three-year term on the Council. Dan has an undergraduate degree in Business Administration from Texas Christian University and a Masters degree in Business Administration from the University of Colorado at Boulder. He has made invaluable contributions in the area of plant replacement funding and budgeting generally. Dan resides in Palos Verdes Peninsula, CA and has been helpful in relations with the local community. He concluded his term of office in June of 2012.

Mr. William Flinn serves as the Chief Executive Officer of the Tournament of Roses in Pasadena, California, and he serves as the Chair of the Crestmont Council. He also chairs the Executive Committee of the Council, and as a Salvationist (member of the Corps) in Pasadena, he serves as the Bandmaster. His parents and grandparents were Army Officers. He holds a degree in Business Management from Azusa Pacific University. He is in the second year of a three-year term.

Dr. Steven Gray is the Superintendent of Pasadena Christian School and serves as the Chair of the Institutional Planning and Accreditation Committee. He also serves on the Executive Committee. He has worked previously in accreditation with the California Regional Accreditation Commission for the Association of Christian Schools International. He has an undergraduate degree from the University of Southern California and a PhD degree from UCLA. He is in the first year of a three-year term.

Dr. Carolyn Inouye serves as the Dean of Math, Science, Health, Physical Education and Athletics at Oxnard College in Oxnard, California. She has a PhD from UCLA and worked there in the assessment area. She has also served previously in the community college system as an Accreditation Liaison Officer, and she serves as the Vice Chair of the Institutional Planning and Accreditation Committee.

Mr. Guy E. Jamison serves as an attorney with the Jamison Law Firm, PC in Pasadena, California. He is an active soldier with the Pasadena Corps and brings his vast legal expertise to the Council deliberations. He earned his bachelor’s degree from Azusa Pacific University and his law degree from the University of La Verne. His practice areas have included commercial collections, litigation, business and construction-related litigation, real estates, trust litigation and attorney malpractice. Guy just joined the Council and he is in his first year on the Council. He serves on the Planning and Accreditation Committee.

Major Lee Lescano serves as the Divisional Commander in the Sierra Del Mar Division. Lee previously served at CFOT as an adjunct faculty member in the area of Business, and he is very familiar with the needs of the Cadets and CFOT. He is in the first year of his three-year term and serves on the Academic Committee of the Council. He earned an Associate degree at CFOT and a Bachelor of Arts degree from San Diego State University. He also completed an M.A. in Public Administration from San Diego State University.

Mr. Richard Mahmarian serves as a member of the Planning and Accreditation Committee of the Council, and he is in the third year of a three-year term. He has served on the Board at Seton Hall University. He earned his MBA degree from Seton Hall following his undergraduate degree, which was completed at Uppsala College. He is the Managing Member/CEO of REM Associates, a private investment and consulting service. He also serves as President/CEO of Control Solutions, Inc., a hardware and software solutions provider to the nation’s manufacturing and management industries. He previously chaired the Board of FieldConnect, Inc., which was a spinoff from Alpha Microsystems, a company Dick acquired in 1997.

He is entrepreneurial and has strong management and leadership skills. His business and technology acumen has been especially helpful to CFOT. He is a resident of Rolling Hills, CA, an area adjacent to the campus.
Eligibility Requirements for Accreditation

Dr. Kevin Mannoia serves as the Chaplain and Professor of Ministry at Azusa Pacific University. He is a published author of several books and articles on ministry, and he is actively involved with our faculty regarding key issues involving the church. He earned his undergraduate degree at Roberts Wesleyan College, his Masters degree from Trinity Evangelical Divinity School and his PhD from the University of North Texas. He serves as Chair of our Academic Committee, serves on the Executive Committee and is in the second year of a three-year term. He is a recognized national and international speaker on holiness and is a catalyst nationally for churches with similar missions working together. He is an invaluable source of information and inspiration.

Mr. Tom Melott serves as the Territorial Finance Director. He serves as the Vice Chair of the Finance and Property Committee and is in his second year of a three-year term. Tom also addresses the Cadets as a visiting lecturer on items related to Corps finances. He has a Bachelors degree in Business from the University of Phoenix.

Dr. David Nystrom serves as the Vice Chair of the Academic Committee and is in the first year of a three-year term. He is the Provost and Senior Vice President at Biola University. He completed a Masters of Divinity degree from Fuller Theological Seminary and his B.A. and PhD degrees from the University of California at Davis. His relatives in Sweden served in The Salvation Army.

Mr. George William Ott III serves as a member of the Cadet Life Committee and is in his first year of a three-year term. He has served on the Council previously for a period of two prior terms. He is a Financial Representative for the Principal Financial Group in Glendale, California. He is a volunteer and supporter of The Salvation Army. He earned his undergraduate degree in Business from the University of Southern California.

Mrs. Julia Parton is the Director of Public Relations and Marketing for the Palos Verdes Art Center and the Chair of the Cadet Life Committee. She is also a member of the Council’s Executive Committee. She is in the third year of a three-year appointment and is very involved in the life of the Peninsula as a volunteer and community leader. Julia is a graduate of the California State University at Dominguez Hills.

Mr. Dean Reuter is a licensed architect in California, managing Reuter and Reuter, Inc. in Torrance, California as his own company since 1990. He is an active Rotarian, having served as President of the Del Amo Club in 2008-09 and is serving this year as the Lieutenant Governor for District 5280 of Rotary International. He is a Deacon for the Journey of Faith Church in Manhattan Beach. He graduated from the University of Southern California School of Architecture and Fine Arts and retired from the Army Corps of Engineers with the rank of Captain with the Army Commendation medal with oak leaf cluster. He was presented in 2011 with the Distinguished Citizen of the Year Award by the Torrance Area Chamber of Commerce.

Lt. Colonel Douglas Riley serves as the Divisional Commander for the Southern California Division and is a member of the Cadet Life Committee. He is serving in the third year of a three-year appointment. Major Riley has extensive experience in The Salvation Army and on the campus. He has an AA degree from the College for Officer Training. Major Riley also earned a BS degree in Finance, and MBA from Pepperdine University and an MA in Theology from Fuller Theological Seminary. He went off the Board just recently with the end of his term in June of 2013.

Mr. Eric Rodrigues serves on the Institutional Planning and Accreditation Committee and is serving in an extended one-year term on the Crestmont Council. His career was spent in the banking industry, and he is currently retired. He has been a faithful servant to the Crestmont Council since it was founded. He earned an AA degree in Business from Bakersfield College, a B.S. degree in Marketing from CSU, Bakersfield and his Masters degree in Marketing from CSU, Northridge.
Mr. Viktor Rzeteljski serves as the National Advisory Leader-Private Equity for KPMG LLP. He serves on the Finance and Property Committee and is serving in the second year of a three-year term. Viktor also serves on the Advisory Board for the Southern California Division of The Salvation Army. He earned his undergraduate degree in Accounting from the University of Southern California. He has just recently retired from his position and is now doing contract work in the private sector.

Mr. John Schuricht serves as the Chair of the Finance and Property Committee and as a member of the Executive Committee. John is the President of the Palos Verdes Engineering Corporation and has been especially helpful in dealing with facilities and property matters at CFOT. He is in the third year of his three-year term. John completed his undergraduate and graduate training in engineering at California State University, Long Beach.

Ms. Helen Steel was approved as a new council member at the June 3 meeting of the Crestmont Council and will attend her first council meeting in September of 2013. She is an experienced educator having earned a BA in Social Science and an MA in Educational Administration from San Diego State University. Currently retired, she has been very active with the Kroc Center Advisory Council from 1992 to 2012. She was selected as a Distinguished School Principal (twice) and a Mentor Teacher during her career and received the first-ever Doris Perry Service Award and the first ever Heroes with A Heart Making a Difference Award from the Kroc Center in San Diego. She has also served for Point Loma Nazarene University and InterAmerican College as a Student Teacher Supervisor.

Mr. Joseph Wambugu serves as the Southern California Divisional Finance Director and has been on the Crestmont Council since its inception. He chairs the Finance and Property Committee and serves as the Treasurer/Secretary on the Executive Committee of the council. He is in the third year of a three-year term on the council. Mr. Wambugu is a frequent guest lecturer on the topic of TSA finances in the Finance courses. Joe earned his Bachelors degree from California Baptist College and his MBA degree from CSU, San Bernardino.

Ex-Officio Members

Colonel David Hudson serves as the Chief Secretary for the USA Western Territory. He serves as the Vice Chair of the Council and on the Finance and Property Committee. He is a frequently welcomed and highly regarded speaker on the campus. He earned his AA degree from CFOT and his Bachelor of Science degree in Business Management from the University of Phoenix.

Major Tim Foley serves as the Training Principal for CFOT. He is in his second year in this role, but served for several years as a faculty member and Assistant Principal of CFOT. He completed his Masters degree in Theology from Fuller Theological Seminary, and he is currently enrolled in a doctoral program in ministry at the Gordon-Conwell Theological Seminary in Boston. He serves on the Executive Committee of the Crestmont Council.
Standing Invitees

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<thead>
<tr>
<th>Name</th>
<th>Position/Title</th>
<th>Committee(s)</th>
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</thead>
<tbody>
<tr>
<td>Major Brian Saunders</td>
<td>Assistant Training Principal</td>
<td>Executive Academic</td>
</tr>
<tr>
<td>Major Cindy Foley</td>
<td>Director of Campus Services</td>
<td>Executive Finance and Property</td>
</tr>
<tr>
<td>Dr. James Hartman</td>
<td>Director of Institutional Planning &amp; Accreditation</td>
<td>Executive (College Liaison) Institutional Planning &amp; Accreditation</td>
</tr>
<tr>
<td>Major Brian Jones</td>
<td>Director of Curriculum</td>
<td>Academic</td>
</tr>
<tr>
<td>Major Ivan Wild</td>
<td>Director of Personnel</td>
<td>Cadet Life</td>
</tr>
<tr>
<td>Major Keilah Toy</td>
<td>Director of Field Training</td>
<td>Cadet Life</td>
</tr>
<tr>
<td>Captain Kelly Nolan</td>
<td>Director of Business Administration</td>
<td>Finance and Property</td>
</tr>
<tr>
<td>Captain Catherine Nolan</td>
<td>Finance Officer</td>
<td>Finance and Property</td>
</tr>
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<td>First-year Cadet</td>
<td>Cadet Representative</td>
<td>Cadet Life</td>
</tr>
<tr>
<td>Second-year Cadet</td>
<td>Cadet Representative</td>
<td>Institutional Planning and Accreditation</td>
</tr>
</tbody>
</table>

Table 1: Crestmont Council Standing Invitees

Administrative Support

Capt. Jessica Doria (Personnel) ......................... Cadet Services Committee
Michelle Motley (Curriculum) ............................ Institutional Planning / Accreditation Committee
Marcel Mellein (Business Admin) ......................... Finance and Property Committee
Celeste Skinner (Principal’s Office) ................... Executive Committee
Yvette Vigil (Curriculum Department) ................. Curriculum Committee

4. Chief Executive Officer

Major Tim Foley serves as the current Training Principal at CFOT. He is given sufficient authority to implement Crestmont Council and Salvation Army policies in directing college activities. He served from 2006 to 2011 as the Assistant Principal and a member of the teaching faculty at CFOT. He completed his Master of Arts in Theology at Azusa Pacific University in June of 2000. He has more than 29 years of experience as an Officer and his assignments included opening the very first Ray and Joan Kroc Community Center in the country and serving with his wife, Major Cindy Foley, as the administrators for five years, serving as the Divisional Youth Secretary in San Francisco, serving as the Regional Director of Educational Resources and Summer Camping, and service over a 15 year period as a Corps Officer at five different locations in Arizona, Hawaii, and California.

Major Foley resides on the CFOT campus; his mailing address is 5 Crestmont Lane, Rancho Palos Verdes, CA 90275.

The certification of CEO’s full-time responsibility is included at the end of this section.

5. Administrative Capacity

The table of organization and the names of staff are located in the organizational information section of the report. CFOT has one Assistant Principal, five divisional directors in Campus Services, Personnel, Curriculum, Field Training and Business Administration and
Eligibility Requirements for Accreditation

6. Operational Status

Enrollment at CFOT occurs once a year. The academic year begins in late August with Cadets either beginning the two-year training program or continuing into their second year. Cadets move through the program as a cohort (session). The number of Cadet beginning the two-year training program each year is detailed below:

![Figure 1: Incoming Cadet data (first-year session) for fall of given year.](image)

In the last four years the CFOT has been experiencing incremental growth in part due to enhanced recruitment efforts throughout the Territory and a clearer perception among applicants that they will get the instruction and support they need to succeed in their college endeavors. Pre-training preparations and have been strengthened, and CFOT has now implemented enhanced Developmental English and Math courses as well as a staffed Academic Achievement Center to support entering Cadets, particularly those coming who are not as well-prepared.

Historically, enrollment at CFOT fluctuates from year to year (sometimes significantly) and CFOT’s current enrollment reflects a four-fold increase over the low enrollments experienced in the early 2000s. The average session size since 1980 is 31 Cadets.

The Schedule of Classes is referenced below. (See Appendix H) Since CFOT was accredited in 1990 it has continued to offer a two-year degree with a major in Ministry and a related commissioning certificate to be a Salvation Army Officer. CFOT functions much like a seminary for The Salvation Army in the Western Territory.

7. Degrees

CFOT’s postsecondary offerings lead to the conferral of an AA degree in Ministry. This is the sole degree offered by the College. The catalog provides information on the 124 courses offered by CFOT. (See Appendix I for the 2012-13 CFOT Catalog)

8. Educational Programs

CFOT’s educational programs are delivered exclusively on campus to Cadets in an AA program (and a few Cadets currently enrolled in an off-campus correspondence non-credit non-AA program simply to meet commissioning standards, not those of the AA degree). The overall educational program prepares Cadets to be full-time Officers in The Salvation Army, and they are commissioned as Lieutenants upon graduation. Since the AA program is accredited, they are eligible to transfer to a four-year college at some point in their careers.
9. Academic Credit

All CFOT degrees, certificates and courses are listed in the catalog. At CFOT, each credit hour represents one hour per week in class and two hours outside of class devoted to assignments. Credit is granted in recognition of successful work in attaining the student learning outcomes in specific courses. All course-level SLOs are contained in the syllabus for each course. All courses listed in the catalog have course and departmental level student learning outcomes. The statements of outcomes at the course and departmental levels map to the institutional learning outcomes adopted by CFOT and by Crestmont Council. These outcomes at the course, department and institutional level serve as the primary basis for implementing the regular assessment process at CFOT.

The CFOT catalog also describes the manner in which transfer courses are considered and accepted; the nature of the curriculum and the applied aspect of courses restricts the amount of credit that can be transferred. Cadets at entry are informed regarding the amount of credit that can and will be accepted by CFOT.

10. Student Learning and Achievement

CFOT documents and monitors student learning achievements each year by compiling statistics on course completion, course success, SLO achievement, program review data, and persistence and retention/graduation rates. The retention of Cadets at CFOT is very high; only a few Cadets each year leave for academic, personal and/or disciplinary reasons. These trend data are published at the beginning of each year in the CFOT Fact Book (published for the last four years) and are used for strategic planning and decision-making purposes.

Cadets are encouraged to continue their education and transfer the credits earned at CFOT to a four-year institution. Articulation agreements exist to facilitate this and The Salvation Army covers 100 percent of the cost. Permission to continue their education is granted to Officers after he/she has completed five years of Officership. As such, Cadets do not transfer directly to four-year institutions.

Upon successful completion of the Officer Training program at CFOT, graduating Cadets are Commissioned and ordained as Salvation Army Officers and provided with an appointment to full-ministry within The Salvation Army. As such, 100 percent of graduating Cadets receive job placement.

Recent graduation data are detailed in the figure below:

![Graduation data by graduation year](image)

**Figure 2:** Graduation data by graduation year (*This number reflects the original enrollment plus those who arrive in the second year of the program).*
The above difference, expressed as a percentage provides CFOT’s Cadet retention rate:

![Cadet retention rate by graduation year.]

Of the 284 Cadets that have enrolled in the last ten years, 258 have graduated and been Commissioned, giving CFOT an overall retention rate, for this period, of 91 percent.

11. General Education

CFOT believes that general education is a vital opportunity for all the Cadets and has recently completed a program review in this area. In the program review the areas of English Composition, Quantitative Reasoning, Diversity and Culture, Social and Ethical Issues and the six distribution areas that include Fine Arts, Historical Perspectives. Humanities, Literature, Natural and Social Sciences were reviewed. CFOT continues to assess the general education curriculum to assure that the Ministry program supports the vision of general education and that these courses serve as means to inspire service, opportunity and responsibility in all its constituents. On page 42 of the 2012-13 Catalog all the general education courses are listed. CFOT, in its general education program, has continued to stress writing and reading in the English language, development of math and arithmetic capacities, knowledge in religious study, in history, humanities, music and the arts, knowledge of the social sciences, development of a commitment to wellness and knowledge of the multicultural approach to one’s own ministry.

12. Academic Freedom

A revised policy was approved by the Crestmont Council in the fall of 2012; the previous policy was due for review, and the review indicated the policy needed more extensive substance and detail. The revised policy is in Appendix J and includes the commitment of CFOT to academic freedom and the principles followed by CFOT in this important area. This has not been an issue here; there has been an atmosphere of independence to examine and challenge ideas within, of course, the reality of the church and the context and mission of The Salvation Army.

13. Faculty

A listing of all 48 faculty and their rank, name, title, qualifications, years as an Officer when applicable and classroom/course involvement for the 2012-13 academic year is in Appendix K. The educational credentials of the faculty are always published at the back of the CFOT catalog. The pool of faculty and adjuncts is sufficient in size and experience to support the multiple needs of CFOT.
Faculty Responsibilities Statement

CFOT distributes to all faculty on an annual basis an Instructor Guidelines Manual that clarifies the academic programs and policies related to the academic and Cadet life areas. (See Appendix L) The booklet details the educational objectives of CFOT, information regarding syllabi and SLO development, final exams, use of Turnitin, copyright matters, course evaluations, attendance, mid-term grades, instructor punctuality, classroom technology, and CFOT course instructor websites. In summer orientation, there will be an orientation program for first time faculty.

The guidelines consist of 53 pages of information and suggestions designed to facilitate the effective transition of Officer and adjunct instructors to the roles of effective faculty. There is extensive information regarding effectiveness in assessment and evaluation, and faculty is encouraged to suggest topics for the continuing Faculty/Staff Development Program and Program Review. There is information regarding the Library and the inclusion of several forms designed to educate new and/or returning faculty members about their roles at CFOT.

14. Student Services

The wide range of Cadet services addresses the diversity and needs of the Cadet body.

Services include orientation, housing, food, transportation, family care, youth programming, social events, support groups, dry cleaning, health and wellness, sports and recreation, Cadet session organizations, counseling, Cadet advisors, spiritual formation. Each year CFOT does an annual Cadet services survey, and the feedback from Cadets is largely in the good to outstanding categories. Some Cadet concerns regarding technology surface, but the College has done a great deal in the last 12 months to resolve many of these issues.

15. Admissions

The admissions procedures and other pertinent enrollment information are captured in pages 18-21. You do have to be a member of a Corps or related entity to be admitted to CFOT. The College does not have open admission. Decisions regarding admission are made by Candidates Council at THQ (that has CFOT representation) and the recruitment and screening of Cadets is done by Officers assigned to that function at THQ and by the Candidates Council. CFOT has as a minimal standard of a GED or a high-school diploma or a college transcript from an accredited institution and recognized by the US Department of Education. The admissions application is in Appendix M. CFOT has an on-line non-credit pre-training program that all admitted Cadets must complete prior to matriculation.

16. Information and Learning Resources

CFOT’s Library is centrally located on the campus adjacent to all classrooms and the Academic Achievement Center. Its space is adequate, and the Territorial Museum is located in the same building, just below the Library. The collection includes close to 40,000 volumes and approximately 500 audio-visual materials. Computer access is available in the Library. Cadets have 24/7 accesses to a variety of partnered electronic databases though the Los Angeles Public library. The Library is fully integrated into the academic life of CFOT and has been very supportive in assisting the Academic Achievement Center in their work with Cadets who need developmental assistance. The Librarian teaches all Cadets in an Information Literacy Course in their first quarter; this practice has promoted Library use and good relations with Cadets who need to use the facility for their research and other academic needs.
17. Financial Resources

CFOT, through its planning and budget processes, allocates adequate resources to support its educational programs and services. The funding base is adequate. The operating budget is intended and tailored to meet the expectations identified in the mission statement and more specifically in the Strategic Master Plan for that one-year time frame. Strategic goals are ranked and then integrated into the regularized annual budget process by the Executive and the Crestmont Council. Budget planning also accommodates those recommendations that come out of the program review process and any SLO-based recommendations that require added or reallocated resources. CFOT has access to its own reserve balance of $78 million dollars and the three billion dollar corporate balance sheet of THQ. CFOT is well positioned in this regard.

18. Financial Accountability

The approved operating budget for 2010-11 was $6,673,373 (see Appendix N), for 2011-12 the operating budget was $8,386,371 (see Appendix O) and in 2012-13, the budget was $9,753,340. The budget approved for 2013-14 is $10,195,912. (See Appendix P) The increments represent largely a response to additional enrollments and improved support for the staffing of the College.

CFOT does not participate in federal financial aid programs with the exception of Veteran’s benefits granted to a few of our Cadets. Funds to support Cadet enrollments come from the Cadet families, the Corps and Territorial Headquarters; subsidies for each Cadet are then transferred into the CFOT budget.

THQ is audited annually by an independent audit firm and CFOT is part of that overall audit. The audit is intended to ensure that CFOT is in compliance with generally accepted accounting principles. (See supporting documents in Appendix Q) CFOT also does internal audits of financial and human resource areas at the College. CFOT has never shown an annual or cumulative deficit in its budgets, and has shared all audit information and any findings requiring corrective action with the Crestmont Council Finance Committee.

19. Institutional Planning and Evaluation

CFOT’s Strategic Plan Document (see Appendix R) is the core document that integrates planning activity, program review and SLO data with the budget and facilities process. All plans from departmental planning, student services reviews, campus support services reviews are integrated with the strategic plan and provided to key review committees (Curriculum, Personnel, Field training, Strategic Planning and Executive Council) for their review and input. CFOT also does an extensive Strategic Goals Walk Through inviting all constituent representatives of CFOT to review and develop more new goals and rank order them in terms of importance to the campus. On an annual basis CFOT ranks the top Strategic Plan goals to be funded for that fiscal year and then assesses its progress on an annual basis. The Crestmont Council on an annual basis identifies and tracks selected strategic goals of primary importance to CFOT. Each three-year plan leads to a new projected three-year plan thereby facilitating long range planning for CFOT.

Having the respective Councils continuously involved in assessing the Strategic Plan and implementing a new three-year plan engages them in the planning process and ensures that the decision-making structure and parties are responsible and accountable for effective planning. The current decision-making structure has served the planning needs well.
20. Public Information

The CFOT catalog provides descriptions of the College’s mission, programs of study, admissions procedures and requirements, grading practices, degrees earned, student support services, educational resources, learning programs, college and course objectives, etc. and is published each year and distributed through the Department of Curriculum. It is also posted on our website in a format that can be downloaded. The Schedule of Classes is available through the Department of Curriculum. Unlike public two-year colleges, our enrollment definitions, curricular options and scheduling practices are not of particular interest outside CFOT. The internal computer network used by college Cadets and faculty/staff provide access to extensive information about CFOT.

21. Relations with the Accrediting Commission

CFOT’s accreditation status is recognized in all major college publications and on the College website. CFOT adheres to all eligibility requirements and accreditation standards as described in this self-evaluation report. CFOT has communicated fully and openly with the Commission in the past; it also complied with all requests for submission of annual, show cause, probationary, midterm and progress reports in a timely manner. Since the action by the Commission in January of 2008, CFOT at Crestmont has consistently adhered to the eligibility requirements, standards, and policies of the accrediting Commission for Community and Junior Colleges. CFOT is in full compliance with the Commission’s requests, directives, decisions and policies. All disclosures by CFOT are complete, accurate and honest.
Certification of Continued Compliance with Commission Policies

CFOT certifies that it continues to comply with all the Commission policies identified below:

- ACCJC By-Laws
- Policy on Access to Commission Meetings
- Policy on Award of Credit
- Statement on Benefits of Accreditation
- Policy on Commission Actions on Institutions
- Policy on Commission Good Practice in Relations with Member Institutions
- Policy on Complaints Against the Accrediting Commission for Community and Junior Colleges
- Policy on Conflict of Interest for Commissioners, Evaluation Team Members, Consultants, Administrative Staff and other Commission Representatives
- Policy on Contractual Relationships with Non-Regionally Accredited Organizations
- Policy on Credit for Prior Experiential Learning in Undergraduate Programs
- Policy on Distance Education and on Correspondence Education
- Policy on Evaluation of Institutions in Multi-College/Multi-Unit Districts or Systems
- Statement on Diversity
- Policy on Insider Trading
- Policy on Institutional Advertising, Student Recruitment, and Representation of Accredited Status
- Policy on Institutional Compliance with Title IV
- Policy on Institutional Integrity and Ethics
- Policy on Institutions with Related Entities
- Policy on Interregional Policies on the Accreditation of Institutions Operating Across Regions
- Policy Regarding Matters Under Litigation
- Policy on Professional and Ethical Responsibilities of Commission Members
- Policy on Public Disclosure
- Policy on Refund of Student Charges
- Policy on Representation of Accredited Status
- Policy on Review of Commission Actions
- Policy on the Rights and Responsibilities of ACCJC and Member Institutions in the Accrediting Process
- Policy on Student and Public Complaints Against Institutions
- Policy on Substantive Change
- Policy on Transfer of Credit
- Statement on the Process for Preserving Confidentiality of documents Related to Institutional Effectiveness
Overview of Evidence

Appendix A: Approved Mission Statement
Appendix B: Campus Core Values
Appendix C: Council Motion to Confirm Mission
Appendix D: Approved Council By-Laws
Appendix E: Council Conflict of Interest Policy
Appendix F: Certification of No Board Majority
Appendix G: Skills Sets of Council Members
Appendix H: Schedule of Classes
Appendix I: 2012-13 College Catalog
Appendix J: Board Approved Policy on Academic Freedom
Appendix K: Faculty Chart for 2012-13
Appendix L: Instructor Guidelines Manual
Appendix M: Admissions Application
Appendix N: 2010-11 CFOT Annual Operating Budget
Appendix O: 2011-12 CFOT Annual Operating Budget
Appendix P: 2012-13 CFOT Annual Operating Budget
Appendix Q: Audits of 2010-11, 2011-12 and Mgt Letters
Appendix R: CFOT Integrated Strategic Plan 2012-15
Certification of No Board Majority

This notice serves to confirm that no board majority of persons with employment, family, ownership or personal interest exists on the Crestmont Council of the College for Officer Training in The Salvation Army.

Signed: ______________________

Major Tim Foley
Training Principal
College for Officer Training
Rancho Palos Verdes, California 90275

Signed: ______________________

Mr. William B. Flinn
Chair of the Crestmont Council
CEO of the Pasadena Tournament of Roses
Pasadena, California 91184
Certification of CEO's Full Time Responsibility

This notice serves to confirm that the Training Principal position at the College for Officer Training at Cresmont is, indeed, a full-time position.

Signed:

Major Tim Foley
Training Principal
College for Officer Training
Rancho Palos Verdes, California 90275

Signed:

Mr. William B. Flinn
Chair of the Crestmont Council
CEO of the Pasadena Tournament of Roses
Pasadena, California 91184
Responses to Recommendations from the Most Recent Educational Quality and Institutional Effectiveness Review
The institution’s response to the 2007 Evaluation Report recommendations is organized in this section to address two major areas: 1) Major Recommendations of the Report and 2) Additional Recommendations. Each recommendation is followed by a response and an update as appropriate prior to the 2013 Review. In each of the two identified sections, progress made on each recommendation is documented and evidence of results is presented at the end of each section. Responses in this section are in part updates of the 2009 Mid-Term Report submitted to the Commission in the October of 2010.

**Major Recommendations**

**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, II.B.3b, IIC.2 and Eligibility Requirement 19)

**Summary Response**

The College took immediate action as a result of the Show Cause Report in 2008 to implement a formal and comprehensive College-wide program review process with a five-year cycle. In addition, the College posted forms and directions on the campus intranet to assist chairs and committee members in conducting a proper review. 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 use of quantitative and qualitative data. The Program Review Executive Summary Form provides a format for committees to use in reporting out their findings and recommendations.

The College conducted program reviews of all programs at the College by the end of December 2008. The review included all academic and student services programs as well as the core service areas within the business sector of the College. The Follow-Up Report documented the completed reviews and the process for implementing recommendations that came from these reviews.

Curricular program reviews have been done consistent with the Program Review Schedule in the Field Training Program, Business Management, General Education and Learning Support Services, and Biblical Studies over the last three years. In the student services area, the Spiritual Formation Program was completed. The Family Care Program was scheduled for review in (2010-11) and Cadet recreation and wellness in (2011-12), but these were superseded by the initiatives undertaken at the Territorial level. These included a formal audit of the Family Care Program by THQ the same year the program review was scheduled and a large-scale wellness program implementation by The Salvation Army in the Western Territory. In the business area, program reviews were completed in human resources, property, and in finance.

Also included in the Follow-Up Report was a comprehensive listing of “best practice” program review outcomes including a new Cadet Wellness Program, an Academic Achievement Center, a revitalized Faculty and Staff Development Program, a substantive increase in Cadet housing funded by a private donor, new Library On-Line Databases, and revised Field Training rubrics. Program review discussions motivated the College to conduct a faculty/staff participatory review of the curriculum this year. The College conducted a general
review of our curriculum assessing its overall effectiveness and integration. The review enabled the college to eliminate a few elective courses (that had not been offered recently) from the catalog, to reduce somewhat the number of single unit courses offered in music skills courses, to review the integration of Public Speaking and the Homiletics curriculum, to integrate a Salvation Army component into the U.S. History course and to increase the quantitative focus of the business curriculum. The College also decided to institute a math placement exam upon entry and to add a developmental math course as well as a credit course in information literacy and research skills. Finally, the College confirmed the requirement of 93-quarter units to complete the Associate Degree in Ministries at Crestmont.

While this was viewed as a sizable endeavor for the College to tackle in a short time period, between May 2008 and the submission of the report in October 2008, Crestmont conducted eight program reviews with the remainder planned to be accomplished, as requested, by the end of calendar year 2008.

Crestmont demonstrated thoughtful attention to the remaining documentation needed for the College review process and expects favorable action from the ACCJC Review Team. The College fulfilled the conditions for improving the effectiveness of their Review Process and completed the assigned program reviews by the end of the 2008 calendar year program review process.

The Probation Team Report on November 21, 2008, and the resultant ACCJC WASC recommendation documented that the College had fully addressed this recommendation. Crestmont has continued to enhance detailed processes regarding the College’s Formal Program Review Process which include:

A formal College-wide program review process implemented on a five-year cycle: During the five-year cycle, all programs in the Curriculum Department (which includes Library and Learning Support Services) and the Personnel Department (Student Services) were reviewed as scheduled. A Business Curriculum review was scheduled and completed during the 2009-10 cycle. In addition, these program reviews scheduled for the Business Department this year. These include Human Resources, Information Technology, and Property, and these reviews were managed effectively.

An intensive program review process by which departmental councils establish specific review councils to conduct reviews: The memberships of these specific review councils include membership from across the College constituencies. Officers, faculty, Cadets, field Officers, employees and Territorial or Divisional Headquarters Officers are appointed to program review councils. Each different program review calls for a different review council to be assembled. The memberships of these review councils are specifically selected according to their expertise in the area being studied and are intentionally diverse to provide for a balanced and comprehensive review. Volunteers for these review committees are encouraged and can in almost all cases be accommodated.

The additional reviews completed include: Applied Ministries-Field Training, Bible and Theology, English, General Education, Library and Learning Resources, General Cadet Support Services, Cadet Finances, Cadet Governance, Cadet Health, Cadet Ministry Development, Campus Housing, Campus Safety, Family Care Program, Food Service/Catering, Personnel Council and Review Council, Personnel Manual and Spiritual Formation

The program review schedule for the next six years is detailed in the 2013-19 Schedule contained in Appendix S.
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)

Summary Response

The 127 course outlines of record were completed prior to the Probation visit in November of 2008. Each course was assigned to a qualified faculty member, and these modifications were approved by the Curriculum Council. They are updated on a continuous basis in concert with a ground rules policy designed to clarify the conditions under which CORs and SLOs need to be modified and submitted for formal approval. Over the past months, the CFOT Curriculum Department has been able to use the developed Course Outlines of Record to assist them in areas of program and curriculum review. A protocol for changing CORs has been approved by the Curriculum Council and the College has made substantive progress in this essential area.

Upon action by the Curriculum Council and Executive Council, the revised Course Outline of Record form was approved for this use and the full participation of all faculty members was solicited to complete this project. Each course in the Crestmont catalog was assigned to qualified faculty members, both individually and in committee, to develop these outlines. Once these outlines were complete, these forms were submitted to the Curriculum Council for review and approval and once approved by the Curriculum Council, were sent to the Executive Council for review and approval. CFOT staff worked diligently to create Course Outlines of Record for every course taught at CFOT. The assignment was rigorous and challenging, but the College did complete all Course Outlines of Record, and all reports were available for review at the Team Visit in November, 2008.

The Salvation Army College for Officer Training at Crestmont recognizes the consistency that the Course Outline of Record provides to the College for Officer Training degree program. Over the past months, the CFOT Curriculum Department has been able to use the developed Course Outlines of Record to assist them in areas of program and curriculum review and has experienced first-hand the benefit this resource provides to all members of the Crestmont Community. CORs are being updated as needed in concert with the curriculum changes and program reviews that impact course content and changes in response to Cadet needs.

The Salvation Army College for Officer Training at Crestmont demonstrated complete compliance with this standard and the completion of the remaining College Course Outline of Records by the time of the Probation Report Team Visit. The Probation Team Report on November 21, 2008, and the resultant ACCJC recommendation documented that the College had fully addressed this recommendation. Crestmont has continued to enhance and update CORs in accordance with documented needs.

The Academic Design Committee review and approve each quarter’s 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. All 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 their syllabi. In the fall of 2009 the Curriculum Council approved proposed consensus ground rules for changing CORs. This has enhanced campus communication and understanding regarding major and minor changes. These ground rules are contained in Appendix T.
Response to Recommendations

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.

Summary Response

The College took steps immediately to adopt the statewide standards for Faculty Minimum Qualifications and has abided by these policies strictly since 2008. Recently, the College learned that private accredited two year colleges in California were not required to adopt the specific statewide standards, and after researching such standards among peer private ACCJC accredited two year colleges in California, CFOT will continue to reinforce the need for Masters degree standards in the vast majority of required and academic courses. The revised minimum qualifications policy (see Appendix U), in sync with other peer private colleges, makes allowances in applied practical courses in Music, Applied Ministries courses, Field Training and in developmental and Bible electives for faculty teaching who have a related Bachelor’s degree and a minimum of five years of successful Salvation Army Officer experience. This policy revision was discussed with ACCJC staff, our prior Team Visit Chair, and then approved by the Curriculum Council, the Executive Council of the College and the Crestmont Council.

The Human Resources Committee of the College works with individual departments and the Director of Curriculum to make sure that candidates in the applied category are carefully matched with the assignment in terms of their credentials and experience. This committee will also continue to review all Masters Degree appointments to ensure compliance at the higher levels of qualification. This revised policy was approved by the Crestmont Council at their June 2010, meeting.

Currently, all of our instructors of record possess the Masters degree in the field in which they are teaching and meet the stated qualifications as documented in the College’s Revised Minimum Qualifications. In 2012-13, there were twenty-four qualified Masters-degreed faculty serving as instructors of record, four instructors who were teaching as part of the College’s Faculty Intern program and four applied instructors who qualified under the policy revision in 2010. Degrees at the Masters and baccalaureate level for our teaching faculty have all been earned in universities within the United States. In good faith the college has followed their own policy with sound judgment and careful annual review by the Human Resources Committee, a committee made up of teaching faculty/staff.
Additional Recommendations

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)

Summary Response

To promote academic success in its degree program, CFOT has developed course, academic department and institutional learning outcomes for all courses. The focus of the college is to train Cadets to be ministers within The Salvation Army. The knowledge and skills necessary to be effective ministers and the support they need to fully develop in this regard are primary considerations in the development and assessment of these SLOs. 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.

Instructors are required to review the data pertaining to their course (s) and make recommendations on how to close SLO achievement gaps. Instructors submit their syllabi for approval each time a course is taught and as part of the syllabi approval process they acknowledge review of these data and document the resulting changes. Achievement gaps are reviewed by department heads during the quarterly review and dialogue with instructors, as appropriate, occurs during development and/or submission of their syllabi.

To ensure transparency and open dialogue, faculty members report SLO achievement data to the Institutional Planning and Accreditation office via the aforementioned online database. This information is compiled on the Academic Quarterly Report which is reviewed at the end of the Fall and Spring Quarters. SLO assessment results and faculty review of these results form the basis for the academic program review.

The college has a schedule for Program Review and coordinates that schedule with the quarterly and annual academic reviews. CFOT has data related to Cadet achievement including grade distributions, survey data, faculty-reported SLO achievement data and Cadet-reported academic SLO achievement data. The quarterly and full year academic review enable the college to continuously monitor Cadet progress and those areas of the curriculum that may need improvement.

Over the last five years the college has trained its staff (and continues this process with new faculty) in the writing and assessment of SLOs. Faculty members have been trained in using grading rubrics and other measurement tools with the ability to create authentic assessments. In administrative areas the College is migrating from SLOs to Unit Outcomes as a more effective way of documenting progress in support areas such as business, etc.
Recommendation 2

To provide an overall integrated planning process encompassing academic and spiritual development programs, maintenance and support for the campus physical plant, financial resources and faculty/staff resources to support the overall effectiveness of the institution.

Objective #3.1:

*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, IIIA.6, IIIC.2, IIID.1a-c, IIID.3)*

Summary Response

In August 2008, the groundwork for the development of an assessment-based three year Strategic Plan became a distinct priority. Interviews by the Director of Institutional Planning and Accreditation were conducted with the Training Principal, all directors, a majority of the faculty, several Cadets, and members of the Crestmont Council about potential draft goals and immediate as well as long range needs of the campus. From the beginning the Plan was linked to the mission of the college and (at that time) the newly developed Academic Commitment Statement. The structure of the plan consisted of six major goals areas: 1.) Educational and Field Training Formation, 2.) Co-Curricular Programs and Professional Development, 3.) Long Range Planning, 4.) Financial Strength and Business Structures, 5.) Institutional Effectiveness and 6.) Leadership and Governance. 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.

The Director of Institutional Planning and Accreditation attended the WASC sponsored Retreat on Student Learning and Assessment (September 25-27, 2008) to get input on the revised strategic plan and its interface with planning and resource allocation. The plan was then further revised and submitted to the Strategic Planning Committee and Executive Council. In addition, the Strategic Plan draft was reviewed by the Executive Committee of the Crestmont Council in November, and in February 2009, the Crestmont Council had the opportunity to rank order and assign resources to the plan as input and advice to the College staff.

During the preliminary strategic planning phase, each strategic planning goal or initiative was identified and then verified by the Strategic Planning Committee as a valid and needed goal. This assessment required answering questions regarding the current status and progress of the goal, achievements of the goal, how this goal was linked to assessment activities of the College, how this goal was linked to the budget planning process, any recommended modification to the goal, and any proposed activities to further address this goal.

Strategic Goals Walk-Through

A draft strategic plan was unveiled at a Strategic Goals Walk-Through in January of 2009. Almost 100 members of the community including Cadets, faculty, staff, THQ staff, and Council members convened for a luncheon and post walk-through of the goals. At each central goal station a staff member explained the goals and invited input. Participants toured the six stations and then were given the opportunity to ask general questions as well as to affix stickers to individual goals that they wanted to give a priority. They were also invited to add new goals as appropriate. The Walk-Through was carefully evaluated and the data collected was used to alter and add new goals.
Strategic Plan Process (2009-12)

The development of a Strategic Plan was a major focus of all Councils and required regular meetings of the Executive Council and the participation of many faculty, staff, Cadets and Council members. The Principal and Chief Secretary from THQ also played a helpful role in clarifying needs and proposing directions. The Director of Institutional Planning and Accreditation created a framework used to document goals, resources needed and the key staff responsible for the implementation of the goals. Each goal was framed in terms of resources needed and was proposed for integration into the budget. Seventeen key strategic goals at a cost of $591,000 were being implemented in 2009-10 after final approval by the Crestmont Council at their September 18 meeting. The three-year strategic goal plan and 09-10 budget requests were approved by the Executive Council and the Crestmont Council based on input from the Curriculum, Personnel and Business Administration Councils. The actual strategic funded goals for 2009-10 were reviewed by the Executive Council at their August 26, 2009 meeting and were presented to the Crestmont Council for their final approval at the September 18, 2009 meeting.

Adopted CFOT Strategic Plan (2009-12):

To date, goals have been made more specific so progress and resource allocation is clear. The revised and targeted goals are listed in Appendix V. This re-statement enhances our ability to delegate authority, track progress, assign funds appropriately and insure goals are being addressed and met. The Executive Council is coordinating this process with input from all councils. CFOT is committed to an appropriately integrated two-year associate degree program that is balanced and dynamic and fosters the development of character, spiritual formation and leadership skills.

Constituent Input

Strategic goal committees and the Strategic Plan Committee Chairs were encouraged to use all available College data in assessing College needs, and all goals were designed to improve the learning environment. Goals were reviewed by the appropriate council, re-done and then finally sent for approval to the Executive Council and the Crestmont Council. Throughout the year Cadets were invited to make input, and several good suggestions came out of these additional meetings, including a suggestion dealing with the ADA and added access to buildings on the campus. An elevator was installed in the Administration building providing access to the upper campus for everyone, but Cadets felt there should also be an elevator in the academic building. This project was placed on the CFOT Property / Projects schedule.

Accountability

The major Councils mirror the major sections of the Strategic Plan and consequently, each of these councils is responsible for an annual evaluation of their respective goals. Originally, a committee was established to monitor each goal. This approach proved to be too cumbersome since there were 40 goals in the 2009-12 Plan. The College adopted this model for accounting for progress and reviewing and assessing the planning process.
In addition, the Council in each year of the plan adopted 6-8 Strategic Goals that were tracked by the Council. Progress on these goals and the overall plan were reported out each fall in the Crestmont News. In addition, in the third year of the 2009-12 Plan, the faculty and department chairs were polled in the Faculty/Staff Development Program regarding the status of the goals that were completed or mostly completed. Twenty-five of the goals were reported in the “completed” category and the other 15 were “somewhat completed or not completed”. Cadets were also asked in classes for feedback on the 2009-12 plan and input on the 2012-15 Plan. Composite data reflecting all responses was entered on the 2009 Strategic Plan Assessment indicating which goals were perceived to be completed and those carried forward that needed additional work. In addition, in each section of the assessment, new goals were listed based on constituent input for the 2012-15 plan.

The draft 2012-15 Plan was then reviewed by all constituents during the Strategic Goals Walk-Through on February 27, 2012. Each overall goal area was chaired by the Committee Chair of that area and suggestions were given for modifying and adding goals to the plan or deleting goals when appropriate. Thirty-two goals were eventually chosen to be included in the 2012-15 Plan. A summary of the Walk-Through input is provided in Appendix W.

Finally, the Strategic Plan Committee, using the input and guidance from others, developed a proposed plan which was approved by all Councils and sent to the Executive Council of the College and Crestmont Council for their approval. The Integrated Plan and adopted goals for 2012-15 can be found in Appendix Y.

**Strategic Plans and Budget Integration**

From the very beginning of the plans in 2008-09 The Strategic Planning Committee would identify those strategic plans that needed funding in a specific year and would recommend to the Executive Council and the Crestmont Council funds needed. As Directors submitted their own budgets to the Finance Office, they included these same strategic integration plans also. For the last five years the college has developed an integrated Strategic Plan Document that specifies a annual project, project costs, relevance to the Strategic Plan and person accountable for the project. All of these requests have in the past been given additional funding or existing
funds were shifted to a particular goal area. The Finance/Property Committee was engaged in assuring such projects were, indeed, funded.

**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)*

**Summary Response**

The College sponsors a vital faculty and staff development program coordinated by Major Brian Jones, Director of Curriculum, Mr. Duncan Sutton, Research Analyst and Dr. James Hartman, Director of Planning and Accreditation. Ten training programs a-year are scheduled and topics fall into the categories of technology, library and support services, multicultural resources, classroom pedagogy and assessment, program review and planning.

At these sessions there is a focused presentation followed by questions and answers. An effort is made to respond to questions, and all classroom-related faculty and staff participants are encouraged to attend. At each session more than 85 percent of the teaching faculty and staff are in attendance. Most of our attention is focused on the cycle of assessment and effective teaching. Many of the programs are presented by our own CFOT faculty and staff; the college also used a consultant on accreditation matters extensively as well as resources and speakers from other community and four-year colleges. Ideas for programs are solicited annually from participants and speakers and topics are selected based on input and feedback from participants.

**2008-09 Progress:**

CFOT administration is committed to providing faculty in-service training in assessment and program review and other areas of professional development. In-services are provided each month during the academic year. Training in the areas of information technology, Library and academic support services, multicultural resources, classroom teaching and the general area of assessment represent categories that are referenced regularly.

In 2008-09 the following assessment-related topics were presented:

- Understanding and Responding to ESL Writers
- Program Review in Community Colleges and at CFOT
- Strategic Goals Revisited – Making Goals Measurable
- Roles of Faculty and Staff in Assessment and Accountability
- The Learner-Centered Institution
- Learner-Centered Teaching and Assessment
- Program Review Parameters and Process
- Program Review and Use of Rubrics in Field Training
- Strategic Planning and Integration with Budget
- Direct and Indirect Assessment Strategies
- Campus Assessment Obstacles and Cures
- Quality in Campus Services
- Assessment Models in K-12 Schools
Responses to Recommendations

- Cadet Assessment of Collegiate Experience (ILOs) at CFOT
- Assessment of Institutional Progress

2009-10 Progress:
In 2009-10 the following assessment-related topics were presented:
- Closing the Loop on SLOs
- Writing Standards and Writing Rubrics
- Program Review Process in Personnel
- Assessment in the Academic Achievement Center Context
- A Culture of Evidence at CFOT
- Faculty Panel on Assessment
- Annual Forum on Faculty/Staff Program Assessment
- Cadet Assessment of Collegiate Experience (ILOs) at CFOT

2010-11 Progress:
In 2010-11 the following assessment-related topics were presented:
- Review of CFOT SLOs and SLO goals for 2010-11
- Broad Classroom Assessment Matters – Academic Achievement Center
- Input on Assessment Topics for Faculty/Staff Training Program
- Role of SLOs in the Academic Achievement Center Context
- Virtual File Cabinet and Evidence Access
- Use of Rubrics and Assessment in Field Training
- Review of Course and Departmental SLOs in Biblical Studies
- Review of Course and Departmental SLOs in Business/Computer Science
- Review of Course and Program SLOs in English, ESL, Communications
- Assessment in the Information Literacy Course/Area
- Review of Course and Departmental SLOs in Social and Natural Sciences
- Review of Course and Departmental SLOs in Theology
- Review of Institutional SLOs Updates
- Cadet Assessment of Collegiate Experience (ILOs) at CFOT

2011-12 Progress:
In 2011-12 the following assessment-related topics were presented:
- Assessment of How We are Doing
- Strategic Plan Review and Input
- Effective Model Course Assessment Strategies
- Program Review Link Between Data, Assessments and Outcomes
- Strategic Plan Assessment
- SLO Assessment Vignette
- Latest Developments in SLOs
- Institutional, Departmental and Course SLOs and Their Interface
- Review of Proposed Strategic Plan (2012-15)
2012-13 Progress:

In 2012-13 the following assessment topics were presented:

- Curriculum Mapping of Course SLOs to Department SLOs
- Assessment in Spiritual Formation and Discipleship Areas
- Effective Approaches to Teaching and Assessment in Religious Institutions
- Christian Teaching Triad Strategy and ISLO Outcomes
- On-Line Information Gathering Tools
- Use of Significant Assignments in Courses
- Word Knowledge and its Applications
- Cadet Assessment of Collegiate Experience (ILOs) at CFOT

Training/Education Commitment

The CFOT Training Principal, the Executive Council of the College and the Crestmont Council are committed to providing faculty in-service training in assessment and program review and other areas of professional development. The Director of Institutional Planning and Accreditation and the Research Analyst, Mr. Duncan Sutton, are charged with responsibility for matching the program with the needs of the faculty and staff.

The areas of assessment, program review and planning have been ones that have received considerable attention over the last few years. The College supports faculty and staff member participation in training and professional activities designed specifically to address the areas of assessment and program review and the use of results of review and evaluation to improve instruction, services, planning and processes.

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).

Summary Response:

The College is committed to continuing to strengthen the pedagogy and classroom teaching skills and experiences of its faculty and staff. Because we have such a diverse Cadet body, we are committed to facilitating effective training of our faculty in relating to a highly diverse Cadet body. The College demonstrates its commitment via an active and on-going program using on-campus and outside speakers and presenters. Challenges encountered in classroom management, Cadets with learning difficulties and Cadets with writing challenges are converted into programs and exercises for the teaching staff.

2008-13 Progress

In 2008-09 the following teacher training programs were presented:

- How to Set Up and Use Faculty Web-Pages
- Basics of Information Literacy
- Understanding and Responding to Cadet ESL Writers
• Using Rubrics in the Classroom
• How to Prepare Annotated Bibliographies
• “What the Best Teachers Do” – a series based on the book of the same title by Ken Bain
• Informational Literacy - Identifying Sources of Information
• Using Visio (IT)
• The Development of Student Learning Outcomes
• Program Review Parameters and Process
• Strategic Goals Revisited
• Organization of Knowledge: Dewey Versus LOC
• Using Technology Creatively to Maximize Learning Outcomes
• Differentiating Between Scholarly Journals and Other Publications
• Learning-Centered Teaching

In 2009-10 the following teacher training programs were presented:
• Evaluating Faculty Teaching Process
• Classroom Teaching Innovations
• Brain Rules Review
• Cadet Diversity - A Territorial View
• Field Supervision of Cadets
• Technology at CFOT
• Salvation Army Historical Teaching Themes
• A Curriculum Perspective
• Proposal for Faculty Classroom Observations

In 2010-11 the following teacher training programs were presented:
• Teaching Vignettes
• Effective Use of Visual and Worship Arts Classroom Presentations
• Trust in Relationships
• Reporting Academic Dishonesty and Follow-Through
• CFOT Fact Book Draft
• Theological Distinctives and the CFOT Curriculum
• Use of Rubrics in Field Training
• Role of the Academic Achievement Center in the Learning Skills Arena
• Confronting Our Diversity as a College

In 2011-12 the following teacher training programs were presented:
• Academic Role of the Academic Achievement Center
• Faculty/Staff Input to the Strategic Plan
• Self-Evaluation Committee Assignments
• Presentation by Dr. Patrick Macmahon on Effective Teaching and Learning
• Campus-wide Strategies for Improving Writing Among Cadets
• Role of Field Training at the College
• Diversity at CFOT: Implications
In 2012-13 the following teacher training programs were presented:

- Peer Faculty Observer Program – Process and Assignments
- “Defining the Best” from What do the Best Teachers Do?
- “What Do They Know about How We Learn?” from What do the Best Teachers Do?
- MLA Citation Style
- Demonstration of NoodleTools Database
- “How Do They Prepare to Teach?” from What do the Best Teachers Do?
- Presentation on The Role of the College Teacher and Effective Approaches to Teaching in Religious Institutions, Sharon Doctor, PhD., California Lutheran University
- “How Do They Conduct Class and How Do They Evaluate Their Students and Themselves” from What do the Best Teachers Do?
- On-Line Information Gathering Tools
- “What Do They Expect of their Students?” from What do the Best Teachers Do?
- Word Knowledge and Its Applications
- “How Do They treat Their Students” – from What do the Best Teachers Do?
- Training Expectations for Cadets; What CFOT Expects
- “What Can We Learn From Them” - from What do the Best Teachers Do?
- Review of Impact of Book on Faculty at CFOT

Commitment to Teaching

In pursuit of promoting faculty development and instructional resources, Crestmont supports a Faculty/Staff In-service Training Program to address the needs of our faculty in the delivery of instructional materials. Crestmont administration has committed to monthly faculty in services in the areas of classroom pedagogy and faculty development, use of technology in instruction, providing instruction to students of diverse cultural and language backgrounds, and training sessions in the use of information literacy exercises throughout the curriculum.

Dr. Frederick P. Trapp, consultant, has been helpful in presenting training sessions and recommending other experts. The College plans to continue to work closely with him in future years in continuing to improve the assessment of classroom teaching at the College.

Several CFOT faculty and staff members were also enrolled in ACCJC Workshops during the last six school years. Ten staff members are also enrolled in continuing education programs to further their educations and to provide the College with additional, credentialed full time faculty members. CFOT is committed to providing lifelong learning and professional development opportunities to all staff members as the College strives to improve the overall support for professional teaching.

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)

Summary Response

This concern was mitigated by the immediate development and approval of a written 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 and a much more informed constituency on the campus. The College continues to publicize the decision-making process in the Catalog, the Staff Manual, the Cadet Manual and the Guidelines for Instructors and to reinforce participation and assessment regarding the effectiveness of the process. The original policy was approved by the Crestmont Council at the February, 2009 meeting and then reaffirmed upon review in the Crestmont Council meeting on September 17, 2012. The policy was reviewed by all major councils and recommended by the Executive Council to the Crestmont Council for approval. The sole addition to the policy from Cadets was that the College post names of Cadets on committees in a timely manner and that that listing be available at the Library. CFOT by its actions in this area exemplifies the principles of engagement, transparency, and clear communication at all levels of College decision-making and has taken great strides to clarify this position throughout the College.

Priority on Decision-Making Process

This recommendation was given the highest priority because of the commitment of the College to ensure a proper environment for making effective decisions. In an academic community with Officer, Cadet and employee constituents, it is essential that there be an atmosphere of mutual trust and respect. This is especially the case given the nature of the education, training and commitment expected of Cadets. The policy was totally revamped by clarifying how the Council system supports the decision-making process, how the council process works, role of assessment data in such decisions, a new medium for posting issues under consideration on Lotus notes so faculty, Cadets and staff know what issues are being considered, appointment of an additional Cadet to the Crestmont Council, appointment of Cadets to councils where needed, meeting with faculty, Cadets, and employees to solicit input on the process, and a section of the policy that educates the community on the role of the governing board, Crestmont Council.

Input and Output

The Director of Institutional Planning and Accreditation presented the proposed policy to employees, faculty, staff and Cadets (and it was reviewed and approved by the major Councils) and authored an article on the topic for the College newsletter. Cadets are invited to participate in the process and to report concerns to their peer leaders or to the personnel Officers. In September, notice regarding the policy and process was posted on all Crestmont College bulletin boards.

Framing the Councils Roles:

To ensure effective decision-making, the College annually confirms, updates and publishes the roles and duties of all committees and councils. Memberships are reviewed and updated annually, and Cadets serve on all major Councils with the exception currently of the Personnel Council (due to confidentiality requirements.)
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.)

Summary Response

This concern was addressed by the adoption in 2008 of a Code of Ethics Statement for members detailing ten specific references to specific expectations and a published reference to behaviors that are not acceptable. The College also requires all Council members to sign an Acknowledgement of Receipt, Record of Understanding and Specific Agreement with Policies in the Crestmont Council Member Manual. The College also displays in its annually updated Council Member Manual its Conflict of Interest Policy and the Confidentiality Agreement required of Council members.
Responses to Recommendations

Overview of Evidence

Appendix T: Ground Rules for Changing CORs
Appendix U: Revised Faculty Minimum Qualifications Policy
Appendix V: Adopted Strategic Plan (2009-2012)
Response to Self-Identified Items from Prior Self-Study and Mid-Term Report
The following tables reference self-identified items as stated in an abbreviated form from the original 2007 Institutional Self-Study (pages 117-118) and 2010 Mid-Term Reports. Evidence of effort was attached to Show Cause, Probation, and Follow-Up reports sent to ACCJC. Bolded statements in the status column were added during the Self-Evaluation in 2012-13.

**Self-Identified Items from Prior Self-Study (2007-10)**

<table>
<thead>
<tr>
<th>Self-Identified Items</th>
<th>Reference (Standard, Section)</th>
<th>Status</th>
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<tbody>
<tr>
<td><strong>Institutional Mission and Effectiveness:</strong> The mission is satisfactory and is stated consistently in all major publications from the College and on the college website. It is periodically, formally and systematically re-evaluated and re-affirmed, especially for new faculty who join the college. Plan to review mission statement.*</td>
<td>S I, Sec. A</td>
<td>Note: Scheduled Items are by their nature also referenced in the Future Planning Agenda.</td>
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<tr>
<td><strong>Institutional Mission and Effectiveness:</strong> Update the Strategic Plan and make it foremost in the planning and decision-making at the college. Develop a three-year Strategic Plan and have it implemented by the mid-term review.</td>
<td>S I, Sec. B</td>
<td><strong>Completed:</strong> The College adopted (and the Council approved) a three-year Strategic Plan for the time frame 2009-12. The Director of Institutional Planning and Accreditation does a Strategic Plan Scorecard each fall to the campus and Crestmont Council and addresses the employee staff annually communicating progress to regarding the overall strategic plan. The Strategic Plan Committee meets regularly and also attends to such business in the Executive Council meetings. The Crestmont Council targets specific goals each year and continues to address those goals when sufficient progress is not made. Completed goals are noted by the Council. The Plan and our annual scorecard report are on the website of the College. The Planning Office maintains the document that confirms strategic goals approved, resources needed, funds allocated, responsible parties and project status. In the first year of the plan, more than $530,000 was allocated to specific goals. A new Strategic Plan was approved for 2012-15 based on input from all constituencies, and we are in the second year of plan implementation. Each year strategic directions at the college are reviewed, documented and rank-ordered in terms of priority and then budgeted accordingly. The assessment of the prior three-year plan was used to develop the new Strategic Plan.</td>
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<tr>
<td><strong>Institutional Mission and Effectiveness</strong>: Design a plan to improve pedagogical development of instructors and one for evaluations of faculty teaching effectiveness. Plan to improve training in faculty pedagogy skills and teaching assessment.</td>
<td>S I, Sec. B S III, Sec. A5 II, A1 (b &amp;c)</td>
<td>Completed: The College has an on-going formal ten session/year faculty development program, and the vast majority of training presentations are aimed directly at improving teaching. The College actively supports continuing education via traditional and on-line courses as well as related conferences and Webinars. A faculty peer observer program was implemented in 2012-13, and all faculty and adjuncts were observed and their performance documented for review by the Director of Curriculum, the Training Principal and the Assistant Principal. This program will be continued on an annual basis.</td>
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<tr>
<td><strong>Institutional Mission and Effectiveness</strong>: Expand efforts to tie program changes to an effective research agenda, data collection system and an informed decision making structure. Expand and vitalize the institutional research and decision-making function.</td>
<td>S 1, Sec B3, 6-7</td>
<td>Completed: This function is assigned to the Institutional Research Committee composed of Assessment Associates in each academic area and coordinated jointly by the Director of Curriculum and the Director of Institutional Planning and Accreditation. The College and the Crestmont Council adopted a decision-making policy that has been fully implemented. Two Cadets have been appointed to serve on the Crestmont Council with all the rights and privileges in a one-year term appointment. Cadets who serve are expected to document their perceptions of the experience and make appropriate recommendations to the Council and College. The Institutional Research Committee is playing a stronger role in developing and tracking the research agenda. A cultural inquiry process was implemented which allows any constituent to request an important topic or area to be researched and data summarized by the committee. The IR Committee was involved in the Self-Evaluation and the framing and approval of the Actionable Improvement Plans.</td>
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<td><strong>Improving Institutional Effectiveness</strong>: Develop a process for the Executive Council to monitor projects and recommendations and to improve communication with all constituents.</td>
<td>S 1, Sec B1,2 S IV, Sec A1</td>
<td>Completed: Councils and committee functions, memberships (including Cadets) and chairs are listed in multiple publications and on website. All minutes for major councils are posted regularly on intranet for all constituents.</td>
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<td><strong>Improving Institutional Effectiveness</strong>: Increase overall effectiveness for each department by having regular meetings of key staff directors.</td>
<td>S 1, Sec B S IV, Sec A2 &amp; 3</td>
<td>Completed: The all-campus College committees and councils (Business Administration Council, Personnel Council and the Executive Council) meet once a week, and all staff and Officers meet with the Principal on a monthly basis to review calendar and report individually what is happening in each area of the College. Training Principal meets regularly with Staff Directors individually each week.</td>
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<td><strong>Improving Institutional Effectiveness</strong>: Communicate to all constituents via the website (and/or the intranet) to facilitate internal and external communication and community understanding of</td>
<td>S 1, Sec B S II, Sec A1(a), 3(b) and B3) S III, Sec C1</td>
<td>Completed: Intranet use and technology use generally by the Cadets and faculty at the college is dynamic and extensive. Cadets are given their own laptops upon matriculation and take their laptops with them upon their first appointment as Officers. A new software course was added to the curriculum in 2010 and the developmental technology course and placement test were integrated</td>
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<td>the college’s mission.</td>
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<td>more effectively. In addition, an Information Literacy and Research Skills course is taught by our Library and Museum Services Director. The College is putting assessment data on a secure site where it is more easily available to faculty, staff, external consultants and ACCJC representatives.</td>
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<tr>
<td><strong>Improving Institutional Effectiveness:</strong> Communicate and embrace strategic operating and capital goals throughout the college. Such goals and the progress are shared with the Coordinating Council, Cadet Council and Employee Meetings, and in departmental committees and councils. Insure that the college promotes identification with the strategic goals and assessment of progress.</td>
<td>S 1, Sec B1 &amp; 2 S IV, Sec A3</td>
<td>Completed: Three-year plan adopted by the college and the Council is a fundamental element in budget direction and resource allocation. Cadets are encouraged to provide input on goals; a Cadet panel meets at the end of each year with the faculty and staff and the Crestmont Council to provide feedback to the College regarding their ideas and suggestions on needs and goals. The Crestmont Council adopts 6–8 goals in the Plan per year for tracking purposes; the progress on these goals is reported annually as is the progress generally via a scorecard which is published each fall in Crestmont News. This keeps the community informed regarding progress on the goal implementation.</td>
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<td><strong>Student Learning Programs and Services:</strong> Complete development of all SLO assessment materials institution-wide. Complete development of SLOs for all courses.</td>
<td>S II, Sec A1(c), 2(a, b, e, f, h &amp; i) Sec A6</td>
<td>Completed: The College completed in 2008 the development of SLOs for all courses and satisfied this goal. These SLOs are reviewed by the Curriculum Department staff each time a course is offered. SLOs are part of all syllabi and a key feature of the assessment done in each course. SLOs are confirmed and updated in all courses, and the SLO input is becoming increasingly useful. There is greater intentionality and specificity by the College in SLO assessment and ties to areas of curricular need and concern. The Academic Design Committee is reviewing all syllabi SLOs and providing feedback to faculty. The IR Committee will oversee this process and provide advice to faculty re the relationships between course assignments and SLO evaluation.</td>
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<tr>
<td><strong>Student Learning Programs and Services:</strong> The CFOT will seek professional assistance in refining its approach to assessment.</td>
<td>S II, Sec A</td>
<td>Completed: The College worked with an assessment service from Azusa Pacific University in 2007 and in 2008 going forward is contracted to work with Dr. Fred Trapp from Cambridge West Partnership LLP.</td>
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<tr>
<td><strong>Student Learning Programs and Services:</strong> The CFOT proposes to continue to refine all areas of institutional evaluation tools including SLOs, Officer competencies, course delivery and Cadet surveys.</td>
<td>S II, Sec A</td>
<td>Completed: The SLO form was revised to more fully clarify the differences between course objectives and SLOs and it was placed into a tech format that allows on-line reporting and the generation of a summary document for the College. Much of our survey data are collected on Boomerang; this platform is being evaluated given the preference nationally for Survey Monkey.</td>
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<tr>
<td><strong>Student Learning Programs and Services:</strong> Increase the on-line format aspects of assessment policies and procedures and related.</td>
<td>S II, Sec A</td>
<td>Completed: CORs and SLOs and many aspects of the assessment process are on-line and available to faculty. The new Research Analyst has created electronic access to all assessment documents; the college has made demonstrable progress in this area. All Cadets surveys...</td>
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<td>research and data.</td>
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<td>are on-line.</td>
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<td><strong>Student Learning Programs and Services:</strong> Complete SLOs for student service areas and for all academic and instructional programs.</td>
<td>S II, Sec A5 S II, Sec B1</td>
<td>Completed: SLOs exist in all academic and instructional programs and student services areas. Our syllabi contain the SLOs for each course; we are in the process for selected administrative units of converting from SLOs to Unit Goals where this seems more meaningful.</td>
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<tr>
<td><strong>Student Learning Programs and Services:</strong> Conduct a review of the curriculum on a five year cycle.</td>
<td>S II, Sec A1, 2, &amp; 5</td>
<td>Completed: General and structural curriculum review was conducted this year to confirm units required for AA degree, and to clarify departmental definitions and alignment. Some course adjustments were made. This past year a review was conducted of the Business program curriculum and the timing of courses was altered to address feedback from Cadets. The college is using survey data and data from the field Officers to assess programs and will continue with such annual program reviews as needed, and an overall assessment every five years.</td>
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<td><strong>Student Learning Programs and Services:</strong> Strengthen the decision-making responsibilities of student government as represented in the Cadet Council.</td>
<td>S II S IV, Sec A2(a)</td>
<td>Completed: The Personnel Department staff and the Training Principal in their student government advisor roles has worked to empower the Cadets into becoming increasingly involved in the academic and student services programs of the College. Detailed Officer job descriptions were a factor in the improvement. Considered recommendations from the student government are more frequent and often adopted by the College. The President of the second year class has been appointed as a full member of the Crestmont Council. The College also implemented in 2009 a campus-wide decision-making structure and policy. The decision-making policy was recently endorsed by the Crestmont Council as an effective instrument for promoting participation in decision-making.</td>
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<td><strong>Student Learning Programs and Services:</strong> The CFOT will continue to update its English as a Second Language program.</td>
<td>S II, Sec A1(a) &amp; 2(d)</td>
<td>Completed: Major improvements in placement and curricula were made in this program, but for the last two years the College has not enrolled any ESL Cadets. The enrollment increase with several ESL Cadets that same year caused the college to reinstate fully the ESL Program. In 2011-12 the college hired a fulltime person to teach ESL and the enrollments in ESL and English have been sufficient to support this decision.</td>
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<td><strong>Student Learning Programs and Services:</strong> The CFOT will insure it meets acceptable standards in awarding college credit and in facilitating the transfer of credits.</td>
<td>S II, Sec A2(h) &amp; A6(a)</td>
<td>Completed: Using a peer group of other private WASC-accredited two year institutions, the College modified its no passing time practice to allow a five minute passing time. The College and the Crestmont Council in 2010 recently adopted clear standards on the transfer of credit into Crestmont and published these policies in the 10-11 catalogs. Cadets now learn upon entry which credits are transferable.</td>
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<td><strong>Student Learning Programs and Services:</strong> The College will enhance the character education, wellness and</td>
<td>S II, Sec B1 &amp; 3(b &amp; d)</td>
<td>Completed: The Personnel Department responsible for student services has revised its spiritual formation program to further emphasize character, supported the adoption of a set of core values, adopted an entirely new</td>
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<td>leadership development programs.</td>
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<td>wellness program, hired a trainer to work with Cadets, contracted with off-campus weight reduction specialists and is continuing in the curriculum, field training and other forums to emphasize the Officer as a leader.</td>
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<td><strong>Student Learning Programs and Services:</strong> Complete the development of the Virtual Corps Training Capstone Course.</td>
<td>S II, Sec A5</td>
<td><strong>Completed:</strong> This course simulates real-life situations that a Corps Officer may experience. It utilizes on-line technology and traditional classroom experiences and scenarios in emulating a virtual practicum. This capstone course gets very high assessments from the second-year Cadets and is coordinated by the Training Principal.</td>
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<tr>
<td><strong>Student Learning Programs and Services:</strong> The CFOT will continue to make the learning skills needs of its Cadets a priority and design such programs.</td>
<td>S II, Sec A1(a &amp; b), A2(d)</td>
<td><strong>Completed:</strong> The College implemented in the 09-10 year a new Academic Achievement Center and hired a full-time qualified Director. She has established a broad range of programs intended to provide support services including writing, tutoring, learning seminars, etc. The college also converted its pre-training program to an on-line format that has been especially effective and converted the testing placement programs to an Accuplacer data model that provides more meaningful placement data in Math and English. <strong>The college added a second English course for those Cadets in the developmental category.</strong></td>
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<td><strong>Student Learning Programs and Services:</strong> The CFOT will continue to emphasize academic advising and counseling of Cadets.</td>
<td>S II, Sec B3</td>
<td><strong>Completed:</strong> The College added a part-time psychological counselor in 2012-13 to support the full-time counselor. Officer faculty do, indeed, serve currently as general advisors to the Cadets. The structure of the curriculum limits the need for academic advisement at the college.</td>
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<td><strong>Student Learning Programs and Services:</strong> The CFOT will continue to promote Cadet understanding and diversity and integrate diversity into the academic and student life programs.</td>
<td>S II, Sec B3(d)</td>
<td><strong>Completed:</strong> The vast majority of courses have a multicultural SLO and this topic is emphasized in faculty training and development.</td>
</tr>
<tr>
<td><strong>Student Learning Programs and Services:</strong> The CFOT will digitize its record system in the Curriculum Department.</td>
<td>S II, S III, Sec C1</td>
<td><strong>Completed:</strong> All but a few remaining spring academic records from 2009-10 have been digitized, and these are scheduled to be digitized during the fall term of 2010-11.</td>
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<td><strong>Student Learning Programs and Services:</strong> The CFOT will promote additional technology training for the faculty.</td>
<td>S II, S III, Sec C1(b) &amp; 2</td>
<td><strong>Completed:</strong> The Territory provides a weekly on-line training program and several of the faculty have attended technology training sessions as part of the faculty/staff training program.</td>
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<td><strong>Resources:</strong> Develop a financial plan for the College that includes financial aid for Cadets.</td>
<td>S II, S III, Sec D1 &amp; 3</td>
<td><strong>Canceled:</strong> The extraordinarily high audit costs associated with the receipt of federal financial aid caused the college after much deliberation to cancel in 2008 the plans to be a federal financial aid recipient. Our resources at that time could not support or justify the exorbitant expense. The College is able with Territorial, Division and Corps support to meet the financial need of the enrolled Cadets.</td>
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<td><strong>Resources:</strong> Develop a financial timeline or protocol that links the strategic plan</td>
<td>S I, Sec. B, S III, Sec B1 &amp; 2</td>
<td><strong>Completed:</strong> The College has developed a financial protocol that clarifies the time frame for developing the budget in concert with the Strategic Plan and in time to get</td>
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<td>and the budget review.</td>
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<tr>
<td><strong>Resources:</strong> Develop a capital plant replacement plan and a site building plan for the campus.</td>
<td>S III, Sec B1 &amp; 2</td>
<td><strong>Completed:</strong> The College has an active College and Crestmont Council Property Committee that rates and seeks funding for the most essential projects. In 2008, the College added a $26 million dollar Cadet residence building and shortly after added an elevator in the Smith Building and repaired one in the Conference Center. The elevator additions were of great assistance to our disabled constituents and visitors. Last year the College added an Academic Achievement Center. This summer the College added a new larger classroom with new technology to accommodate slightly larger classes. The College has also implemented and is refining a new Life Cycle Replacement System to track plant infrastructure items. The Training Principal chairs a Cost Containment Committee that also focuses on plant and utility costs and has made real progress with recycling at Crestmont.</td>
</tr>
<tr>
<td><strong>Resources:</strong> Implement recommendations from the past program review.</td>
<td>S III, Sec A1, 5 &amp; 6</td>
<td><strong>Completed:</strong> This area has qualified personnel and is systematic and professional in the screening, hiring and evaluations of staff. Survey results were positive about training programs available, communications with staff and the role of the HR department in hiring staff and faculty. Please note the campus Human Resources Department works very closely with the THQ Personnel Department since many of the HR functions (e.g. payroll) are performed or coordinated at that level. The HR area may require more understanding by the campus of the delineation between the THQ and the College role.</td>
</tr>
<tr>
<td><strong>Resources:</strong> Enhance employee development opportunities at the college; track faculty continuing education.</td>
<td>S III, Sec A5 &amp; 6</td>
<td><strong>Completed:</strong> Employees are expected to participate actively in support of the College and to take advantage of training programs available on-site and on-line. There is a strong commitment to educational opportunities for employees and training in the areas of child abuse, harassment, van driving and safety generally.</td>
</tr>
<tr>
<td><strong>Leadership and Governance:</strong> Define policy areas with the Council where clarification is needed re the decision-making and power and leadership at the College.</td>
<td>S IV, Sec A2 &amp; 3</td>
<td><strong>Completed:</strong> The campus-wide development of the decision-making policy enabled the campus to identify the process by which decisions are made and how any member of the College community can make a suggestion or proposal or file a concern or complaint. This message is repeated at Employee Meetings and addressed in decision-making presentations.</td>
</tr>
<tr>
<td><strong>Leadership and Governance:</strong> Refine the processes of communication between the Crestmont Council and the Office of the Principal to ensure that the flow of communication is adequate, informed and relevant to the operations of the College.</td>
<td>S IV, Sec B1(I &amp; j), 2 (c &amp; e)</td>
<td><strong>Completed:</strong> Communication between the Office of the Principal and the Crestmont Council has improved significantly due to efforts of the Training Principal and Council Chair to provide effective leadership in this arena. The Council added an additional meeting each year and that fact alone improved the communication. In addition, the College promoted campus visits and a Cadet panel at a Council meeting.</td>
</tr>
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</table>
### Self-Identified Items from Prior Mid-Term Report (2010-13)

The status of the following planning agenda items was updated as part of the 2013 Self-Evaluation process.

<table>
<thead>
<tr>
<th>Self-Identified Items</th>
<th>Reference (Standard, Section)</th>
<th>Status</th>
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</thead>
<tbody>
<tr>
<td><strong>Institutional Mission and Effectiveness:</strong> The college mission needs to be periodically, formally and systematically re-evaluated and re-affirmed by the college constituents. <strong>Plan to review college mission statement.</strong></td>
<td>S1, Sec A3 &amp; 4</td>
<td>Completed: The College and Crestmont Council reviewed and approved the mission in the year 2012-13 at the Fall, 2012 meeting. One of the proposed AIPs is to review the mission on a three year cycle. This review also included the Academic Commitment Statement.</td>
</tr>
<tr>
<td><strong>Institutional Mission and Effectiveness:</strong> Expand efforts to tie program changes to an effective research agenda, data collection system and an informed decision making structure. <strong>Expand the institutional research agenda and function and better integrate it with program changes and decision-making.</strong></td>
<td>S I, Sec B1 &amp; 3 S II, Sec A2(e &amp;f), B4, C2 S III, Sec A6, B2(b), C2, D3</td>
<td>Completed: Increasingly, changes are based on data and/or feedback from constituents at the college, and prior to a decision being made, the questions is asked “What does the data indicate about the matter at hand?” The IR Committee sets their agenda in sync with the needs of the College and promotes research on vital matters.</td>
</tr>
<tr>
<td><strong>Institutional Mission and Effectiveness:</strong> Design a plan to improve evaluations of faculty teaching effectiveness. <strong>Plan to improve process in assessing teaching effectiveness.</strong></td>
<td>S I, Sec. 5 S III, Sec A1(b &amp; c)</td>
<td>Completed: A faculty peer observer program was implemented in 2012-13, and all faculty and adjuncts were observed and their performance documented for review by the Director of Curriculum, the Training Principal and the Assistant Principal. This program will be continued on an annual basis.</td>
</tr>
<tr>
<td><strong>Improving Institutional Effectiveness:</strong> The college needs to make intentional and institutionalize the practice of researching a topic of interest or concern and using the data to dialogue the options for progress available to the college. <strong>Develop research request procedures, data forms and criteria for prioritizing institutional re-search requests.</strong></td>
<td>S II S I, Sec B1</td>
<td>Completed: The Institutional Research Committee is playing a stronger role in developing and tracking the research agenda. A cultural inquiry process was implemented which allows any constituent to request an important topic or area to be researched and data summarized by the committee. The IR Committee was involved in the Self-Evaluation and the framing, review and approval of the Actionable Improvement Plans.</td>
</tr>
<tr>
<td><strong>Improving Institutional Effectiveness:</strong> Begin to develop a “guide” for faculty and staff for accessing data and information regarding research usage.</td>
<td>S I, Sec B3, 5, 6 &amp; 7</td>
<td>Progress: The IR Committee has been assigned the task of beginning the compilation of an easily accessed Guide that provides information for accessing data and documented cultural inquiry activities. This project is being directed by our Library Services Director who serves on the Institutional Research Committee and the members of the Committee. To be completed in 2013-14.</td>
</tr>
<tr>
<td><strong>Improving Institutional Effectiveness:</strong> Produce an outcomes report annually that reports actions taken on research at the college.</td>
<td>S II S I, Sec B1, 3, 5, 6 &amp; 7</td>
<td>Progress: Outcomes from research at the college from our Institutional Research Committee are dependent on campus matters of importance being referred to the</td>
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<tr>
<td>Self-Identified Items</td>
<td>Reference (Standard, Section)</td>
<td>Status</td>
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<tr>
<td>Improving Institutional Effectiveness: Refine and expand website or intranet site</td>
<td>S II, Sec 1</td>
<td>committee for their assistance. To date, few requests have been made for this service.</td>
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<tr>
<td>for easy access to Cadet profile, assessment data and accreditation reporting</td>
<td>S I, Sec B5</td>
<td>Progress: The College is putting assessment data on a secure site where it is more easily available to faculty, staff, external consultants and ACCJC representatives.</td>
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<tr>
<td>information.</td>
<td>S III, Sec C</td>
<td>Progress: The program review teams have access to SLO data in their work, but this is an area where the college needs to provide additional assistance and data to the teams. This self-identified goal needs additional work.</td>
</tr>
<tr>
<td>Program Review: Document the framework for linking our program review data, SLO</td>
<td>S I, Sec B3</td>
<td>Completed: The Curriculum Council and the Executive Council of the College approved the proposed program review schedule for the next six years, allocating a single and in some cases two program reviews each year to each of the areas at the college, including Academic, Personnel and Business.</td>
</tr>
<tr>
<td>data and recommendations related to college planning and resource allocation.</td>
<td>S II, Sec A2(e)</td>
<td>Completed: The COR review is being completed this summer under the auspices of the Curriculum Department. All CORs will be complete and congruent with the syllabi and SLO directories by the end of July.</td>
</tr>
<tr>
<td>Program Review: Develop six-year plan for next program review cycle in the areas of</td>
<td>S I, Sec B3</td>
<td>Completed: SLOs are confirmed and updated in all courses, and the SLO input is becoming increasingly useful. There is greater intentionality and specificity by the College in SLO assessment and ties to areas of curricular need and concern. The Academic Design Committee is reviewing all syllabi SLOs and providing feedback to faculty. The IR Committee will oversee this process and provide advice to faculty re the relationships between course assignments, SLO evaluation and SLO course, department, and institutional integration.</td>
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<tr>
<td>curriculum, personnel and operations strategically scheduling areas in terms of</td>
<td>S II, Sec B4</td>
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<td>priorities and needs.</td>
<td>S II, Sec C2</td>
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<tr>
<td>Course Outlines of Record: Review and assess the effectiveness of the Course Outline</td>
<td>S II, Sec A2(a)</td>
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<td>of Record review and approval process to insure compliance with “ground rules for</td>
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<td>changing CORs” and for congruence with respective syllabi.</td>
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<tr>
<td>Student Learning Programs and Services:</td>
<td>S II, Sec A2</td>
<td></td>
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<tr>
<td>Continue to refine quality of SLO data,</td>
<td>S II, Sec B1</td>
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<tr>
<td>integration and quality of course, department and institutional SLOs, on-line</td>
<td>S II, Sec C1(b)</td>
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<tr>
<td>access to reporting and review of SLOs and process for review of such data:</td>
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<tr>
<td>Student Learning Programs and Services:</td>
<td>S II, Sec. 2</td>
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<tr>
<td>Conduct a review of the curriculum on a five year cycle.</td>
<td>S II, Sec A2(a, b, &amp; e), 6</td>
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<tr>
<td>Student Learning Programs and Services:</td>
<td>S II, Sec C1(a &amp; d)</td>
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<tr>
<td>The CFOT will pursue the option of a new records software system to support the</td>
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<td>registrar function in the Curriculum Department.</td>
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<tr>
<td>Student Learning Programs and Services:</td>
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<tr>
<td>The new Information Literacy course will be assessed in terms of the current needs of first-year Cadets and a post-test will be administered in the second year to see if such literacy has increased during the two years at the College.</td>
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<tr>
<td>Reference (Standard, Section)</td>
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<tr>
<td>S II, Sec A1(a), 2(e &amp; f), 3(b)</td>
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<tr>
<td>S II, Sec C1(b) &amp; 2</td>
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<td>Status</td>
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<td>functional in the Fall of 2013.</td>
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Completed: The Director of Library and Museum Services conducted a post-test in the spring of 2011. The College will continue to administer a pre and post-test to all first-year Cadets enrolled in the course.

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<thead>
<tr>
<th>Student Learning Programs and Services:</th>
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<tbody>
<tr>
<td>The Personnel Department will coordinate a program review of the effectiveness of the Family Care, Spiritual Formation and the Cadet Recreation and Wellness programs.</td>
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<tr>
<td>Reference (Standard, Section)</td>
</tr>
<tr>
<td>S II, Sec B1, 3(c), 4</td>
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<tr>
<td>Status</td>
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<tr>
<td>Completed: The Spiritual Formation Program is completed. The Family Care Program Review was scheduled as was the Cadet Recreation and Wellness, but these were superseded by the initiatives undertaken at the Territorial level. These included a formal audit of the Family Care Program by THQ the same year the program review was scheduled and a large scale wellness program implemented by the Western Territory of The Salvation Army. The Executive Council made a decision to defer the program reviews because of the demands of the Territorial Family Care review. The Wellness Program was also deferred based on a judgment that the 2008 Review in this area had produced many successful interventions, including the addition of a Trainer to the staff of the College. In fact, THQ added wellness features to the medical plan provided by The Salvation Army. It was determined by the Curriculum and Executive Councils that this review could be deferred.</td>
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<tr>
<th>Student Learning Programs and Services:</th>
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<tr>
<td>The Personnel Department will conduct an administrative review of their approach to assessing student services and will confirm the key measures by which such services are judged.</td>
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<tr>
<td>Reference (Standard, Section)</td>
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<tr>
<td>S II, Sec B4</td>
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<td>Status</td>
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<tr>
<td>Completed: The Research Analyst worked with the Personnel staff to ensure the Cadet Survey is an effective assessment instrument in getting feedback from Cadets. The feedback itself regarding services has been exceedingly positive with the possible exception of information technology. A further need for key measures does not appear to be needed at this time.</td>
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<tr>
<th>Student Learning Programs and Services:</th>
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<tbody>
<tr>
<td>The Cur-vinculum Department will coordinate reviews of the Pre-Training Program, the Academic Achievement Center, use of Academic Advisors and the effectiveness of the Accuplacer Placement Exam in Math and English course placements for first-year Cadets.</td>
</tr>
<tr>
<td>Reference (Standard, Section)</td>
</tr>
<tr>
<td>S II, Sec A1(c), 2(e)</td>
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<tr>
<td>S II, Sec B3(e) &amp; S II, Sec C2</td>
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<td>Status</td>
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<tr>
<td>Completed: Additions to the Pre-Training Program remain in discussion with no action taken to date. Earlier plans to require Math and English of developmental-type Cadets continue to be debated. The Academic Achievement Ctr. was reviewed as part of the Self-Evaluation and the placement tests have been judged effective in placing new Cadets at different levels in English and Math.</td>
</tr>
<tr>
<td>Student Learning Programs and Services: The Curriculum Department will coordinate a program review of the General Education and Learning Skills areas in 10-11 and the Applied Ministries sequence in 11-12.</td>
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<tr>
<td>Student Learning Programs and Services: The Field training staff will submit a study of the impact of an increased Cadet enrollment in field training, a review of the expanded role for the Corps Officers in field training, a study linking the curriculum to the field training experience and an assessment of the actual capacity of the Los Angeles area and the College for resourcing the F-T assignments.</td>
</tr>
<tr>
<td>Student Learning Programs and Services: The College via the Curriculum Department will assess the effectiveness of its transcript evaluation and transfer of credit system for Cadet enrolled in the college.</td>
</tr>
<tr>
<td>Student Learning Programs and Services: The College Curriculum Council will consider a statement that addresses the responsibility of an instructor to present Salvation Army policy and practice within a balanced educational context.</td>
</tr>
<tr>
<td>Resources: Update the capital plant replacement plan and a site building plan for the campus.</td>
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<tr>
<td>Resources: Update technology plan coordinated with THQ plans for use of technology over the next five years.</td>
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<tr>
<td>Self-Identified Items</td>
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<tr>
<td>Resources: <strong>Strengthen the planning, communication and data sharing between</strong> major budget managers and the Strategic Planning and Finance area at the College.</td>
</tr>
<tr>
<td>Resources: <strong>The Department of Business Services will complete program reviews in Human Resources, Property and Finance and Information Technology during the 10-11 year.</strong></td>
</tr>
<tr>
<td>Resources: <strong>The Executive Council over the next two years will conduct a continuing review of the impact of Cadet enrollments on college capacity and make recommendations regarding improvements needed to manage larger Cadet enrollments.</strong></td>
</tr>
<tr>
<td>Leadership and Governance: <strong>The Crestmont Council will continue its annual evaluation, but will also assess its broader role as a governing body working with the College and the SA Territorial Board of Directors.</strong></td>
</tr>
</tbody>
</table>
Standard I: Institutional Mission and Effectiveness
The institution demonstrates strong commitment to a mission that emphasizes achievement of student learning and to communicating the mission internally and externally. The institution uses analyses of quantitative and qualitative data and analysis in an ongoing and systematic cycle of evaluation, integrated planning, implementation, and re-evaluation to verify and improve the effectiveness by which the mission is accomplished.

A: Mission

A. The institution has a statement of mission that defines the institution's broad educational purposes, its intended student population, and its commitment to achieving student learning.

Descriptive Summary

The long and storied history of the International Salvation Army is about a movement with a mission. In nearly 150 years that mission has not changed in a substantive way. 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.”

The Salvation Army, operating in more than 125 countries, accomplishes and expresses this mission in a number of different ways. Each Corps (church), school and institution worldwide is driven by this same two-fold mission of preaching the Gospel and meeting human need and this includes the 47 Officer training colleges and schools throughout the world.

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 and Micronesia. These 13 states and other territories are also divided into ten divisions, each with its own leadership and governing bodies. 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 the ten 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 in the Salvation Army.

CFOT’s accompanying Academic Excellence Commitment states: “The College’s mission, curriculum, instruction, and Cadet assessments are aligned and implemented in ways that reflect current knowledge about the learning process and the preparation Cadets need for Officership in The Salvation Army Western Territory. To be considered excellent, these four elements are integrated with field training experiences and a pervasive commitment to spiritual formation and Officer development. This is to develop in CFOT’s Cadets’ conceptual understanding and appropriated cognitive and ministerial skills that they will be able to utilize when faced with new situations and challenges in their assignments wherever located."

As the International Mission Statement drives the mission of CFOT, so CFOT’s mission statement drives the various educational and vocational purposes structured towards the development of men and women able to advance the mission of The Salvation Army. Through thorough and thoughtful review of CFOT’s educational processes, skill building programs, and focus on internationally-held values, the College is constantly evolving to provide an education that is relevant to the mission, effective in producing desired student/program/institutional outcomes as well as an training experience that is of high quality, spiritually and educationally.
CFOT’s mission statement is communicated internally both in presentation (e.g. posters displayed throughout the college) and published in many of the college’s documents such as the annual catalog. The mission is also communicated in practical terms as the design of each class, activity, program, and practicum have their foundation in the mission. Likewise, the mission is celebrated externally from time to time (e.g. The Salvation Army’s Western Territorial periodical, the New Frontier, February 2009). Such publications not only communicate CFOT’s mission, but its commitment to the mission as well. The mission was also a subject of the March 2009 college newsletter, Crestmont News.\(^1\)

CFOT’s mission statement is published in the college’s catalog and displayed prominently throughout the campus. The mission, vision, Academic Excellence Commitment, and its seven Institutional Learning Outcomes\(^2\) all work together to provide the framework by which CFOT’s curriculum, practicum opportunities, and extra-curricula activities are created and/or evaluated. Consistent with its purpose, to “develop men and women to sustain and advance the mission of The Salvation Army,” the mission and the various statement derived from it serve to keep CFOT on task.

CFOT has approved core values\(^3\), a vision and a mission driven Institutional Strategic Plan.\(^4\) The Strategic Plan contains five major goal areas:

- Educational and field training formation,
- Co-curricular programs and professional development,
- Long-range planning and institutional effectiveness,
- Financial strength/business structure
- Leadership and governance.

All of these philosophical statements and the strong dedication to their pursuit are intended to foster a college-wide commitment to student learning.

Cadets go through a intensive selection process (addressed elsewhere in this document) and come to CFOT with the singular intention of becoming a Salvation Army Officer (minister). Cadets come from throughout the Western Territory as well as some from international locations as directed by International Headquarters. As such Cadets come from a wide range of educational, vocational and cultural backgrounds. Cadets must be an active member of at a Salvation Army Corps to be considered for admission and are sponsored by this Corps upon enrollment. They are expected to divest themselves of most of their personal property prior to enrollment, and must complete, as part of the admissions process, a ten week on-line Cadet Pre-Training Program. The training is designed to introduce Cadets to a variety of academic skills, e.g. use of technology, reading, and writing in such areas as Salvation Army doctrine and history, spiritual formation and organizational structure. CFOT is intentional in crafting the approach to Cadet learning so that every Cadet can succeed.

The educational and training plan of Western Territory includes:

- One-year admissions/preparation process including on-line pre-training requirements.
- Two-year Associate degree program at CFOT.
- Five-year mentored, continuing education experience upon graduation and placement as an Officer (supported by the Territorial Education Department, located housed on the CFOT campus).

\(^1\) Crestmont News, March, 2009
\(^2\) College Institutional Learning Outcomes
\(^3\) College Core Values
\(^4\) CFOT Integrated Strategic Plan 2012-15
This “eight year approach” to education and training promotes continuous learning, support and retention at each stage. The continuing education component is administered by the Territorial Education Department (TED) through a five-year program entitled EMPOWER\(^5\). Following this program, with continued oversight from TED, Officers extend their development through a self-directed program of continuing education and skills, or as required by a particular appointment.

Presently, enrollment at CFOT is the highest all training colleges worldwide. The program enrollment is made up of two cohorts—a first-year and a second-year session. The past two sessions have begun the year with 60 or more Cadets. Cadets also come to CFOT with their families and there are currently 90 children living on campus with their parents.

Through a series of developmental courses, ESL courses, tutorials, practicums, seminars workshops and an Academic Achievement Center, CFOT brings Cadets from a wide variety of academic and vocational backgrounds through the various stages of their training. The singular institutional objective sought is that all of the Cadets will be prepared to meet the demands of being a Salvation Army Officer. A vast majority of Cadets achieve that objective.

While CFOT’s mission statement expresses the purpose, closely related to it is the Vision Statement: “The College for Officer Training should produce Officers who know God, know themselves, and know their mission.”

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. Their development and ongoing engagement is evidence of the character of CFOT’s mission as it focuses on the goal to transition each Cadet into Salvation Army Officership. 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 mission, vision, and ILOs are found throughout life on campus. Whether a class, a Salvationist lecture, a program for Cadets and their families, even a meal, every occasion is treated as a learning opportunity. Through the two academic years of study, the Cadets are treated to a very intentional program designed to provide opportunities to increase their knowledge, add to their capabilities, elevate their spirit and mold their character.

The mission itself has been evaluated and reviewed to determine if it remains applicable to CFOT in view of the passing of time. CFOT, as with any institution, has gone through changes in leadership, program, and activities. With those changes came the need to review the continuing relevance of the mission. Despite such reviews in 2008, 2011, and again in 2012, the mission has remained unchanged.

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5 EMPOWER Materials
Self-Evaluation

CFOT exhibits a strong commitment to its mission, and the campus community understands the significance of the mission. The mission was part of a 2012 campus-wide Self-Evaluation survey of Cadets, Officers/instructors and staff, as detailed below:

- CFOT demonstrates a strong commitment to the College mission.
- CFOT communicates the goals and objectives of the College mission well.
- CFOT’s College mission directs institutional planning and decision-making.

The graph below displays the results. It appears the more closely associated one is to the actual stated mission, (i.e. the staff surveyed were those whose responsibilities are tied closest to the mission), the better the understanding of the mission. The staff is also comprised of permanent or long-term employees, whereas Officers and part-time employees are usually relocated or re-assigned every 3-5 years. However, overall, the mission is highly regarded.

Actionable Improvement Plans

CFOT meets this standard.

A.1. The institution establishes student learning programs and services aligned with its purposes, its character, and its student population.

Descriptive Summary

There is a strong sentiment that the learning programs and services are aligned with the purpose, character and Cadet population at CFOT. Cadets enroll at CFOT with a single focus – to become a minister in The Salvation Army. Upon college entry they have a strong identification with and commitment to the mission of CFOT.

The Cadet population is highly diverse in every respect. Certainly, those with prior academic work are generally well prepared; others who may have struggled in high school need special courses and support which are provided by CFOT. It is paramount that the prescribed program of instruction be developed in such a way that no Cadet is left without resources to complete it successfully. To assist in the attainment of this goal, CFOT has developed a learning enhancement program known as the Academic Achievement Center. “The Academic Achievement Center’s mission is to provide tutoring and academic support for

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6 2012 Self-Evaluation Survey Data
7 Academic Achievement Center Brochure
all Cadets at Crestmont.” The Center provides assistance in areas such as learning styles, note-taking, reading strategies, proofreading skills, and successful learning traits. Tutoring is provided, as is support in ESL, writing, and learning disabilities.

Upon the Cadets’ successful completion of the 22-month training program, CFOT confers on them an Associate of Arts degree in Ministries. Additionally these Cadets, in keeping with the mission of CFOT, receive a Certificate of Salvation Army Officership (a national standard), commissioning as an Officer (usually a lieutenant, an international standard) and ordination as a Minister of Religion (also an international standard). The stated goal is that each Cadet achieves all four components of successful completion.

The associate degree conferred by CFOT requires ninety-eight quarter units (thirty-six of which are in General Education). The units break down as follows: fourteen units in Biblical Studies including some electives, nine units of Business and Management including General Education courses in Computer Science, four units of English, eight units of Natural and Social Sciences, three units of Worship Arts, thirty-six units in Mission and Ministry including General Education courses in Public Speaking, Homiletics and Music, twelve units in Supervised Ministry (practicum) and twelve units in Theology, Ethics and Comparative Beliefs including some General Education courses.

Whether locally or, as CFOT is increasingly experiencing, internationally, knowledge and capability are crucial to the development of Officers in order to sustain and advance the mission of The Salvation Army. The mission statement confirms the importance of these two spheres of learning by prioritizing and focusing on the development of curriculum and practicum. Additionally, the seven Institutional Learning Outcomes outline the areas of development in which capable men and women are being trained.

While knowledge and capability are important, the other part of the development equation, spirit and character, are equally essential due to the international and historical character of The Salvation Army. Society has confidence in The Salvation Army because its leaders are men and women of solid character and infectious spirit. Programs designed to aid in the development of character and spirit are evaluated through periodic program reviews, their effectiveness is evaluated in light of the purposes set forth in the mission; namely, “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.”

Self-Evaluation

Data in the Spring 2012 Self-Evaluation Survey confirm a very high percentage (94 percent) of Cadets and (95 percent) of faculty perceive that the courses are systematically assessed to support the mission, that the courses are current – (87 percent) of Cadets and (89 percent) of faculty - that the courses are designed to improve Cadet learning – (92 percent of Cadets and (95 percent) of faculty and that CFOT is committed to using Cadet feedback – (80 percent) of Cadets and (95 percent) of faculty to improve courses.

The linkage between field training and CFOT’s overall academic program is also highlighted in the survey and documents that (92 percent) of Cadets and (95 percent) of the faculty perceive a close linkage between the academic program and the field-training program. The data reinforce the reality that the Cadet learning programs and services are aligned with its purposes, its character, and its Cadet population. CFOT support services (counseling, academic achievement center, library, etc.,) all receive high marks for their effectiveness in serving Cadets in a mission-based collegiate experience.

Actionable Improvement Plans

CFOT meets this standard.
A.2. The mission is approved by the governing board and published.

Descriptive Summary

The Crestmont Council, the governing body for CFOT, has formally reviewed the mission statement three times in the previous six years. As stated above, the mission of CFOT is static, based on training Cadets and producing Officers capable of sustaining and advancing the two-fold purposes of The Salvation Army. The governing board reviews and confirms the continued use of the mission statement. Posted strategically around campus and found in nearly every substantive document on campus, the CFOT mission statement is well publicized. With each proposed change in CFOT’s program of study, staff is intentional about consulting the mission and considering whether or not the mission might be altered by the program.

For instance in 2011 the mission was reviewed due to CFOT’s adoption of a non-credit certificate program for Cadets whose vocational or educational backgrounds deemed correspondence training appropriate. The Director of Planning and Accreditation suggested a slight change in the language of the mission, and his proposal was considered at the Crestmont Council meeting in the fall of 2011. However, after significant discussion, and review with ACCJC staff, it was determined the program did not ultimately affect CFOT’s mission to develop leaders who could sustain and advance the mission of The Salvation Army. The mission was then reaffirmed by the Crestmont Council.

Each year CFOT’s mission statement figures prominently in the college catalog. In the 2012-13 Catalog it is on page eight, following CFOT’s International Mission Statement, and preceding CFOT’s vision statement. Also listed is CFOT’s Academic Excellence Statement which exists primarily as an enhancement to the mission statement to express in more detail CFOT’s commitment to the learning process, summarized in the final sentence; “This is to develop in our Cadets conceptual understanding and appropriate cognitive and ministerial skills that Cadets will be able to utilize when faced with new situations and challenges in their assignments wherever located.”

The last two words of that statement represent the challenge of this college. Once Cadets have completed their studies at CFOT, they will be assigned to a wide variety of appointments, (i.e. positions where they will serve) throughout the western United States and potentially throughout the world. The mission and its various addendum are published to remind Cadets and faculty alike of this challenge.

Self-Evaluation

The governing board of CFOT has reviewed the mission statement that is now more than two decades old, regularly and in a variety of contexts. Likewise, there is a widespread awareness of the mission. In the fall, 2012 meeting of the Crestmont Council reviewed the statement itself and Cadet/Officer/staff evaluations of CFOT’s commitment to it. As stated previously, the current determination is that the statement adequately and effectively communicates the purposes of CFOT.

Actionable Improvement Plans

CFOT meets this standard.
A.3. Using the institution’s governance and decision-making process, the institution reviews its mission statement on a regular basis and revises it as necessary.

Descriptive Summary

CFOT’s mission has been reviewed and evaluated by several bodies to determine its relevance and applicability. CFOT, as with any institution, has gone through changes in leadership and program; as such CFOT has seen the need to review the mission for the possibility of an update. However, despite the reviews in 2008, 2011, and 2012, the mission has remained the same.

The Academic Committee of Crestmont Council, which consists of men and women in the world of business and academia, as well as Salvation Army Officers with considerable experience, is delegated by the Council with the task of reviewing the mission statement annually and recommending its reaffirmation or possible changes. The Academic Committee considers the possible recommendations of the Curriculum Council, Personnel Council, staff or Officers. The Curriculum Council, charged with ensuring the ILOs are enforced throughout the program of study, consider both the mission statement itself and ILOs in light of the mission.

Likewise, the Institutional Research Committee, which is comprised of a member from each of CFOT’s academic, practicum and Cadet support departments, periodically reviews the ILOs. In the fall of 2012 this committee commenced a mapping procedure to assess CFOT’s ILOs by their association with Departmental SLOs. The process of the assessment was designed to discover any weaknesses that may exist in meeting the ILOs not necessarily discoverable by a less objective process, thus serving to determine if CFOT is on mission. Though it may not affect the mission statement directly, this process could possibly lead to a change in the language of the ILOs, SLOs and Departmental SLOs and/or the SLOs of a particular class to reflect changes or enhancements to the overall program of study. CFOT’s mission is somewhat unique in that it is tied intrinsically to The Salvation Army’s international mission statement. While that does not preclude changes, it does keep CFOT’s purposes firm and clear even amidst a constantly evolving curriculum and practicum.

Self-Evaluation

Three times in the previous six years the mission of CFOT was officially reviewed. Most recently, the Curriculum Council met in the fall of 2012 as noted earlier in this document, and they once again reaffirmed CFOT’s mission, its mission statement and the continuing presentation of it posted along with the Academic Excellence Statement and the International Mission Statement. It would facilitate the review if a standard timeframe were used for the formal review by the Crestmont Council.

The mission statement was likewise reviewed by the Accreditation Self-Evaluation committee as part of the self-evaluation process. That committee was charged by CFOT’s Principal to thoroughly review the mission. Through communication with college leadership, the committee recommended that the Crestmont Council reaffirm the mission statement as continuing to adequately express the mission of CFOT.

The Academic Committee of Crestmont Council met on September 17, 2012. After reviewing the mission statement, they also recommended to the full Crestmont Council that it be reaffirmed. Later, in a meeting of the full council, the Mission Statement was in fact reaffirmed.

Actionable Improvement Plans

CFOT, guided by the Assistant Training Principal, will review the Mission Statement and Academic Excellence Commitment Statement on a cyclical basis (every three years) as well as all
other major policies of the College and councils. With input from the major Councils, Executive Council, such recommendations will be reviewed by Crestmont Council. The first of these reviews will occur during the 2015-16 academic year.

A.4. The institution’s mission statement is central to institutional planning and decision making.

Descriptive Summary

The mission of CFOT permeates all aspects of the college, particularly the planning and decision-making activities. All Cadets must receive a common education. Due to the uniqueness of The Salvation Army College for Officer Training’s relationship with the parent organization and the fact that Cadets become Officers of that organization, any of whom may be required to serve in any one of hundreds of locations in the Western Territory of The Salvation Army, Cadets begin the path to developing their knowledge, capabilities, character and spirit from a variety of starting points; the mission of CFOT then, is to help all of them complete their programs of study ready to take on their first assignments (placement as Officers) having acquired the requisite education.

All Cadets who complete the prescribed requirements for the degree will be granted an A.A., commissioned, and given a ministry assignment at a Salvation Army facility. Those who do not meet the requirements for an AA will receive a certificate, and will also be commissioned and given an assignment. This requires the faculty and staff of CFOT to be very intentional regarding the program of study as well as those supportive services such as tutoring, counseling, practicum and ancillary programming. The development of men and women capable of sustaining and advancing the mission of The Salvation Army is therefore intrinsic in all CFOT does.

The best evidence of this is perhaps anecdotal, however the graph presented earlier and repeated here, serves to show that even the Cadets understand that CFOT’s mission is central to nearly every class, activity and program presented to them.

![Bar chart illustrating mission commitment](image)

Figure 1A.2: Data from 2012 Self-Evaluation Survey

More than 85 percent of the Cadets understand that mission directs planning as displayed by the green bars in the figure above. One important point in this current discussion is that 100 percent of the employees involved in the tracking and administration of learning outcomes, not only understand CFOT’s commitment to the mission, but recognize that the mission directs the planning. Developing men and women capable of sustaining/advancing the mission of The Salvation Army is paramount in all CFOT does.
Self-Evaluation

The mission of CFOT is engrained in the administration of Cadet education and training. Changes that are made, goals that are set, programs that are developed, curriculum for the coming year, equipment that is purchased, changes in faculty, staff and employees are fueled by the awareness of CFOT’s purpose: producing men and women capable of sustaining and advancing The Salvation Army. Decisions are informed by priorities, strategic thinking and policies that are based on the mission. CFOT currently collects and examines data from a variety of sources as delineated throughout this document. These data are carefully examined and used to ensure that CFOT is performing at its highest possible level.

The results of the surveys and data are also considered by CFOT’s committees, councils and by Crestmont Council. Areas of concern are discussed. This is done according to the overarching principle of the school’s mission to produce men and women capable of sustaining and advancing the mission of The Salvation Army. Learning outcomes are central to nearly everything that is done at CFOT.

The mission of CFOT is constantly reflected in all strategic planning activities and in the resource allocation process at the college. This evidenced by responses on the 2012 Self-Evaluation Survey, as detailed in figure I.A.2, above.

Actionable Improvement Plans

CFOT meets this standard.
B: Improving Institutional Effectiveness

The institution demonstrates a conscious effort to produce and support student learning, measures that learning, assesses how well learning is occurring, and makes changes to improve student learning. The institution also organizes its key processes and allocates its resources to effectively support student learning. The institution demonstrates its effectiveness by providing 1) evidence of the achievement of student learning outcomes and 2) evidence of institution and program performance. The institution uses ongoing and systematic evaluation and planning to refine its key processes and improve student learning.

B.1. The institution maintains an ongoing, collegial, self-reflective dialogue about the continuous improvement of student learning and institutional processes.

Descriptive Summary

Dialogue at the College for Officer Training (CFOT) is achieved through its extensive council/committee structure. Each of the councils and committees meet frequently and consists of representatives from administrative leadership (who each serve on several councils), faculty, classified staff and Cadets. Because of its size (just 120 Cadets) and the representative/inclusive nature of these councils, all dialogue at CFOT is collegial and institutional in nature. Dialogue is framed by the desire to improve Cadet learning and attain CFOT’s goal of producing effective Salvation Army Officers.

The table below lists each of CFOT’s main committees and councils, detailing meeting frequency and the main topics discussed.

<table>
<thead>
<tr>
<th>Committee/Council</th>
<th>Meeting Frequency</th>
<th>Regular Topics of Dialogue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Planning Council</td>
<td>Monthly</td>
<td>Development, progress assessment, and oversight of Three-Year Integrated Strategic Plans</td>
</tr>
<tr>
<td>Executive Council</td>
<td>Weekly</td>
<td>Review of all campus council recommendations and policy referrals and recommendations to Crestmont Council</td>
</tr>
<tr>
<td>Command Finance Council (CFC)</td>
<td>Weekly</td>
<td>Business, Property and Finance status reports, Requisition approval or recommendation, Personnel actions (hiring, resignation, termination, pay adjustments, reviews) and Cadet loans and grants</td>
</tr>
<tr>
<td>Coordinating Council</td>
<td>Monthly</td>
<td>Review and coordination of upcoming events</td>
</tr>
<tr>
<td>Officer Staff Meeting</td>
<td>Weekly</td>
<td>Review minutes/decisions of weekly Executive Council meetings Forum for each department/position to relate any news/information to rest of Officer staff</td>
</tr>
<tr>
<td>Review Council</td>
<td>Three times per cohort per year</td>
<td>Review of Cadet ministry/academic development</td>
</tr>
<tr>
<td>Personnel Council</td>
<td>Monthly</td>
<td>Review of all Cadet services, including family care, housing, food services, spiritual development, etc.</td>
</tr>
</tbody>
</table>

8 CFOT Council Structure and Descriptions
9 CFOT Council Membership Overview
<table>
<thead>
<tr>
<th>Committee/Council</th>
<th>Meeting Frequency</th>
<th>Regular Topics of Dialogue</th>
</tr>
</thead>
<tbody>
<tr>
<td>Curriculum Council</td>
<td>Monthly</td>
<td>New/Reviewed Academic Policies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Academic Assessment Activities</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Struggling Students</td>
</tr>
<tr>
<td>Academic Design Committee</td>
<td>As needed</td>
<td>Review/approve syllabi to ensure correlation with COR and assignment/SLO alignment.</td>
</tr>
<tr>
<td>Library Council</td>
<td>Twice per quarter</td>
<td>Library statistics, alignment of collection development w/ syllabi</td>
</tr>
<tr>
<td>Institutional Research Committee</td>
<td>Monthly</td>
<td>Recently submitted research requests</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Development/Approval of Assessment Tools</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Assessment Data/Reports</td>
</tr>
<tr>
<td>IT Committee</td>
<td>Monthly</td>
<td>Ongoing IT issues/improvements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New IT issues/improvements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Recommendations to Command Finance Council (CFC) on requisitions</td>
</tr>
<tr>
<td>Catering Council</td>
<td>Monthly</td>
<td>Review calendar for upcoming events/food service needs for the following month.</td>
</tr>
<tr>
<td>Employee Committee</td>
<td>Quarterly</td>
<td>Discussion/presentation regarding upcoming events, HR policies, employee issues or questions, aspect of training in a subject of interest to all employees.</td>
</tr>
<tr>
<td>Property Subcommittee of Command Finance Council</td>
<td>Monthly</td>
<td>Ongoing property issues/improvements</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New recommendations for major projects</td>
</tr>
<tr>
<td>Cadet Council</td>
<td>Monthly</td>
<td>To discuss and present student concerns to administration</td>
</tr>
<tr>
<td>Family Care Committee</td>
<td>Monthly</td>
<td>Review interface between Family Care and CFOT needs.</td>
</tr>
</tbody>
</table>

Table I.B.1: Overview of CFOT Councils and Committees

Dialogue at CFOT regarding ongoing planning improvement is guided by CFOT’s Academic Assessment Plan. The table below details the plan’s various assessment activities and resulting reports.
Quarterly assessment activities are analyzed and documented in Quarterly Academic Achievement reports. These reports are reviewed and discussed by Executive Council (of which academic department heads are members). The resulting recommendations are assessed and discussed in an annual academic review and result in improvements to learning and ongoing academic planning through review by the academic program review committees.

Dialogue regarding curriculum content is informed by course level student learning outcomes and the college’s curriculum mapping activities. 11

All of CFOT’s faculty (which includes all administrative leaders) are also discipleship group leaders, brigade Officers, and personnel advisors etc., in addition to their teaching and administrative responsibilities. This duplicity of roles provides opportunity for all leaders and faculty to be acquainted with each Cadet on a personal level. Though dialogue on improvement of learning occurs primarily in Curriculum Council, this personal relationship with each of the Cadets inform dialogue in all the councils and committees and fuels the desire to improve Cadet learning and attain CFOT’s goal of producing effective Salvation Army Officers.

CFOT, through its council structure, provides opportunity for all constituents to participate (or be represented) 12 in dialogue that is ongoing, collegial, and self-reflective that has the purpose of continually improving Cadet learning and institutional processes.

Self-Evaluation

All constituents, including Cadets, are encouraged to bring concerns or observations to the relevant councils or committees for discussion. To facilitate this, the membership of each council and committee is communicated to Cadets and faculty. Cadets are encouraged to raise concerns through the Cadet council but are also free to suggest agenda items to Cadet representatives or other faculty and staff. On the 2012 CFOT Self-Evaluation Survey, 13 80 percent indicated that they either strongly agree or agree that CFOT uses Cadet feedback to make improvements.

This collaborative and representative structure results in a breadth of dialogue that results in significant and numerous improvements to the campus, the Cadet’s living conditions and their overall educational experiences. 14

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11 Course SLO to Departmental SLO Mapping Overview
12 CFOT Council Membership Overview
13 2012 CFOT Self-Evaluation Survey
14 Accreditation Index (of changes)
Actionable Improvement Plans
CFOT meets this standard.

B.2. The institution sets goals to improve its effectiveness consistent with its stated purposes. The institution articulates its goals and states the objectives derived from them in measurable terms so that the degree to which they are achieved can be determined and widely discussed. The institutional members understand these goals and work collaboratively toward their achievement.

Descriptive Summary
The primary purpose of CFOT is to prepare its Cadets to be ministers in The Salvation Army. As such, the Salvation Army’s mission\textsuperscript{15} and CFOT’s mission\textsuperscript{16}, objectives\textsuperscript{17}, and institutional learning outcomes\textsuperscript{18} all support this purpose and form the framework upon which CFOT determines its goals. The focus of all goals is the integration and engagement of Cadets in community and their education and spiritual development as they prepare for full-time ministry. Officer faculty (and many non-Officer staff) consider their role at CFOT to be a ministry and as such are personally invested in the achievement of CFOT’s goals and to seeing each Cadet succeed and develop into an effective Officer for The Salvation Army.

CFOT’s goals are developed, in measurable terms, with input from Crestmont Council, CFOT’s strategic planning council, administrative leaders, faculty, employees, and Cadets and documented in CFOT’s Integrated Strategic Plan.\textsuperscript{19} The three-year plan is reviewed by each Council, approved by the Executive Council and finally approved after review by the Crestmont Council. Upon finalization, the plan is communicated to all constituents, and department directors are assigned responsibility for their goals in the plan. The plan is organized along departmental lines so the responsibility allocation is clear.

Self-Evaluation
Responses on the 2012 CFOT Self-Evaluation Survey\textsuperscript{20} indicate that constituents are aware of CFOT’s purpose. Further, campus leaders, faculty, and staff all have an understanding of the demands that will be placed on Cadets as they enter ministry. This knowledge and experience comes to bear as CFOT determines its priorities. Constituents of CFOT, who understand and support its mission and purpose are included in the development of CFOT’s goals. This ensures the goals are relevant to institutional purposes. Every effort is made to craft goals that are measurable and achievable. This is evidenced by the large percentage of goals that are completed. Originally, a small committee was assigned to each goal to do follow-up and assessment.\textsuperscript{21} This strategy was cumbersome and duplicative and ultimately not efficient for a small college.

The current strategy is to empower department heads to work with their staff and selected Cadets, the Director of Institutional Planning and Accreditation and the Training Principal to

\textsuperscript{15} International TSA Mission Statement
\textsuperscript{16} CFOT Mission Statement
\textsuperscript{17} CFOT Objectives
\textsuperscript{18} CFOT ILOs
\textsuperscript{19} CFOT Integrated Strategic Plan 2012-15
\textsuperscript{20} 2012 CFOT Self-Evaluation Survey
\textsuperscript{21} Overview of old committee system for implementation and completion of goals.
monitor implementations and progress of goals. Progress is documented annually in Strategic Planning Scorecards published each fall in the Crestmont News.22

The existing continuous planning process could, however, be enhanced by the increased engagement of all constituents and improved communication among Cadets and staff on their expected roles and responsibilities.

**Actionable Improvement Plans**

CFOT, guided by the Assistant Training Principal, will enhance the continuing planning process by facilitating the engagement of all constituents and ensuring that there is a clear understanding of roles and expectations among all Cadets and staff. It is anticipated that this will be implemented in the 2013-14 academic year.

**B.3.** The institution assesses progress toward achieving its stated goals and makes decisions regarding the improvement of institutional effectiveness in an ongoing and systematic cycle of evaluation integrated planning, resource allocation, implementation, and reevaluation. Evaluation is based on analyses of both quantitative and qualitative data.

**Descriptive Summary**

CFOT’s Integrated Strategic Plan is developed with input from all constituents of the college. Goals within the plan are reviewed on an annual basis by the Strategic Planning Council and the Executive Council. This review results in budget recommendations for those goals being acted on for each year. The goals are ranked in priority order annually by these Councils and presented to the Director of Business Administration (who is a member of both committees) for consideration in the budget.23 Directors are advised in their budget processes to include costs of implementation of strategic goals. Each annual proposed budget is reviewed by the Command Finance Council and then by the Executive Council and the Finance Committee of Crestmont Council with a focus on funding of specific strategic goals. Each individual department head is then responsible for overseeing the achievement of the goals they contributed to the plan. Many goals, particularly those that require minimal funding and/or resources are completed in a timely manner.

In addition, the process includes the review of goal achievement from the previous cycle’s plan. Administrative leaders, faculty, employees, and Cadets are provided with relevant data and invited to review each goal and indicate their understanding of whether it has been completed, somewhat completed, or not completed. This activity provides insight into each constituent group’s perception of the completion of each of the goals. This not only provides information on the status of each goal but also informs CFOT of its ability to communicate the reality surrounding each individual goal to the constituents not necessarily involved in its implementation. Based on the completion status determined through this feedback, each goal is reviewed for its inclusion in the subsequent Integrated Strategic Plan.

The development, implementation, and assessment of the Integrated Strategic Plan and resulting resource allocation occur continuously over the three-year cycle.

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22 Annual Strategic Planning Scorecards
23 Goal Rankings/Prioritization
Self-Evaluation

CFOT employs an ongoing and systematic cycle of evaluation to assess progress on achievement of its stated goals and to inform decision-making regarding improvement of institutional effectiveness. Faculty members were asked to complete a detailed survey on Strategic Plan goals progress at the end of the 2009-12 Plan, and the results were very helpful in crafting the next plan. All constituents were represented in the Strategic Goals Walk-Through for each Plan and that programmatic input and assignment of resources was instructive in the planning process.

However, CFOT could benefit from a more systematic and institutionalized process by which the College assesses goal completion, enabling increased communication from department heads on goal completion status. Further, the qualitative and quantitative completion data this produces will provide a more formalized support to the program and services review process.

Actionable Improvement Plans

CFOT, guided by the Training Principal, will clarify and institutionalize the strategic goals assessment process for campus constituents to ensure a broad-based understanding of the goals and the progress towards completion. This will be developed and implemented during the 2013-14 academic year.

B.4. The institution provides evidence that the planning process is broad-based, offers opportunities for input by appropriate constituencies, allocates necessary resources, and leads to improvement of institutional effectiveness.

Descriptive Summary

The development of CFOT’s Integrated Strategic Plan is supported by dialogue in each of the college’s councils whose membership is representative of all college constituents. Proposed goals are received from the various councils by the Strategic Planning Council and formed into a draft Strategic 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.

To review this draft, CFOT’s governing body, Crestmont Council, sponsors a “Strategic Plan Walkthrough.” This activity provides a forum in which the goals can be presented to the participants by key staff and Crestmont Council members. The goals that relate to each focus area are printed on poster board and displayed at each of the presentation locations. Participants, move around the room in small groups and experience each presentation (by focus area); participants are given the opportunity to ask questions or provide suggestions. Once all the groups have rotated through each presentation, participants are invited to use post-it-notes to indicate their support for a goal. This inclusive activity provides an overall sense of the participants’ prioritization of each goal and highlights those goals that are considered to be important to the future of CFOT. The 2012 walk-through activity involved 80 people representing all constituents of CFOT.

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24 Survey of Faculty Perception of goal completion
25 Executive Council minutes from 02/01/12 showing strategic plan discussion
26 2011 and 2012 walk-through participants
Standard I: Institutional Mission and Effectiveness

Recommendations from participants are synthesized and included in the final draft of the Plan. This final draft of the Integrated Strategic Plan is shared electronically with all faculty, staff, and Cadets and is presented and discussed in a faculty development program, employee meeting and during one of CFOT’s weekly Cadet assemblies. Input is solicited from all constituents on a continual basis. Multiple opportunities are forwarded to all on campus to contribute to the development of the goals of CFOT.

The finalized annual plans are then reviewed by the Command Finance Council for a dialogue on the prioritization of each goal and resource allocation. The directors of each department are members of this council, and there are representatives of faculty and Cadets.

Goals with a more complex expense structure are funded over a multi-year basis or redefined to fit existing resources.

Self-Evaluation

CFOT provides multiple, college-wide opportunities to all constituents for participation in college planning. The representative nature of the Command Finance Council ensures that prioritization and resource allocation, too, are broad-based and open to input from all constituents. The annual scorecards include evidence of all the goals that have been funded.

Actionable Improvement Plans

CFOT meets this standard.

B.5. The institution uses documented assessment results to communicate matters of quality assurance to appropriate constituencies.

Descriptive Summary

In its efforts towards continuous improvement, CFOT collects the following assessment data:

<table>
<thead>
<tr>
<th>Name</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course/Instructor Survey</td>
<td>Quarterly by all students for each course</td>
</tr>
<tr>
<td>First Quarter experience survey</td>
<td>By first-years after their first quarter</td>
</tr>
<tr>
<td>First Year experience survey</td>
<td>By first-years after their first academic year</td>
</tr>
<tr>
<td>Cadet Services Survey</td>
<td>Completed by all students at the end of the academic year</td>
</tr>
<tr>
<td>Course Success Rates</td>
<td>Reported on every course quarterly</td>
</tr>
<tr>
<td>Student Achievement</td>
<td>Overall grades for each course reported quarterly</td>
</tr>
<tr>
<td>SLO Assessment Report</td>
<td>Completed by instructors after each course is taught</td>
</tr>
<tr>
<td>Field training rubric scorecard</td>
<td>Produced for each student annually</td>
</tr>
<tr>
<td>Observations from Officers</td>
<td>Ongoing</td>
</tr>
<tr>
<td>Completion of Strategic Plan items</td>
<td>End of three year planning cycle</td>
</tr>
<tr>
<td>Alumni Survey</td>
<td>Annually from one-year and five-year alumni.</td>
</tr>
</tbody>
</table>

Table I.B.3: CFOT Assessment Data
In the fall of 2012 CFOT formalized its Academic Assessment Plan. These assessment data are reviewed quarterly by the academic department heads and members of Executive Council. Resulting recommendations and changes are cataloged and reviewed on an annual basis. This process of review produces documentation that informs and supports the program review and planning processes. CFOT also systematized its assessment of its Institutional Learning Outcome assessment activities resulting in a report on ministry preparedness on each Cadet upon graduation.

These assessment data, resulting reports, and program reviews are reviewed by Crestmont Council and Executive Council and shared internally with all appropriate constituents of CFOT. Due to the fact that CFOT is a private school and only admits approved members of the Salvation Army, CFOT does not communicate information about institutional quality to the public.

Self-Evaluation

The results of CFOT’s assessment activities are shared with Executive Council, Crestmont Council and appropriate leadership at Territorial Headquarters. These results offer appropriate constituents an insight into Cadet achievement and provide assurance of quality. The functional delineation process combined with the annual command review have been used to assess communication. However an assessment of the functional delineation documents should be completed to determine whether there are any issues that need to be assessed.

Actionable Improvement Plans

CFOT, guided by the Institutional Research Committee will, formally assess the functional delineation documents to determine the effectiveness of the process and the communication between CFOT and THQ. The assessment will be conducted in 2015.

B.6. The institution assures the effectiveness of its ongoing planning and resource allocation processes by systematically reviewing and modifying, as appropriate, all parts of the cycle, including institutional and other research efforts.

Descriptive Summary

The ongoing planning and resource allocation processes of CFOT involve a significant number of constituents of CFOT and are inclusive of administrative leaders, faculty, and Cadets. As with many processes at CFOT, continuous assessments and changes are being made regarding the effectiveness of the planning and resources allocation approaches. This inclusive approach ensures that goals are appropriate and achievable. Though goals in the Integrated Strategic Plan are funded based on priority (as determined by the Strategic Planning Council), nearly all goals receive the funding they require.

Self-Evaluation

The current planning and resource allocation process has proven extremely effective and results in the funding of most, if not all, of the goals within the Integrated Strategic Plan. The
department heads responsible for funding and implementation/completion of the goals are all involved in the prioritization and resource allocation process ensuring that their interests are presented and the needs of their department are represented. This inclusive and representative nature also ensures that deficiencies in the process can be discussed and dealt with on an almost immediate basis.

The CFOT business department continues to work closely with departmental heads to ensure that all resource elements and needs are captured in the budgeting process.

**Actionable Improvement Plans**

CFOT meets this standard.

**B.7.** The institution assesses its evaluation mechanisms through a systematic review of their effectiveness in improving instructional programs, student support services, and library and other learning support services.

**Descriptive Summary**

Faculty members are required to pay particular attention to the assessment of student learning outcomes in order to make improvements to the instructional efforts for which they are responsible. Cadet achievement of SLOs is reported through an online database. Instructors submit their syllabi for approval each time a course is taught and as part of this approval process they acknowledge review of these data and document the resulting changes. When completing the quarterly course/instructor surveys, Cadets are asked to reflect on the extent to which they feel they have mastered each course’s SLOs. All 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 their syllabi.

Beyond SLO data, CFOT uses several key surveys to gain valuable feedback from Cadets regarding instructional programs, Cadet support services, and library and other learning support services, as detailed below:

<table>
<thead>
<tr>
<th>Survey</th>
<th>Frequency</th>
<th>Areas Addressed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course/Instructor Survey</td>
<td>All students for each course.</td>
<td>Teaching Effectiveness. Students’ perspective on SLO achievement.</td>
</tr>
<tr>
<td>First Quarter Experience Survey</td>
<td>All first-years after first quarter.</td>
<td>Adjustment to campus life and academic demands. Availability / use of resources and services.</td>
</tr>
<tr>
<td>First Year Experience Survey</td>
<td>All first-years after first academic year</td>
<td>Adjustment to campus life and academic demands. Availability / use of resources and services.</td>
</tr>
<tr>
<td>Cadet Services Survey</td>
<td>All students at the end of each academic year</td>
<td>All aspects of training experience.</td>
</tr>
</tbody>
</table>

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29 SLO Assessment Form  
30 Syllabi Submission Form  
31 Course-Instructor Survey
Standard I: Institutional Mission and Effectiveness

The data generated by the above surveys are reviewed by administrative leaders and faculty and, in conjunction with SLO data, form the framework for the program review process and are used to make ongoing improvements to programs and services. Review of Cadet achievement and course success rates (made available through the quarterly/annual academic achievement reports\textsuperscript{32}) also provides valuable insight into instructional areas that might need attention or improvement.

Self-Evaluation

Beyond CFOT’s formal assessment activities, CFOT’s size and, in particular, the faculty to Cadet ratio (CFOT has just 120 Cadets and 33 faculty), enables informal observation of Cadet achievement (or lack of) on an individual Cadet basis. If issues arise, it can be noticed, discussed, and corrected—often very swiftly. Significant changes, therefore, occur on an ongoing basis as the result of these, sometimes informal, observations and dialogue within CFOT’s council structure. Because of the speed with which (often significant) improvements can be implemented, the challenge that CFOT faces is the documentation of all changes. CFOT lacks processes by which it revisits and assesses significant changes and improvements.

While CFOT has not yet assessed its evaluative mechanisms through a systematic review of its instructional programs, student support services, and library and learning support services, it is putting into place the foundational requirements to do so. As CFOT is able to collect more longitudinal data on improvements and where the recommendations for such improvements originate, it will be better able to assess its evaluation mechanisms. This will require an elevated role for the Institutional Research Committee to develop new tools and formalize existing tools for assessing CFOT’s evaluative mechanisms. Reports on institutional improvements will facilitate an improved collective sense of CFOT’s strengths and challenges as an institution. CFOT has made tremendous strides in all areas over the last six years, but the two-year nature of Cadet enrollments and the rotation of faculty on and off the campus requires strong training and communication networks to facilitate the focus for continuing advancement.

Actionable Improvement Plans

CFOT will task the Institutional Research Committee with developing a more intentional and campus-wide process for assessing the evaluative mechanisms it uses to review its various programs and services. This same Committee will also document and report to its constituents in regards to the review of its evaluative mechanisms and the planning and outcomes progress at CFOT. This will include, but not be limited to, increased documentation on how survey and learning and unit outcome data have effected change and informed the strategic goal planning process. It is anticipated this will commence during the 2013-14 academic year.

\textsuperscript{32} 2012-13 Academic Achievement Reports
Overview of Evidence

Standard IA
2. College Institutional Learning Outcomes
3. College Core Values
4. CFOT Integrated Strategic Plan 2012-15
5. EMPOWER Materials
6. 2012 Self-Evaluation Survey Data
7. Academic Achievement Center Brochure

Standard IB
8. CFOT Council Structure and Descriptions
9. CFOT Council Membership Overview
10. Academic Assessment Plan
11. Course SLO to Departmental SLO Mapping
12. CFOT Council Membership Overview
13. 2012 CFOT Self-Evaluation Survey Data
14. Accreditation Index (of changes)
15. International TSA Mission Statement
16. CFOT Mission Statement
17. CFOT Objectives
18. CFOT ILOs
19. CFOT Integrated Strategic Plan 2012-15
20. 2012 CFOT Self-Evaluation Survey
21. Overview of old committee system for implementation and completion of goals.
22. Annual Strategic Planning Scorecards
23. Goal Rankings/Prioritization
24. Survey of Faculty Perception of goal completion
25. Executive Council minutes from 02/01/12 showing strategic plan discussion 2011
26. 2012 walk-through participants
27. Academic Assessment Plan
28. ILO Assessment Plan
29. SLO Assessment Form
30. Syllabi Submission Form
31. Course-Instructor Survey
32. 2012-13 Academic Achievement Reports
Standard II: Student Learning Programs and Services
The institution offers high-quality instructional programs, student support services, and library and learning support services that facilitate and demonstrate the achievement of stated student learning outcomes. The institution provides an environment that supports learning, enhances student understanding and appreciation of diversity, and encourages personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of its students.

A. Instructional Programs

The institution offers high-quality instructional programs in recognized and emerging fields of study that culminate in identified student outcomes leading to degrees, certificates, employment, or transfer to other higher education institutions or programs consistent with its mission. Instructional programs are systematically assessed in order to assure currency, improve teaching and learning strategies, and achieve stated student learning outcomes. The provisions of this standard are broadly applicable to all instructional activities offered in the name of the institution.

A.1. The institution demonstrates that all instructional programs, regardless of location or means of delivery, address and meet the mission of the institution and uphold its integrity.

Descriptive Summary

The Mission of the Salvation Army College for Officer Training (CFOT) is as follows:

“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.”

This mission is complemented by the CFOT Academic Excellence Commitment:

“The College’s mission, curriculum, instruction and student assessments are aligned and implemented in ways that reflect current knowledge about the learning process and the preparation Cadets need for Officership in The Salvation Army Western Territory. To be considered excellent, these four elements are integrated with field training experiences and a pervasive commitment to spiritual formation and Officer development. This is to develop in our Cadets conceptual understanding and appropriate cognitive and ministerial skills that Cadets will be able to utilize when faced with new situations and challenges in their assignments wherever located.”

CFOT has one academic program, with the singular purpose of educating, training and equipping Cadets for full-time ministry as pastors in The Salvation Army. It is to this end alone that Cadets enroll at CFOT and as such its program and services are designed and implemented to support this goal. CFOT is guided in this endeavor by a set of competencies\(^1\) defined by the General of Salvation Army for all Training Colleges. This further ensures that CFOT’s curriculum is aligned with the mission of the organization.

The majority of CFOT’s Officer faculty and administrators come to CFOT with advanced degrees and a minimum of five years of field experience as a Salvation Army Officer. They are uniquely qualified to develop and teach curriculum that ensures Cadets are well prepared for

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\(^1\) National Guidelines for US Colleges/Schools for Officer Training.
their selected profession. These Officers are appointed to CFOT by the Territorial Appointments Committee. This committee is guided by the administration of CFOT in regards to placement. The Training Principal is a member of the faculty and interacts on a daily basis with Officers and many of the other staff who teach. His position as a member of the Territorial Appointments Committee allows him to advise the Committee regarding potential openings and the missonal and instructional needs of CFOT.

To ensure the integrity of CFOT, the instructional program is reviewed and assessed on a continuous and systematic basis using surveys\(^2\), Cadet learning and course learning outcome data, the syllabi approval/submission process,\(^3\) and, ultimately, program reviews. This cycle of assessment ensures that institutional offerings support the stated mission of CFOT, are of high quality, and are current and relevant to the skills and knowledge required of graduates as they assume the roles and responsibilities of Officers in The Salvation Army.

Outcomes mapping ensures that course level, departmental level, and institutional level outcomes all support the mission of CFOT. CFOT follows Carnegie Unit guidelines on credit hours for all courses. New courses and Course Outlines of Record (CORs) are approved by Curriculum Council, which first considers whether a course supports the mission of CFOT in preparing the Cadets for full-time ministry. Appropriate unit value, Learning Outcomes, assignments, breadth and scope of topics, and required texts are also reviewed. Subsequently, syllabi are submitted to and reviewed by the Academic Design Committee made up of the Director of Curriculum, a curriculum Officer and the Institutional Planning and Accreditation Research Analyst. Each syllabus is reviewed annually for currency and relevancy as well as to ensure recommendations resulting from assessment activities have been considered. CFOT’s policy on minimum qualifications for faculty, peer observer review, and instructor surveys all ensure that instruction is of the highest possible quality and effectiveness.

Currency and relevancy are further ensured by the accommodation of feedback from alumni and practitioner Officers who work with or encounter Cadets engaged in practicum activities. Cadets are engaged in practicum activities for a total of 14 weeks each year. Officers overseeing their practicum experience assess their performance and this assessment is factored into their academic evaluation.

One hundred percent of CFOT graduates are placed in full-time ministry positions. The Salvation Army in the USA Western Territory has, through its Territorial Education Department, articulation agreements with selected four-year institutions\(^4\) enabling graduates to transfer all credit from CFOT and complete a Bachelors degree. The basis of the articulation agreements is found in standards of academic quality and learning outcomes expectations.

The Salvation Army demonstrates its commitment to the continuing education of graduates by not only encouraging, but also fully funding, further education.

**Self-Evaluation**

CFOT demonstrates that the instructional program addresses and meets its mission. It assesses its alignment to the mission in a number of ways, including surveys, Cadet retention, review of practicum assessments, and through the program review process.

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\(^2\) CFOT Survey Schedule.  
\(^3\) Syllabi Development & Submission Process.  
\(^4\) Articulation Agreements. 

The Salvation Army College for Officer Training at Crestmont
Survey Data

In the 2012 Self-Evaluation Survey, the CFOT community responded to the prompt “Courses are systematically assessed to support the mission.” The survey indicated a high rate of confidence regarding CFOT’s commitment to the mission:

![Survey Data Graph]

Figure II.A.1: Data from 2012 Self-Evaluation Survey on “Courses are systematically assessed to support the mission.”

Retention and Placement Data

CFOT tracks Cadet retention while students are enrolled in the program and placement to determine how well the program aligns with the needs and mission of The Salvation Army. Cadet retention rates are high, averaging 91 percent over the last ten years. Cadets completing the CFOT program are commissioned as Officers with their cohort and placed in full time ministry assignments, resulting in a 100 percent placement rate.

Practicum Assessments

Cadets engage in two supervised and assessed practicum experiences, Christmas Intensive and Summer Internship, each year as outlined in the CFOT Catalog. These provide a venue for application of the academic knowledge gained by Cadets through classroom learning addressing public ministries and Corps administration. Field training is a graded course and, as such, rubrics are used to assist in the grading process. The field-training rubric for Summer Intensive, as an example, allows Corps Officers to assess Cadets on twelve public ministry and program leadership skills.

The results of the grades from the supervising Corps Officer based on the Christmas Intensive rubric are factored into a larger rubric with the following assessments:

- Attendance and Participation
- Officer Evaluation of Cadet
- Christmas Kettle Campaign Synopsis
- Cadet Participation Presentation

Cadets receive their grades for each of the factors listed above and a final grade for the practicum experience. In November/December 2012, 119 Cadets engaged in a Christmas Intensive practicum. The final grades ranged from 75 percent to 99 percent with an average grade of 93 percent.

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6 2012-13 CFOT Catalog, page 39
7 Summer Assignment Field Training Rubric 2012-13
Standard II: Student Learning Programs and Services

Program Review

The program review process is designed to ensure that the instructional program confirms its alignment to CFOT’s mission on a regular basis. All departments engaged in the scheduled and systematic program review respond to the following prompt in the program review template:

State the goals/focus of this program and how the program contributes to the mission and priorities of CFOT.

Actionable Improvement Plans

CFOT meets this standard.

A.1a. The institution identifies and seeks to meet the varied educational needs of its students through programs consistent with their educational preparation and the diversity, demographics, and economy of its communities. The institution relies upon research and analysis to identify student learning needs and to assess progress toward achieving stated learning outcomes.

Descriptive Summary

CFOT’s Cadet body is diverse in ethnicity, age, socioeconomic status, previous life and work experience, and academic preparedness. In order to meet their educational needs, incoming Cadets are given placement tests to assess English, Math and Computer skills. This enables placement in the appropriate English class and identifies those who need to be given support through the developmental Math and Computer Skills courses. In addition, ESL learners receive instruction and assistance from CFOT’s full-time English Language Development Specialist. Courses in the English language development curriculum are taken in addition to courses required for the AA degree.

Beyond individualized placement, ESL Cadets progress is monitored through assessment (tests, quizzes, spoken assignments) in formal classes, informal assessment in lab classes, informal assessment in one on one tutoring, and by interviewing individual Cadets once a quarter. These interviews allow the Cadet to share their self-assessment of progress as well as opportunity for the English language specialist to identify areas of needed improvement for success. The English language specialist meets weekly with Director of Curriculum to discuss ESL Cadets needs and progress as well.

In a small number of cases, the additional course load for developmental and ESL can become too burdensome and an amended Curriculum is developed for the Cadet by the Director of Curriculum and approved by Executive Council. This enables the Cadet to focus on language development and the courses required to be eligible for Commissioning as a
Salvation Army Officer as opposed to the full curriculum which results in conferral of the Associate of Arts degree.\footnote{15}

In addition to the ESL curriculum and developmental courses, Cadets have access to the Academic Achievement Center (AAC), its staff, and volunteer faculty and peer tutors. Through the use of the AAC, Cadets can have their educational needs identified and met on an individual basis. Accommodations are made, by faculty, for all Cadets with documented learning difficulties to maximize their chance at success.\footnote{16} Cadets who feel they have a learning difficulty can meet with the AAC director and CFOT’s mental health counselor for support and assistance. In addition, testing for and documentation of learning difficulties can be arranged through the Director of Curriculum. The cost of testing is covered by CFOT.

The number of Cadets requiring additional support through developmental classes is monitored to ensure that the course offerings and available resources are sufficient. When necessary, additional sections for developmental courses are added to keep class size small and to maximize the Cadets’ opportunity for success.

SLO data and data regarding student learning needs are collected via course surveys\footnote{17}, the Quarterly Academic Report\footnote{18}, and the Cadet Services Survey\footnote{19} to ensure that courses and service properly address the diverse needs of the Cadets. There is significant and intentional linkage between course SLOs and the skills and knowledge needed to be an effective Officer. Course assignments and activities provide opportunities for practical and relevant demonstrations of these skills and knowledge. Instructional approaches are designed to maximize the Cadets’ acquisition and practice of these skills. When assessment of learning outcome achievement identifies an area of deficiency, both content and delivery method are considered when seeking a solution. In addition, Cadets are given opportunity to provide feedback on delivery method and assessment activities through a course/instructor survey for each course they take.\footnote{20}

**Self-Evaluation**

As with most other academic institutions, CFOT is experiencing a continual increase in the proportion of its Cadet body requiring additional support and instruction through developmental classes.

The table below details the number (and percentage) of Cadets in the current Cadet population who were placed in developmental courses:

<table>
<thead>
<tr>
<th>Course</th>
<th>Class of 2013 (Current 2\textsuperscript{nd} years)</th>
<th>Class of 2014 (Current 1\textsuperscript{st} years)</th>
<th>Totals</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>#</td>
<td>%</td>
<td>#</td>
</tr>
<tr>
<td>Developmental English (language)</td>
<td>8</td>
<td>13</td>
<td>14</td>
</tr>
<tr>
<td>Developmental English (writing)</td>
<td>31</td>
<td>51</td>
<td>27</td>
</tr>
<tr>
<td>Fundamentals of Math</td>
<td>14</td>
<td>23</td>
<td>13</td>
</tr>
<tr>
<td>Introduction to the Computer</td>
<td>21</td>
<td>34</td>
<td>26</td>
</tr>
</tbody>
</table>

\begin{table}[h]
\centering
\begin{tabular}{|c|c|c|c|c|c|}
\hline
Course                          & Class of 2013 (Current 2\textsuperscript{nd} years) & Class of 2014 (Current 1\textsuperscript{st} years) & Totals           \\
\hline
Developmental English (language)| 8          | 13       | 14         | 23       | 22         | 18       |
| Developmental English (writing)| 31         | 51       | 27         | 45       | 58         | 47       |
| Fundamentals of Math           | 14         | 23       | 13         | 22       | 27         | 22       |
| Introduction to the Computer   | 21         | 34       | 26         | 43       | 47         | 38       |
\hline
\end{tabular}
\caption{Cadet placement in developmental courses.}
\end{table}
The data on this are being closely monitored and, with the numbers approaching 50 percent, dialogue is beginning to occur on how CFOT will need to adapt its course offerings and sequencing should underprepared Cadets become the norm rather than the exception. CFOT would benefit from continued formal research into how best to address the needs of its underprepared Cadets, both before they enroll and during the key first quarters of the program.

Quarterly GPA analysis, first completed in Fall 2012, indicates that although both ESL Cadets and Cadets in developmental classes have below average GPAs, they are reaching institutional achievement goals. The average GPA for the class of 2014 was 3.2 as compared to:

- Cadets in developmental Math: 2.73 (14.7 percent lower)
- Cadets in developmental English: 2.99 (6.6 percent lower)
- ESL Cadets: 2.96 (7.5 percent lower)

Though the progress of Cadets placed in developmental classes is monitored to ensure they are meeting all stated objectives, CFOT could also benefit from a more direct and intentional assessment of the effectiveness of its development classes and an analysis of the alignment between course content and AAC support and the most often identified deficiencies on placement tests. Further, Cadets could be given an individualized list of objectives based on the results of their placement tests. Achievement of these objectives will act as assessment of the effectiveness of CFOT’s developmental course offerings and support activities.

When surveyed in 2012 for Self-Evaluation purposes, the CFOT community showed strong support for faculty efforts to meet Cadet needs:

**Figure II.A.2:** Data from 2012 Self-Evaluation Survey on “The College seeks to meet the varied educational needs of Cadets.”

**SLO Achievement**

SLO Achievement is measured on a class by class basis by instructors then aggregated and compiled in the Quarterly Academic Report. As stated in the report, an SLO is taught:

- “Successfully” when 80 percent or more of Cadets indicate that the course either fully or quite a bit prepared them with regard to the SLO.
- “Satisfactorily” when 66-79 percent of Cadets indicate that the course either fully or quite a bit prepared them with regard to that SLO.
- “Unsatisfactorily” when 65 percent or more of Cadets indicate that the course either fully or quite a bit prepared them with regard to that SLO.

Out of the 22 courses taught in the Fall 2012 quarter:

- 17 had at least 75 percent of their SLOs taught successfully
- 20 had at least 80 percent of their SLOs taught either successfully or satisfactorily
- 1 had no SLOs taught successfully but 80 percent taught satisfactorily
• 2 had no SLOs taught either successfully or satisfactorily

SLO data are collected through faculty assessment and compiled into a Quarterly Academic Report. Any course in which an SLO is taught unsatisfactorily prompts a dialog with the Director of Curriculum. Suggested changes in instruction and syllabi construction that result are implemented by the instructor with the support of the Academic Design Committee.

Actionable Improvement Plans

CFOT, guided by the Institutional Research Committee, will research the issues surrounding the academic preparedness of Cadets (pre-enrollment testing and preparations, and the effectiveness and sequencing of developmental classes etc.) and will develop more systematic and intentional measures for assessing the effectiveness of its developmental courses. This will be completed during the 2013-14 academic year.

A.1b. The institution utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the current and future needs of its students.

Descriptive Summary

The main objective of CFOT’s curricula is to prepare Cadets for full-time ministry as a Salvation Army Officer. Traditional delivery methods, predominantly lectures, are utilized to meet this objective and the educational needs of the Cadets. In addition, all courses provide opportunity for active interaction with the content and practical demonstrations of learning. Topics such as active learning and teaching effectiveness are frequently featured and discussed during Faculty development trainings.21

Program reviews of each academic department also provide an opportunity to consider any role delivery methods may play in achievement deficiencies and to make appropriate recommendations. Cadets also complete a survey at the end of the first quarter in which they identify the types of teaching activities (i.e. methodologies) they learn from most and least. This information is shared with instructors to inform their syllabus review.

A significant portion of CFOT’s curricula is the Supervised Ministries (Field Training) Curriculum. Courses and activities within this curriculum require that Cadets spend a significant amount of time engaged in ministry on the field in real-world situations, providing further practical expressions of the skills and knowledge presented in classroom based courses. In addition to local Field Training opportunities during each academic quarter, Cadets engage in opportunities of various lengths, that involve travel away from campus outside of the academic quarters and throughout the USA Western Territory: Blitz (one weekend in each academic year), Spring Campaigns (one week in each academic year), Christmas Internship (five weeks in each academic year), and Summer Internship (two months between academic years).22

CFOT greatly appreciates the educational value of providing practical experience on the Field because it provides a venue for application of the knowledge gained by the Cadet through classroom learning with regards to public ministries and Corps administration. It demonstrates

21 Faculty Development Topics 2008-13
22 Yearly Academic Calendar
its commitment to this practical experience through continued provision of extensive field training opportunities, despite the greatly increased number of Cadets and the escalating costs of travel and accommodations.

**Self-Evaluation**

CFOT utilizes delivery systems and modes of instruction compatible with the objectives of the curriculum and appropriate to the needs of Cadets and future needs of Officers. These are reviewed through SLO achievement, practicum assessments and surveys.

**Practicum Assessment**

Please see an overview of practicum assessment results in the “Self-Evaluation” response to II.A1 on page 124.

**Surveys**

Cadets complete a course survey for each class they take. They rate their satisfaction in a number of areas on a scale of one to four, with four correlating to “strongly agree.” This survey includes the question: “The Instructional techniques used in this course engaged me with the subject matter.”

Responses to this question indicate that Cadets either agreed or strongly agreed that 20 out of the 25 courses taught during the Fall 2012 quarter utilized instructional techniques that engaged them with the subject matter. The remaining five courses averaged a 2.6 rating. These data are aggregated in the Course/Instructor Survey, a component of the Academic Quarterly Report and reviewed by Executive Council at the close of each Fall and Spring Quarter. In addition, instructors assess course survey results at the close of each quarter and this informs their syllabi review.

At the end of each Fall Quarter, Cadets respond to a First Quarter Experience Survey. They are asked, among other things, what types of learning situations they enjoy and learn from most. The most common responses are hands on [activities], group activities, and class discussions. They also select learning situations/activities they enjoy and learn from least. The most common responses are lectures and situations that require extensive note taking. Similarly, they identify assignments they enjoy and make them feel successful. The most positive responses are reflection questions, Bible studies, papers, presentations and sermons. The least favored type of assignment is the research paper. The results of this survey are distributed to all faculty and discussed at Curriculum Council.

In addition to the surveys mentioned above, the Cadets also completed a Self-Evaluation survey in 2012. Seventy-one percent of Cadets agreed that CFOT uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its Cadets. Twenty-seven percent of the Cadet body, however, disagreed while two percent indicated they didn’t know. Since more than one out of four Cadets expressed dissatisfaction with the modes of instruction used the Faculty Development Committee scheduled a number of speakers to introduce a variety of teaching methodologies and activities, including the following:

- Overview of Experiential Education
- Classroom Teaching Innovations
- Brain Rules Review
- Classroom Pedagogy
- Technology in the Classroom
- Learning Taxonomies
- Improving Cadet Writing
• Classroom Teaching Motivational Approaches

Actionable Improvement Plans
CFOT meets this standard.

A.1c. The institution identifies student learning outcomes for courses programs, certificates, and degrees; assesses student achievement of those outcomes; and uses assessment results to make improvements.

Descriptive Summary

To promote Cadet success in its degree program, CFOT has developed course, academic department, and institutional student learning outcomes. CFOT’s focus is to train its Cadets to be ministers within The Salvation Army. The knowledge and skills necessary to be effective ministers and the support they need to fully develop in this regard are the primary considerations in the development and assessment of these SLOs. Each faculty member is responsible for ensuring that his/her course provides adequate preparation and opportunity for the Cadets to demonstrate mastery of each 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 decisions regarding their courses. In addition, when completing the quarterly course/instructor surveys, Cadets are asked to reflect on the extent to which they feel they have mastered each course’s SLOs.

Instructors are required to review the data pertaining to their course(s) and make recommendations on how to close SLO achievement gaps. Instructors submit their syllabi for approval each time a course is taught and as part of this approval process they acknowledge review of these data and document the resulting changes. Achievement gaps are reviewed by department heads during the quarterly review and dialogue with instructors, as appropriate, occurs during development and/or submission of their syllabi.

In order to ensure transparency and open dialog, faculty members report SLO achievement data to the Institutional Planning and Accreditation office via the aforementioned online database. This information is compiled in the Academic Quarterly Report and reviewed at the close of each Fall and Spring quarter.

CFOT’s assessment plan has increased the pervasiveness of the College’s assessment activities resulting in quarterly and annual reports on academic achievement which are disseminated to faculty and administration. As a result of these combined assessment activities, more in-depth annual reports on both Cadet achievement and the results of assessment activities are produced and disseminated.

21 Course, Departmental, and Institutional Learning Outcomes Overview
24 SLO Assessment Form
25 Course-Instructor Survey
26 Fall 2012 Academic Report
27 Academic Assessment Plan
28 2012-13 Academic Achievement Reports
CFOT recently restructured the Curriculum Department resulting in the role of department coordinators who will play a significant role in reviewing departmental learning outcomes. In Fall 2012 CFOT also refined its existing Cadet review process to allow for a more individual assessment of each Cadet’s achievement of CFOT’s Institutional Learning Outcomes.

SLO assessment results and faculty review of these results form the basis for academic program review. The recent formalization of the program review calendar and reorganization of the academic department structure, including the introduction of department coordinators, will add structure to the program review process. In turn, this should produce more immediate and direct recommendations and documentation for review.

**Self-Evaluation**

CFOT identifies, assesses and uses student learning outcomes to improve its program. CFOT evaluate its progress in this area through quarterly and annual academic reviews and surveys.

**Quarterly and Annual Academic Reviews**

Quarterly and annual academic reviews provide CFOT with data related to Cadet achievement including grade distributions, survey data, faculty reported SLO achievement data, and Cadet reported SLO achievement data. All of this information is compiled into two reports, the Quarterly Academic Report and the Annual Academic Report. Both of these reports are reviewed by the Academic Design Committee and Executive Council.

Consolidating the results of SLO assessment has allowed CFOT to identify areas in need of improvement. By way of example, recent observations and assessment of Cadets’ delivery of sermons have led to a significant reshaping of the Homiletics sequence. (Sermon delivery is a significant SLO of the Homiletics Sequence) This recommendation was initiated by the instructor and discussed and approved by the Curriculum Council. In another instance, observation and assessment of Cadet writing led to changes in both English syllabi and English course sequencing. As assignments with a written component are part of nearly every syllabus across departments, the discussion and recommendations for change involved a cross section of department representatives in Curriculum Council. The Council approved of the recommended changes and tracks the progress of Cadet writing through dialog, observation and SLO data published in the Quarterly Academic Reports.

**Surveys**

The CFOT community participated in a Self-Evaluation Survey in Fall 2012, which included the question: “Courses are systematically assessed to make curricular improvements.”

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29 Program Review Calendar  
30 Fall 2012 Academic Report  
31 2012-13 Academic Report
A.2. **The institution assures the quality and improvement of all instructional courses and programs offered in the name of the institution, including collegiate, developmental, and pre-collegiate courses and programs, continuing and community education, study abroad, short-term training courses and programs, programs for international students, and contract or other special programs, regardless of type of credit awarded, delivery mode, or location.**

A.2a. **The institution uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate courses and programs. The institution recognizes the central role of its faculty for establishing quality and improving instructional courses and programs.**

**Descriptive Summary**

CFOT offers one program of study to Cadets, an AA in Ministry. As a result of the 2007 ACCJC visiting team recommendations, CFOT faculty developed student learning outcomes for all courses in this program. In addition, the Curriculum Department established procedures for the development of course outline of records and syllabi. These procedures have been in place since 2007-8. Faculty submits syllabi to the Curriculum Department for review four weeks prior to the beginning of each quarter to ensure that the content is reflected upon regularly.

Faculty members are integral to the development, implementation, and assessment of student learning outcomes. The relevance of CFOT’s academic program is defined by the faculty’s expertise in both the content matter and its application to the roles and responsibilities of a Salvation Army Officer. By using assessment data on a course level, faculty drive the assessment activities thus enabling improvements to be made on an ongoing basis.

When the need for a new course is identified, a qualified faculty member is assigned its development. The first task is to identify the rationale for the course. In doing so, the faculty member must consider whether the new course will support CFOT’s mission and how it will complement the existing curriculum. The intended SLOs for the course are also developed. This is often done with support from members of the Academic Design Committee, who are faculty. This information is submitted to Curriculum Council for concept approval. Once approved, the

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**Figure II.A.3:** Data from 2012 Self-Evaluation Survey on “Courses are systematically assessed to make curricular improvements.”
rationale moves to Executive Council for final approval and the faculty member can move forward with development of the Course Outline of Record and syllabus.

The documents supporting the process outlined above are collected in the Guidelines for Instructors. Though policies and procedures outlined above exist to ensure the quality and ongoing improvement of its courses and program, they are not articulated and compiled for instructors.

All courses are assessed at an instructor/course level using SLO achievement data and Cadet surveys. In addition, a number of courses use pre and post-test data to assess achievement levels. These assessments are collected, compiled and reviewed by the Academic Design Committee quarterly. They are also included in the Quarterly Academic Report, reviewed by the Executive Council at the end of each Fall Quarter and the end of each academic year.

Self-Evaluation

CFOT uses established procedures to design, identify learning outcomes for, approve, administer, deliver, and evaluate all courses within the single program offered, an AA in Ministry. The Curriculum Department, largely through the Academic Design Committee, ensures compliance with these procedures and their outcome, quality and continually improving instruction.

The Academic Design Committee reviews 100 percent of the syllabi before the beginning of each quarter. Each syllabus is accompanied by a form\(^{32}\) that prompts the faculty member to indicate if any changes to the syllabi resulted from either SLO assessment or the Course Survey. These changes are brought to the Curriculum Council where dialog regarding the changes occurs as needed. By way of example, the Curriculum Council reviewed amendments to seven syllabi during their December 2011 meeting. Out of these, six syllabi were approved and one was deferred for further analysis.

CFOT would benefit from these being consolidated into a single academic manual that includes detailed instructions and complements the existing Guidelines for Instructors.

Actionable Improvement Plans

CFOT Guided by the Institutional Planning and Accreditation Department will develop a manual on assessment to complement the existing guidelines for instructors and training provided through the Faculty Development Program.

\(^{32}\) Syllabus Submission Form
A.2b. The institution relies on faculty expertise and the assistance of advisory committees when appropriate to identify competency levels and measurable student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution regularly assesses student progress towards achieving those outcomes.

Descriptive Summary

The majority of Officer faculty and administrators come to CFOT with advanced degrees and a minimum of five years of field experience as a Salvation Army Officer. They are uniquely qualified to develop curriculum that ensures Cadets are well prepared for their selected profession. In addition to the Officers on staff, CFOT is developing a system inviting field officers to review and advise the Curriculum Council on the currency and quality of course syllabi. Non-Officer faculty teaching general education applied courses have advanced degrees and relevant teaching experience.

Faculty members are responsible for evaluating the course level competencies of each Cadet. They measure SLO achievement at the end of every quarter. These indicators are used by faculty to refine their teaching style, assignments and syllabi as needed. SLO achievement levels are compiled in the Quarterly Academic Report which is reviewed by the Executive Council following each Fall and Spring quarter.

Prior to the beginning of each quarter, faculty members include SLOs in their course syllabi that are submitted to the Academic Design Committee for approval along with a Syllabus Submission Form outlining any changes made. If a change in SLO content has occurred for an established course, the SLO change is reviewed by the Curriculum Council. New course SLOs are reviewed by both the Academic Design Committee and the Curriculum Council.

Self-Evaluation

CFOT relies on faculty expertise and the assistance of Councils when appropriate to identify competency levels and measurable student learning outcomes for courses in the ministry program. The institution regularly assesses Cadet progress towards achieving these outcomes. CFOT measures its progress in this area through SLO achievement data.

CFOT relies on faculty expertise to develop courses and craft SLOs. At the end of each quarter, faculty members submit an SLO Assessment Report to the Academic Design Committee. When the number of Cadets achieving SLO mastery does not meet the faculty and/or Academic Design Committee’s expectations, instructors review and redesign syllabi, assignments, and SLOs as needed. The small size of CFOT allows for this collaborative process to result in change within a matter of weeks. Changes are reviewed by the Curriculum Department and implemented in a timely manner.

As an example, the English Department redesigned classes and course sequencing after faculty experienced declining SLO success rates during both the 2010-11 and 2011-12 academic years, as noted in their SLO Assessment Reports. They engaged in dialog with the Curriculum Council on the topic and collected feedback on Cadet writing competencies in other classes. In response to these observations and dialog, the Department proposed creating a developmental English sequence for Cadets scoring below 30 percent on the writing placement exam. Cadets placed on the developmental track benefit from an additional quarter of English language and writing instruction. At the end of the Winter 2012 quarter, the English Department re-

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31 Faculty Staffing Chart
34 Syllabus Submission Form
administered the writing placement exam to the first group of Cadets who completed the English developmental sequence and found that 47 percent had improved their writing skills.

The Academic Design Committee is continuously engaged in reviewing Cadet progress toward SLO achievement. They collect assessment data SLO from faculty members on each course and compile this information into the Quarterly Academic Report. The report includes faculty SLO assessment data and Cadet perception of SLO preparedness. They work with the Curriculum Council to monitor achievement levels and review changes in established SLOs. The Curriculum Council meets monthly and minutes are made available to appropriate constituents. Both SLO Achievement data and survey results on Cadet perception of their SLO mastery are reviewed by the Executive Council to ensure institutional oversight of the SLO assessment process.

**Actionable Improvement Plans**

CFOT meets this standard.

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**A.2c. High-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterize all programs.**

**Descriptive Summary**

CFOT provides quality instruction tailored to the duties and challenges Officers face on the field, while at the same time also providing a foundational education in General Education. It is the goal of CFOT to prepare Salvation Army Officers ready not only to fulfill their responsibilities as Officers, but also lifelong learners who value education and knowledge.

CFOT uses a variety of means to ensure the breadth, depth, rigor, sequencing, time to completion, and synthesis of learning that it offers.

**Breadth**

CFOT’s program of instruction targeted at Officiership is guided by The Salvation Army’s national standards for training colleges and general education requirements for the associates degree. The National Headquarters, in conjunction with the Salvation Army office of the General has developed and confirmed national commissioning standards followed by all four training colleges in the United States. Along with these criteria the school also uses feedback from alumni, who are active Salvation Army Officers, to help ensure that Cadets are taught useful information for their careers as Salvation Army Officers. CFOT also relies on the experience and knowledge of the Officers assigned to the staff. Having so many experienced Officers teaching is viewed as a strength because the instructors are not only able to bring in their theoretical knowledge but also able to give real world applications based on their experience as Officers.

The general education program is designed so that Cadets with opportunities to learn, exercise and refine lifelong skills that will help them to comprehend and function effectively in the modern world. The courses are designed to introduce Cadets to fundamental knowledge in

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35 Fall 2012 Academic Report
the following areas: math, English and communication, natural and social sciences, and worship arts.

Depth and Rigor
CFOT ensures the breadth, depth and rigor of its instructional programs by hiring instructors who have advanced degrees and are knowledgeable in the subject areas they teach, by comparing our course content in general education courses to that of other accredited colleges, encouraging a team teaching model, and employing a variety of teaching pedagogies. All lead instructors in general education core courses are required to have a masters, or equivalent, in their area. For classes which are specifically geared toward Salvation Army Officership the instructors are highly experienced Salvation Army Officers, having served many years on the field prior to their appointment to CFOT. The depth and rigor of all courses are reflected in the syllabi both Officer and non-Officer faculty, create and submit to the Academic Design Committee for review of each course at the beginning of every quarter.

Sequencing and Time to Completion
CFOT offers one degree, an associates in ministry, taught in a cohort format. Every year, a group of Cadets enter and progress through the core program on a set schedule. This schedule is modified for Cadets whose placement tests indicate they would benefit from additional coursework in specific disciplines. These Cadets may be placed in developmental general education classes but they proceed through their Biblical Studies, Business, Mission and Ministry, Supervised Ministry and Theological Studies along with their cohort. The Salvation Army recognizes and reinforces the importance of the cohort model by assigning each cohort (session) a name. The General selects a session name for every cohort in Salvation Army training colleges worldwide. The name of this year’s graduating session is Disciples of the Cross. Each year the Executive Council selects four Cadets from the graduating session to present on behalf of their classmates the success of their shared cohort experience to Crestmont Council.

Synthesis of Learning
Cadets are given ample opportunity to apply their academic knowledge and insights in supervised and practical public ministry experiences through Field Training practicum. Each Field Training practicum immerses Cadets in the practical applications of general education and ministerial course content in public ministries and Corps administration.

Self-Evaluation
CFOT provides high-quality instruction and appropriate breadth, depth, rigor, sequencing, time to completion, and synthesis of learning characterizes all of its programs. These are reinforced and monitored through faculty review, syllabi review, program review, faculty development, and field training assessment. Each are addressed in the sections that follow.

Faculty Review
A peer faculty observer system was created during the 2010-11 academic year. This instrument included prompts on instructional techniques used, knowledge of subject matter, organization of course and classroom, clarity of communication, rapport with Cadets, feedback to Cadets, use of technology, variety of teaching approaches and teacher characteristics or behaviors that enhanced overall effectiveness. To facilitate responses, the instrument was
digitized and used on an experimental basis in selected courses. In 2012-13, the program was fully implemented with a requirement that all faculty serve as peer assessors and likewise be assessed in turn by one of their peers. The data collected through this process were reviewed individually by each faculty member and collectively by the Curriculum Director, Training Principal and Assistant Training Principal.

In addition to peer review, CFOT and faculty receive feedback from Cadets through interviews and surveys. Graduates return to CFOT both one and five years after graduation for the Territorial Officers Institute, a continuing education program. CFOT uses this opportunity to interview and dialogue with graduates about their training experience and how it prepared them for their ministry. This information is collected informally and supplements data collected from current Cadets through course evaluation surveys completed at the end of each quarter. The results are aggregated and reviewed by the instructor and by the Executive Council as part of the Quarterly Academic Review.

**Syllabi Review**

Faculty submit their syllabi to the Curriculum Department and these documents are reviewed by the Academic Design Committee before the beginning of each quarter. This process ensures that faculty assess the data provided by faculty review and course surveys and implement improvements, as needed, into their syllabi.

**Program Review**

Each departmental program review is generated three to five departmental program recommendations intended to improve the quality of each departmental program at the College. Such reviews include all academic and Cadet support services, such as the Library and Academic Achievement Center, do assess the standards for the department.

**Faculty Development**

The Territorial Education Department supports and funds a wide variety of continuing education pursuits undertaken by CFOT faculty. Forty-four percent of faculty are enrolled in graduate programs and 75 percent attended continuing education or conferences in the 2011-12 academic year. The Curriculum Department promotes faculty development through Faculty Development Training. The following topics are a small sample of the topics covered in recent Faculty Development Training sessions.

- Overview of Experiential Education
- Classroom Teaching Innovations
- Process for Evaluating Teaching
- Teaching Evaluation project
- Effective Teaching and Learning

**Field Training Assessment**

In the recent Self-Evaluation Survey, Cadets, faculty and employees were asked to respond to the following assertion: “The academic program is linked to Field Training.” The results indicate a high level of confidence throughout the community that Cadets have opportunities to put what they have successfully learned at CFOT into practice:

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36 CFOT Staff Continuing Education Overview
37 2012 Self-Evaluation Survey

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Actionable Improvement Plans

CFOT meets this standard.

A.2d. The institution uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.

Descriptive Summary

The CFOT Cadet population is diverse, representing a wide range of cultures, languages, ages, socio-economic backgrounds, employment experience, educational backgrounds and goals, learning styles, and family responsibilities. With this diversity comes richness, but also the challenge to utilize a variety of delivery modes and teaching methods to address Cadet needs.

Faculty assumes the main responsibility for assessing and utilizing appropriate instructional methods to meet the diverse needs and styles of learning within the classroom lies with the faculty. Through faculty development presentations, workshops, conferences, continuing education, and departmental meetings the faculty receives training in different learning styles as well as effective pedagogical approaches to meet diverse learning needs. The faculty then employs the teaching methodologies most appropriate for their courses and Cadets.

CFOT’s commitment to using delivery modes and teaching methodologies that reflect the diverse needs of its students has been covered in Faculty Development training through discussion of learning styles, pedagogical approaches, the relationship between teaching methodologies and Cadet performance, rubric development, and effective delivery modes. Faculty use their professional expertise to design courses to include a variety of delivery modes and ways of assessing Cadet learning in order to accommodate the diversity of Cadet needs and learning styles. The teaching methodologies commonly used are: practical field training, lecture, discussion, group work, peer learning, role playing, audio-visual presentations, and lab work. Methodologies are chosen to best match the subject matter being presented and intended student learning outcomes. Assessment instruments such as essays, research and reflection papers, objective tests, oral presentations, virtual program development, and Cadet projects provide a wide scope for evaluating student learning outcomes and achievement of course objectives.

38 2012-13 Fact Book, pages 18-20
Cadets have easy access to and communication with the Academic Achievement Center, which assists Cadets requiring academic support services. This Center provides the main avenue for assessing Cadet learning styles and needs. English as a Second Language at varying levels, computer literacy, basic math courses, and one-on-one tutoring are available for Cadets needing further learning to succeed in the curriculum. Upon Cadet entry, CFOT administers proficiency testing and a Critical Thinking Assessment to identify these Cadets. Additional study materials and assistive technology are available through The Academic Achievement Center to meet the needs of Cadets as well.

Self-Evaluation

CFOT uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its Cadets. The Curriculum Department ensures Cadets learning needs are met by reviewing syllabi, analyzing course survey results, and evaluating achievement levels of Cadets with diverse needs.

Syllabi Review

Faculty members review a variety of data, including SLO achievement figures and course survey results, before submitting their syllabi to the Curriculum Department two weeks before the beginning of each quarter. Faculty members are provided with data relevant to their courses by the Institutional Planning and Accreditation Department. A member of the Academic Design Committee reviews each syllabus to ensure diversity, efficacy, and balance among the course delivery modes and assessments given in the overall curriculum. A Syllabus Submission Form accompanies each syllabus submitted. This form alerts the reviewer to any changes made in the syllabi and explains what prompted the change, e.g. feedback from course surveys. Student Learning Outcomes, included in all syllabi, are reviewed in this process as well.

Surveys

The Curriculum Department oversees the distribution of course surveys, which provide analysis to support whether chosen modes of instruction and assessment proved effective for Cadets. All survey data are disseminated to Faculty and administration by the Institutional Planning and Accreditation Department, The faculty utilizes this information for individual course analysis, in order to make necessary adjustments in pedagogical methodologies and instructional techniques employed to maximize Cadet learning. In the course survey, Cadets respond to the following prompt, rating instructors from one to four: “The instructional techniques used in this course engaged me with the subject matter.”

The average score to this response during the Fall 2012 quarter was 3.32 and individual scores ranged from 2.4 to 4.0. The Academic Design committee compiles these course survey results into a Statistical Overview, included in the Quarterly Academic Report. This report is reviewed by the Executive Council at the end of the Fall Quarter and the end of each academic Year.

In addition to the course surveys, the self-evaluation surveyed Cadet, Officer, and staff responses to the following query: “The College uses delivery modes and teaching methodologies that reflect the diverse needs and learning styles of its students.”

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39 Syllabus Submission Form
40 Fall 2012 Academic Report
Analysis and support of students with diverse learning needs

The Director of Curriculum proactively works with faculty during the quarter to identify struggling Cadets needing assistance and personal attention. The small faculty size and Cadet body allows for personal interaction and easy communication for matching methodologies with particular Cadet needs and learning styles. In so doing, the faculty tailors classes to engage basic learners on their own level alongside their classmates. The Academic Achievement Center staff also makes recommendations to faculty regarding the most effective teaching and learning methods to employ for Cadets with identified disabilities and ESL needs. By way of example, the Director of the AAC proposed an initiative to identify competent note-takers for each course offered. These Cadets were invited to share their notes with the AAC to support peers who would benefit from addressing all of their attention to classroom lectures and activities.  

An analysis of the average GPAs for the 2012-13 academic year indicates that although both ESL Cadets and Cadets in developmental classes have below average GPAs, they are reaching institutional achievement goals. The average GPA for the class of 2014 was 3.34 as compared to:

- Cadets in developmental Math: 2.98 (10.8 percent lower)
- Cadets in developmental English: 3.21 (3.9 percent lower)
- ESL Cadets: 3.15 (5.7 percent lower)

Actionable Improvement Plans

CFOT meets this standard.

A.2e. The institution evaluates all courses and programs through an ongoing systematic review of their relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans.

Descriptive Summary

CFOT is engaged in ongoing and systematic evaluation of its program and courses. Although CFOT has only one program, the program review process is distributed across a number of departments related to its instructional programs including but not limited to the Curriculum Department, the Library, and the Academic Achievement Center. The program review schedule ensures that reviews are completed on an ongoing basis.

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41 Curriculum Council Minutes 1/10/13  
42 Program Review Calendar
The Department of Institutional Planning and Effectiveness oversees the program review process by training and communicating with the CFOT departments engaged in the process. The program review template employed ensures that each area reviews its relevance, appropriateness, relevant SLO achievement, currency and future needs and plans. In addition to providing a framework for the program review process, the Institutional Planning and Effectiveness Department compiles and distributes relevant data and evidence to the CFOT department heads responsible for coordinating program reviews.

CFOT’s Academic Assessment Plan assures that courses, and therefore the program, are evaluated for relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans on an ongoing and consistent basis. Faculty members consider application and relevance to the field as they submit their syllabi for approval on an annual basis. Changes that reflect the needs of the field are made swiftly. In addition, instructors review the following data and incorporate them with their observations to inform continuous course improvement:

- Grade Distribution
- Course Success Rates
- SLO Achievement
- Course Surveys

The achievement of SLOs is currently measured on a course level by individual instructors, who are required to submit SLO reports and account for those Cadets who did not achieve mastery of the given SLOs. Course/instructor surveys are also used to collect feedback from Cadets on their perception of their mastery of each of the course level SLOs. Instructors provide the Academic Design Committee with SLO assessment data. These data are included in the Quarterly Academic Report, which is reviewed by The Executive Council after each Fall Quarter and at the end of each academic year.

CFOT recently instituted a peer faculty observation system. This process utilizes an instrument that guides reviewers through the process of documenting instructional techniques used, knowledge of subject matter, organization of course and classroom, clarity of communication, rapport with Cadets, feedback to Cadets, use of technology, variety of teaching approaches and teacher characteristics or behaviors that enhance overall effectiveness. To facilitate responses, the instrument was digitized and used on an experimental basis in selected courses. In 2012-13, the program was fully implemented for all instructors with a requirement that all faculty serve as peer assessors and would likewise be assessed in turn by one of their peers. The peer process serves as a supplement to the course feedback that is received and reviewed on a quarterly basis.

All data on such effectiveness are sent to the Director of Curriculum, and his review is supplemented by the review of the Assistant Principal, the Training Principal and the Director of Campus Services. Feedback is used to suggest areas where faculty members need to be more intentional to facilitate learning to those areas where Cadets need supplemental writing or tutoring assistance to strengthen their performance.

**Self-Evaluation**

CFOT evaluates its program and the courses within that program through systematic program evaluation, course evaluation, faculty evaluation, and analysis Cadet achievement.

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43 Program Review Template
44 Academic Assessment plan
45 Fall 2012 Academic Report
Program Review

CFO'T's Institutional Planning and Effectiveness department schedules and oversees the program review process. Under their direction, the following program reviews related to instructional programs have been completed in the last three years: General Education, Biblical Studies, Academic Achievement Center, and Library. Each program review addresses prompts related to the department’s relevance, appropriateness, achievement of learning outcomes, currency, and future needs and plans. The program review template\(^{46}\) includes, but is not limited to, the following questions:

- List the Student Learning Outcomes addressed in this discipline/program and any evidence available regarding the results of the evaluation of these SLOs.
- State how the program has remained current in the discipline(s).
- Describe the program level SLOs and the means by which these SLOs are addressed throughout the institution.
- Discuss plans for future review and program modification.

The following constructive changes grew out of the program review process:

General Education Program Review

Expanded Curriculum in Public Speaking and Homiletics: A one unit course in Public Speaking as part of general education meeting for twelve times as a pre-cursor to an expanded homiletics course sequence was recommended in the last program review and implemented successfully this year. Now Cadets take either Public Speaking or Homiletics each quarter they are here, and this reality has had a very positive outcome in terms of their public speaking skills.

Expanded Curriculum in Developmental English: Cadets placed in the non-credit Developmental English have an additional section of credit English available to them in the subsequent quarter. This approach is working and developmental students who have completed two courses in English are better prepared in English than in the past.

Business Management Program Review

Changes to CORs, SLOs and Syllabus in BU154 Business Management I: In addition to the planning focus this course outline of record was revised to include two early lectures on Finance Role and Budgeting, and Financial Statements and Accountability in sync with the Field Training schedule and the need for Cadets to have some knowledge of the finance and statistics role prior to working in the Corps setting. Lectures on The Salvation Army organization, structure, and protocol followed by strategic planning and goals setting at the level were designed to assist the Cadets in goal setting, decision-making, business writing, meeting and business etiquette, engaging the community, teams and teamwork, human resources and diversity. Cadets were required to function in a team that used data from an existing Corps as a basis for developing and presenting a trial Corps strategic plan.

Changes to CORs SLOs and the syllabus in BU254 Business Management II: This course was modified to include two new lectures about Salvation Army Procedures and Orders and Regulations, a lecture on property management, and integrated the material about servant leadership and “good to great” leadership into two other lecture. The MBO lecture material was

\(^{46}\) Program Review Template
incorporated into the Corps management presentation, making the communications sections more specific and targeted to the Officer role.

Changes to CORs, SLOs and Syllabus in BU258 Business Management III: This course with its focus on development, human resource and fundraising needed to be better integrated with the first two courses in the series. The new syllabus linked strategic planning references with staffing plans and use of evaluation instruments, including a Strengths Weaknesses Opportunities and Threats (S.W.O.T.) analysis. An attempt was made to differentiate management complexity and the content of human resources management. The values of The Salvation Army were linked with those of the donor in the fund-raising arena, the importance of mission was linked to development strategies, and the need for educating potential donors on the many tax-related advantages of planning giving to The Salvation Army.

These three changes when linked with judicious use of Salvationist guest lecturers and proper applications of the management text created an improved content foundation in this sequence.

Course Evaluation

As outlined above in II.A.2a, faculty rely on a variety of sources, including observation, dialog, and data, including Grade Distributions, SLO Assessment, Course Surveys and GPA Analysis, to inform their syllabi review. The Academic Design Committee reviews 100 percent of syllabi before the beginning of each quarter. Each syllabus is accompanied by a form which prompts the faculty member to indicate if any changes to the syllabi resulted from either SLO assessment or the Course Survey. These changes are brought to the Curriculum Council where dialog regarding the changes occurs as needed.

Faculty Evaluation

During the first year of implementation, 85 percent of instructors were reviewed through the faculty observation system. Although observers were encouraged to review the observation results with their peers, CFOT did not track this dialog. As the Curriculum Department continues to refine this system, it will define faculty requirements re: post observation dialog and documentation more clearly.

Cadet Achievement

Cadet Achievement is reviewed at a course level by instructors and at a program level by the Curriculum Department and the Executive Council. The Quarterly Academic Report outlines achievement levels through:

- Grade Distribution/Course Success Rates
- Cadet Perception of SLO Preparedness
- Course/Instructor Survey – Statistical Overview
- Faculty SLO Assessment Data
- First Quarter Experience Survey
- GPA Analysis (first-years)
These data indicate that over the 2012-13 academic year, 91 percent of courses add SLO mastery rates of over 70 percent and 72 percent of courses had SLO mastery rates of over 80 percent. In addition well over 95 percent of Cadets are meeting the benchmark for success for each course, defined as receiving a grade of C or above. Cadet perception of SLO achievement is similarly positive. An SLO is considered successfully taught when 80 percent or more of Cadets indicate the course fully or quite a bit prepared them with regard to the SLO. It is considered successfully taught when 66-79 percent of Cadets indicate that the course prepared them with regard to the SLO. Out of the 22 courses taught in the Fall 2012 quarter:

- 17 had at least 75 percent of the SLOs taught successfully
- 20 had at least 80 percent of their SLOs taught either successfully or satisfactorily

**Actionable Improvement Plans**

CFOT meets this standard.

**A.2f.** The institution engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for courses, certificates, programs including general and vocational education, and degrees. The institution systematically strives to improve those outcomes and makes the results available to appropriate constituencies.

**Descriptive Summary**

CFOT benefits from being on a continuous cycle to evaluate SLOs, conduct program reviews, and update the Institutional Strategic Plan.

CFOT updated its program review schedule for each program, department, and administrative unit in 2013. These program reviews rely on the ongoing systematic review of student learning outcomes and institutional learning outcomes. Student learning outcomes are measured at a course level every quarter by faculty and included in the Quarterly Academic Report at the end of each Quarter. Institutional SLOS are evaluated as outlined in the response to standard II.A.1c. Systematic assessment of SLOs has been firmly established at the course level. Institutional SLO assessment and program review cycles are in process and expected to be fully established by the 2013-14 academic year.

At an institutional level, CFOT is directed by a three year Strategic Plan driven by a combination of program review data and departmental goals that is vetted by staff, Officers, Cadets, and Crestmont Council on a continuous basis. As part of this process the school invites representatives from throughout the CFOT community to participate in a walk through where goals and resources are prioritized for the next three years. This is an institution wide plan that all departments then use for departmental goal setting.

CFOT’s comprehensive Integrated Strategic Plan is an important tool for integrated planning. CFOT integrates SLOs, program review recommendations and other assessments into its planning activities and links the plan with the budget. The Plan is developed using an inclusive Strategic Plan Walk Through which gives all constituents an opportunity to give direct input to the plan goals and to the approaches to planning and funding.

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50 Program Review Calendar
51 Strategic Plan Walk Through Attendance Report
52 CFOT Integrated Strategic Plan 2012-15
Self-Evaluation

CFOT engages in ongoing, systematic evaluation and integrated planning to assure currency and measure achievement of its stated student learning outcomes for its program, an AA in ministry. CFOT reviews its progress in this area through regularly scheduled dialog in The Executive Council\(^{53}\) and reports this information to the community in the Strategic Plan Scorecard.\(^{54}\) Furthermore, the Office of Institutional Planning and Accreditation reviews budget proposals to ensure that all strategic plan goals are financed.

Executive Council/Strategic Planning Committee

Member of the Executive Council also act as the Strategic Planning Committee. It engages in dialog related to any questions, progress and issues with Strategic Plan line items. As a member of both Executive Council and Strategic Planning Committee the Director of Institutional Planning and Accreditation coordinates strategic planning activities and ensures that results of the program review recommendations are integrated into the Integrated Strategic Plan undertaken by the Council. In addition, The Director of Institutional Planning and Accreditation assesses Plan progress and produces a Integrated Strategic Plan Scorecard annually.

By way of example, during the 2011-12 academic year the Executive Council reviewed the following agenda items related to the Strategic Plan:

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<th>Agenda Item(s)</th>
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<tbody>
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<td>2011</td>
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<tr>
<td>Sep. 14</td>
<td>Preliminary Executive Council Data on Strategic Plan</td>
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<tr>
<td>Sep. 21</td>
<td>Strategic Goals Proposals from Each Director on Executive Council</td>
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<tr>
<td>Oct. 12</td>
<td>Preliminary Strategic Planning Considerations</td>
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<tr>
<td>Jan. 11</td>
<td>Strategic Plan Goals Presentation at Crestmont Council Retreat</td>
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<tr>
<td>Jan. 25</td>
<td>Strategic Goals 2012-15</td>
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<tr>
<td>Feb. 01</td>
<td>Strategic Plan Goals Presentation at Crestmont Council Retreat Update</td>
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<td>Feb. 08</td>
<td>Strategic Goals 2012-15 Update</td>
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Table II.A.2: Executive Council Strategic Planning Agenda Items

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\(^{53}\) Executive Council Meeting Minutes from 02/01/12

\(^{54}\) Strategic Plan Scorecards
Strategic Scorecard

The Office of Institutional Planning and Accreditation publishes a Strategic Plan Scorecard once a year. This report outlines the progress made on up to eight goals designated by the Crestmont Council as “focus” goals for the year. The areas served by the goals vary from year to year depending on the institutional priorities outlined by Crestmont Council. In 2011-12 the Strategic Plan Scorecard reported progress on the following goals:

- CFOT linked the curriculum and co-curriculum to the world beyond Crestmont, ensuring that Cadets gain global and territorial perspectives.
- Explored staffing levels, reassignments and redistribution of duties in support of the academic program of CFOT.
- CFOT further integrated and streamline Field Training with the academic curriculum and will assess the use of practicums integrated with extant courses in these areas.
- CFOT assessed Cadet life satisfaction levels with their Crestmont experiences and incorporate changes as needed.
- CFOT developed an up to date comprehensive master plan, including capital plant replacement and enhancement and grounds and landscaping, to protect and enhance the physical learning environment and applicable ADA standards.
- Updated classroom applications and uses for technology, software and hardware applications, and ensure proper infrastructure support and backup.
- Strengthened internal financial budgeting communication between departments and the finance area.
- CFOT increased the focus on student learning outcomes and clarify such outcomes for courses, programs and degree learning.

Budget Integration

As noted in standards III.D.1a and IV.A.2a, CFOT integrates academic achievement oriented strategic planning with the budget planning process to ensure continuous improvement.

Actionable Improvement Plans

CFOT meets this standard.

A.2g. If an institution uses departmental course and/or program examinations, it validates their effectiveness in measuring student learning and minimizes test biases.

Descriptive Summary

CFOT has one academic program. Cadets are not required to take departmental course and/or program examinations.

Self-Evaluation

N/A
**Actionable Improvement Plans**

This standard does not apply.

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**A.2h.** The institution awards credit based on student achievement of the course’s stated learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education.

**Descriptive Summary**

In compliance with the Commission’s policy on Award of Credit, CFOT awards credit for courses taken based on achievement of the courses stated learning outcomes.

The Course Outline of Record for each course details the unit value for each course, the total number of lecture hours assigned, and the course’s learning outcomes. Course assignments are based on these stated outcomes and the award of credit is based Cadets’ accumulative achievement on these assignments, as described in the course syllabus.

Syllabi are reviewed and approved on an annual basis by the Academic Design Committee. The first step of this process is to ensure that the content of each syllabus is consistent with that of the Course Outline of Record.\(^{55}\) The Academic Design Committee also reviews the assignments for each course to ensure that they fully align with the stated learning outcomes and to ensure that all learning outcomes are being measured. Instructors are also encouraged to avoid the use of assignments that don’t fully support the assessment of learning outcome achievement.

The unit value assigned to a course is based on the total number of hours of class time, as prescribed by the Carnegie formula. Though attendance is mandatory, the award of credit is not based on the hours a Cadet spends in the classroom but on their achievement of the stated learning outcomes, as described above. When the class schedule\(^{56}\) is put together, particular attention is paid to the number of times a course is scheduled. Instructors are required to include the course schedule in their syllabus and are responsible for confirming that the correct number of classes has been scheduled.

**Self-Evaluation**

CFOT is confident in its current efforts and directions in awarding credit based on Cadet achievement of the course’s stated learning outcomes as demonstrated through the mapping of assignments to course level learning outcomes.\(^{57}\) Though currently the part of the Academic Design Committee’s process of reviewing syllabi, CFOT would benefit from placing responsibility for this exercise on faculty and communicating this information to Cadets through inclusion in course syllabi.

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.\(^{58}\)

\(^{55}\) Syllabus Checklist

\(^{56}\) Yearly Academic Calendar

\(^{57}\) Course SLO to Departmental SLO Mapping

\(^{58}\) Unit Value-Schedule Analysis
Actionable Improvement Plans
CFOT meets this standard.

A.2i. The institution awards degrees and certificates based on student achievement of a program’s stated learning outcomes.

Descriptive Summary
Because CFOT has a single program, the Institutional Level Outcomes serve as program learning outcomes. The Academic Design Committee maps course student learning outcomes to institutional learning outcomes to ensure Cadet achievement at both the course and institutional level. Faculty are responsible for monitoring Cadet achievement at the course level and receive feedback on this process through course surveys and the TOI program described in II.A.2c.

CFOT has a capstone course, MI298 Virtual Corps Training, which measures the following student learning outcomes:

• The Cadet will demonstrate critical thinking and problem solving skills as they apply their knowledge of Salvation Army Policies and Procedures and Salvation Army Corps Practices as expressed in Orders and Regulations.
• The Cadet will perform Salvation Army ceremonies.
• The Cadet will exhibit organizational skills.

As articulated in the 2012-13 CFOT Catalog, the Virtual Corps Training course is designed to simulate real-life situations that a Salvation Army Corps Officer may experience. It ensures that Cadets have mastered not only the theoretical but also the practical applications of the CFOT curriculum.

CFOT is in the progress of implementing a program to create an Individualized Institutional Learning Outcome Achievement Report for each Cadet graduating. This Report would assess Cadets on their achievement of:

• Academic Excellence, Critical Thinking and Problem Solving
• Spiritual Vitality and Maturity
• Servant Leadership
• Global Officer Perspective – Multicultural Understanding
• Pastoral Skills and Service to Others
• Communication and Interpersonal Skills
• Health, Wellness and Self-Care

The assessment results of the Virtual Corps Training Course will be integrated into the achievement report, along with the following assessment tools:

• MDP/Cadet Review Report
• Supervised Ministry Rubric Report

59 2012-13 CFOT Catalog, page 10
60 Proposed Individualized ILO Achievement Plan
61 MDP Cadet Review Report
62 Supervised Ministry Rubric Report
• Signature Assignments

Implementing this program will further ensure that Cadets receiving degrees in the Ministry program are equipped with the knowledge, skills, maturity and faith required to be a successful Salvation Army Officer.

In a small number of cases, the academic course load for developmental and ESL Cadets can become too burdensome and an amended Curriculum is developed by the Director of Curriculum and approved by Executive Council. This enables the Cadet to focus on language development and the courses required to be eligible for Commissioning as a Salvation Army Officer. Cadets are awarded a Certificate of Salvation Army Officer Training once they have developed the competencies defined by the General of The Salvation Army for all Training College graduates. Such a certificate is not comparable to the A.A. degree, as the amended curriculum does not allow participating Cadets to earn enough credits within a two year time period to earn an A.A. in ministry.

Self-Evaluation

CFOT awards degrees and certificates based on Cadet achievement of both course level and institutional level learning outcomes. At a course level, this achievement is assessed through the processes described and evaluated in II.A.2h. At an institutional level, this achievement is currently assessed through the Virtual Training Corps program which will be integrated into the Individualized Institutional Learning Outcome Achievement Report expected to be implemented in the 2013-14 academic year. Both Cadets in the traditional AA program and those on amended curriculum pursuing a Certificate of Salvation Army Officer Training are assessed using these tools.

The Virtual Corps Overview outlines the achievement results of the Virtual Corps Course for the last three graduating sessions.

Actionable Improvement Plans

CFOT meets this standard.

A.3. The institution requires of all academic and vocational degree programs a component of general education based on a carefully considered philosophy that is clearly stated in its catalogue. The institution, relying on the expertise of its faculty, determines the appropriateness of each course for inclusion in the general education curriculum by examining the stated learning outcomes for the course.

Descriptive Summary

CFOT’s philosophy on general education, as outlined in the college Catalog, underscores the college’s desire that Cadets develop a well-rounded worldview, an attitude of life-long

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63 2003-12 Graduation Statistics, page 16 of 201-13 Fact Book
64 Sample documentation for amended curriculum
65 National Guidelines for US Colleges/Schools for Officer Training
66 National Guidelines for US Colleges/Schools for Officer Training
67 Virtual Corps Overview
68 General Education Objectives, 2012-13 CFOT Catalog, page 23.
learning, and the fundamental knowledge and skills necessary for academic success. This statement serves as the basis for inclusion of courses in general education and provides the framework upon which faculty develop student learning outcomes for general education courses. In addition, these objectives are communicated to incoming Cadets when the College Catalog is distributed and reviewed with Cadets during the two-week orientation that takes place at the beginning of each academic year.

The general education philosophy of the college is reflected in the degree requirements by both the number and variety of general education courses that Cadets are required to complete. The general education curriculum includes courses in humanities, social and natural sciences, computers, and mathematics. Historically, a course’s content and objectives were considered when determining whether a course should be included in the general education curriculum (i.e. do the content and objectives support the general objectives of the college and fall within the traditional areas of knowledge). Subsequently, these became the basis for the student learning outcomes when CFOT developed SLOs for all of its courses. These factors and the intended SLOs continue to be the basis for determining whether a new course is included in the general education curriculum.

Self-Evaluation

CFOT’s commitment to its general education objectives is reflected by general education courses making up over 30 percent of required courses. This provides multiple opportunities for Cadets to develop the skills and knowledge necessary for meeting CFOT’s stated general education objectives.

In addition to course level student learning outcomes, CFOT’s general education philosophy is reflected in student learning outcomes at a departmental and institutional level. CFOT recently conducted a mapping activity of all learning outcomes (course, department, and institutional), to confirm that CFOT’s general education courses are sufficient in number and variety to meet the college’s general education objectives. Though the general education objectives are addressed in CFOT’s general education courses through content, the skills developed and the approach of the instructor, this is not always adequately reflected in the stated learning outcomes of the course.

A recommendation from this activity is that the Academic Design Committee reviews all general education syllabi to ensure that CFOT’s general education objectives are adequately reflected in course level student learning outcomes. In addition, it is important that CFOT review its general education objectives to ensure they accurately reflect the current philosophy and purpose of general education at CFOT.

Further, CFOT would benefit from the inclusion of its general education objectives in the Guidelines of Instructors document and from inclusion of general education and its role at CFOT in future faculty development programs.

Actionable Improvement Plans

CFOT, guided by the Institutional Research Committee, will review CFOT’s general education objectives to ensure they accurately reflect the current philosophy and purpose of CFOT’s general education curriculum. This review is planned for the 2013-14 academic year.

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69 General Education Curriculum Overview
70 Degree requirements, 2012-13 CFOT Catalog, pages 42-43.
71 Student Learning Outcomes mapping report.
General education has comprehensive learning outcomes for the students who complete it, including the following:

A.3a. An understanding of the basic content and methodology of the major areas of knowledge: areas include the humanities and fine arts, the natural sciences, and the social sciences.

Descriptive Summary

CFOT considers its general education curriculum to be a vital component of the overall academic program and educational experience of the Cadets. This curriculum provides Cadets the opportunity to explore major areas of knowledge that include communication, the natural sciences, the social sciences, and the humanities/fine arts.\(^22\)

CFOT, through its general education curriculum continues to emphasis the areas of written and oral communication, mathematics, history, music and the arts, psychology, the social and natural sciences, and the development of a commitment to wellness and knowledge of the multicultural approach to one’s own ministry.

Self-Evaluation

CFOT’s most recent mapping activity\(^73\) and general education program review\(^74\) confirm that the general education curriculum provides appropriate opportunity for Cadets to develop an understanding of the basic content and methodology of the major areas of knowledge. In addition, these areas are often explored specifically in courses that address the role and responsibilities of a Salvation Army Officer.

Individual faculty members assess the achievement of course level student learning outcomes reflecting the development of this understanding on a quarterly basis. In addition, CFOT is implementing a framework for assessing the achievement of learning outcomes at the departmental and institutional level.\(^75\) It is anticipated that this endeavor will enable CFOT to further confirm individual Cadet development in this area.

Actionable Improvement Plans

CFOT, guided by the Institution Research Committee, will continue work on refining and implementing frameworks for assessing Cadet achievement of learning outcomes at the departmental and institutional level. This will be completed during the 2013-14 academic year.

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72 Degree Requirements, 2012-13
73 Course SLO to Departmental SLO Mapping
74 2012 General Education Program Review
75 Proposed ILO Assessment Plan
A.3b. A capability to be a productive individual and life long learner: skills include oral and written communication, information competency, computer literacy, scientific and quantitative reasoning, critical analysis/logical thinking, and the ability to acquire knowledge through a variety of means.

Descriptive Summary

As part of CFOT’s general education curriculum, the courses Cadets are required to take include technology applications, academic/college writing, public speaking, information literacy/research skills, and homiletics. For Cadets who need additional support, developmental courses are provided in writing, the use of computers, and mathematics (as precursor to the quantitative reasoning coursework in the business sequence).

Being an effective written and oral communicator is central to the role and responsibilities of a Salvation Army Officer. This, along with CFOT’s commitment to producing life-long learners, is reflected in learning outcomes at course, general education department, and institutional levels.

Self-Evaluation

Upon completion of the general education requirements, Cadets will have obtained the ability to communicate orally and in writing (in particular sermons), interpret and use information digitally and non-digitally, seek and grasp information, and use quantitative reasoning and critical thinking to solve problems and inform their decision making. This is affirmed through SLO mapping of course level outcomes, through departmental outcomes up to CFOT’s institutional outcomes.

Based on Cadet achievement data for the 2011-12 academic year, the average course success rate (percentage of Cadets receiving a grade of P, A, B, or C) for the general education curriculum is 97 percent and, on average, 87 percent of SLO benchmarks are achieved by at least 80 percent of the class.

In addition, when CFOT’s most recent alumni were surveyed after completing one year as an Officer, 84 percent either strongly agree or somewhat agree that CFOT adequately prepared them to “be a dynamic communicator who develops and delivers thoughts effectively and appropriately to varying audiences through written, spoken, and technological mediums.” Further, 81 percent either strongly agree or somewhat agree that CFOT adequately prepared them to “think discriminatively and gather, evaluate and synthesize data in order to make informed decisions for optimum benefit to The Salvation Army.”

The general education curriculum contains one mathematics course and one natural sciences course and CFOT believes this offering sufficiently exposes Cadets to these areas of knowledge and adequately provides a foundation for their academic endeavors and prepares them for their role as Salvation Army Officers. However, upon completion of the general education objectives review (see previous AIP), CFOT would benefit from reviewing these course offerings to confirm that the general education objectives are adequately supported in the areas of mathematics and the natural sciences.

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76 Departmental Learning Outcomes
77 Cadet Achievement (General Education)
78 2013 First-year Territorial Officer’s Institute Survey
**Actionable Improvement Plans**

CFOT, guided by the Academic Design Committee, will review the current offerings in mathematics and the natural sciences to ensure CFOT’s general education objectives are sufficiently supported in this regard. It is anticipated that this will be completed during the 2013-14 academic year.

**A.3c.** A recognition of what it means to be an ethical human being and effective citizen: qualities include an appreciation of ethical principles; civility and interpersonal skills; respect for cultural diversity; historical and aesthetic sensitivity; and the willingness to assume civic, political, and social responsibilities locally, nationally, and globally.

**Descriptive Summary**

The fundamental purpose of CFOT is to prepare men and women for full-time ministry as Salvation Army Officers. Salvation Army Officers are held in high regard within the communities they serve, both as religious leaders and local coordinators of disaster relief services. Central to the role and responsibilities of a Salvation Army Officer as pastor and community leader is the need to act ethically and to treat others with civility and respect. CFOT’s courses are designed to prepare its students for the religious, civic, and social leadership responsibilities that are inherent with Salvation Army Officership.

To this end, CFOT’s general education curriculum includes courses on ethics, history, comparative beliefs, addiction and recovery, counseling techniques and sociology/social work. In addition to these general education courses, Cadets study business ethics (as part of the business management sequence) and attend required seminars on emergency disaster services, multi-cultureless, sexual harassment prevention, community-care ministries (hospital/rest-home visitation) and substance abuse/rehabilitation.

**Self-Evaluation**

The recognition of the importance of being an ethical human being and effective citizen is central to CFOT’s academic, spiritual formation, practical endeavors. Further, given that The Salvation Army’s mission is to “preach the gospel of Jesus Christ and to meet human needs in His name without discrimination,” it is essential that Salvation Army Officers have the interpersonal skills and respect for diversity necessary for meeting this aim.

On the most recent first-year experience survey, 79% of first-year Cadets reported making either a lot or moderate progress on valuing cultural diversity. In addition, when CFOT’s most recent alumni were surveyed after completing one year as an Officer, 76% either strongly agree or somewhat agree that “CFOT gave an appropriate number of classes/hours or opportunities” for them to develop an “understanding of different cultural philosophies and values.” Further, 87 percent either strongly agree or somewhat agree that “CFOT staff provided encouraging support, teaching, and personal examples” for their own development of “CFOT gave an appropriate number of classes/hours or opportunities.”

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79 2012-13 First-Year Experience Survey  
80 2013 First-year Territorial Officer’s Institute Survey
Most recently, two learning outcomes were assessed from the Ethics course. On each of these, at least 87 percent of Cadets achieved mastery.\(^{81}\)

**Actionable Improvement Plans**

CFOT meets this standard.

A.4. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core.

**Descriptive Summary**

CFOT’s one academic program is an Associate of Arts degree in ministry. Its sole focus is the training and preparation of Cadets for full-time ministry as a Salvation Army Officer.

The degree program is organized around an academic department framework\(^{82}\) that represents the key areas of responsibility for a Salvation Army Officer. CFOT’s focus on preparation for ministry is reflected in CFOT’s Institutional Learning Outcomes\(^{83}\) and is the primary consideration for faculty as they develop their course Student Learning Outcomes. In addition to SLOs and a course description, each syllabus contains an explanation of that course’s relevance to the Cadets’ future ministry.

CFOT’s Ministry degree program has a well-defined and focused area of study, consisting of course sequences in the following blocks:

- Biblical Studies
- Business and Management
- Mission and Ministry
- Supervised Ministry
- Theological Studies

These groupings are reflective of the knowledge and skills utilized by Salvation Army Officers as outlined in the annually published resource Orders and Regulations for Officers of the Salvation Army.\(^{84}\)

**Self-Evaluation**

CFOT’s degree program includes focused study in a well-defined area of inquiry. This focus is maintained through attention to the criteria for degree completion, which relate directly to Salvation Army Officership. These criteria are clearly presented in the CFOT Catalog.\(^{85}\) In addition, syllabi review is in place to ensure course level materials and student learning outcomes relate to the practice of Salvation Army Officership. One hundred percent of course syllabi are reviewed by the Academic Design Committee each quarter. The Syllabus Template\(^{86}\)

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\(^{81}\) Spring 2013 Quarterly Academic Achievement Report  
\(^{82}\) Academic Department Framework  
\(^{83}\) Institutional Learning Outcomes  
\(^{84}\) 2013 Orders and Regulations for Officers of the Salvation Army  
\(^{85}\) 2012-13 CFOT Catalog, page 42-43  
\(^{86}\) Syllabus Template
includes a section on “Application to Field Work” in which faculty are required to define “how this coursework will apply to the field work Cadets will encounter as Officers.” This level of syllabi review ensures that each course in the program relates to the work Cadets will eventually engage in as Officers.

**Actionable Improvement Plans**

CFOT meets this standard.

**A.5. Students completing vocational and occupational certificates and degrees demonstrate technical and professional competencies that meet employment and other applicable standards and are prepared for external licensure and certification.**

**Descriptive Summary**

The ministry degree program at CFOT is defined as a professional education and training program leading to a career in ministry as a Salvation Army Officer. Each Cadet who completes the Associate degree requirements or the amended curriculum for a Certificate of completion is confirmed upon graduation as a Lieutenant in the Salvation Army and assigned to a Corps in a leadership role. Cadets who do not meet all the requirements in the academic associate degree program or the amended Certificate program, based on academic or behavioral experience, are suspended from the program or withdraw themselves (5-8 percent per year).

CFOT has a capstone course, Virtual Corps Training MI298, which measures the following student learning outcomes:

- The Cadet will demonstrate critical thinking and problem solving skills as they apply their knowledge of Salvation Army Policies and Procedures and Salvation Army Corps Practices as expressed in Orders and Regulations.
- The Cadet will perform Salvation Army ceremonies.
- The Cadet will exhibit organizational skills.

As articulated in the 2012-13 CFOT Catalog, the Virtual Corps Training course is designed to simulate real-life situations that a Salvation Army Corps Officer may experience. It ensures that Cadets have mastered not only the theory but also the practical applications of the CFOT curriculum.

CFOT ensures that Cadets completing the program are placed in an appropriate Salvation Army assignment consistent with their interests and skill levels. The Territorial Education Department tracks post-graduate progress via mentoring and surveying opinions regarding readiness and effectiveness in the field.

**Self-Evaluation**

After one year in the field the Cadets are surveyed regarding their readiness to serve; feedback from Cadets has been helpful to CFOT. Concerns about public speaking preparation acumen have resulted in an expansion of the public speaking/homiletics program. Similar concerns about the Business program resulted in a review of this curriculum and a more intentional defining and staging of the fund-raising and community service roles of an Officer as well a greater focus on the planning and accounting functions. New Officers on the faculty
meet with the Director of Curriculum and other college staff for an orientation to the
department. There is high retention among Officers post-graduation, as evidenced by the
statistics offered in the Fact Book.\footnote{2012-13 Fact Book, page 22} The vast majority of Officer responses are positive
regarding their readiness and preparation for fieldwork.

**Actionable Improvement Plans**

CFOT meets this standard.

A.6. The institution assures that students and prospective students receive clear and
accurate information about educational courses and programs and transfer policies.
The institution describes its degrees and certificates in terms of their purpose,
content, course requirements, and expected student learning outcomes. In every class
section students receive a course syllabus that specifies learning outcomes consistent
with those in the institution's officially approved course outline.

**Descriptive Summary**

As stated earlier CFOT offers one degree, an Associates of Arts in Ministry. The
requirements for the degree are detailed in the CFOT Catalog, as are the mission statement, the
vision statement, the commitment to academic excellence, a description of The Salvation Army,
core values, statement of faith, Doctrines of the Salvation Army, Objectives for CFOT,
Institutional outcomes and much more.

In every course, Cadets receive a syllabus that clearly states the SLOs and Objectives for the
course. CFOT evaluates how well Cadets understand the SLOs and Objectives at the close of the
third week of each quarter. As a result CFOT is able to see if the instructors need to cover the
information again or in a different way to ensure that the Cadets understand the SLOs. To
ensure that the various departments and courses adhere to the course objectives and learning
outcomes each quarter, each syllabus is reviewed by the Academic Design Committee, which
ensures that the SLOs and objectives are consistent across the quarters and sections. To ensure
that the Cadets achieve the SLOs and Objectives faculty are required to assess Cadet
achievement of SLOs for their courses, in addition, Cadets are surveyed to see how they feel
they achieved the outcomes of every course.\footnote{Course-Instructor Survey} This is done at the end of each quarter.

In addition to individual performance, CFOT assesses cohort performance on a quarterly
basis through grade distribution, GPA Analysis and Cadet surveys. This ensures that the
quality of learning desired is being achieved at a suitable rate across the Cadet population.

**Self-Evaluation**

CFOT provides Cadets with clear and accurate information about educational courses and
programs and transfer policies. The institution describes the purpose, content, course
requirements, and expected student learning outcomes of the Ministry program in the CFOT
Catalog.\footnote{2012-13 CFOT Catalog} This information is available both in print and online.
CFOT received favorable responses in the 2012 Self-Evaluation survey to “The College assures that information about its programs, degrees and student learning outcomes is clear and accurate.”

During the first two quarters of the 2012-13 school year the responses indicated that, on average, 94 percent of Cadets either strongly or very strongly agreed with the statement: “The instructor has clearly communicated the expected Learning Outcomes associated with this course.”

Based on course assessment of achievement results, CFOT is confident that a large majority of the Cadets understand and master outcomes at the course level. SLO Achievement is measured by instructors on a class-by-class basis then aggregated and compiled in the Quarterly Academic Report. As stated in the Fall 2012 report, an SLO is taught:

- “Successfully” when 80 percent or more of Cadets indicate that the course either fully or quite a bit prepared them with regard to the SLO.
- “Satisfactorily” when 66-79 percent of Cadets indicate that the course either fully or quite a bit prepared them with regard to that SLO.
- “Unsatisfactorily” when 65 percent or more of Cadets indicate that the course either fully or quite a bit prepared them with regard to that SLO.

Out of the 22 courses taught in the Fall 2012 quarter:

- 17 had at least 75 percent of their SLOs taught successfully
- 20 had at least 80 percent of their SLOs taught either successfully or satisfactorily
- One had no SLOs taught successfully but 80 percent taught satisfactorily
- Two had no SLOs taught either successfully or satisfactorily

**Actionable Improvement Plans**

CFOT meets this standard.
A.6a. The institution makes available to its students clearly stated transfer-of-credit policies in order to facilitate the mobility of students without penalty. In accepting transfer credits to fulfill degree requirements, the institution certifies that the expected learning outcomes for transferred courses are comparable to the learning outcomes of its own courses. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements as appropriate to its mission.

Descriptive Summary

In 2010-11, 30 percent of the Cadets enrolled in CFOT had completed an AA, BA or graduate degree. In 2012-13, 29 percent of the Cadets enrolled had completed a college degree at the associate, baccalaureate or advanced master’s level. This percentage seems to be characteristic of the profile each year. The majority of Cadets enrolled have not completed degrees elsewhere, but they may in some cases have enrolled and completed college level work. As part of the admissions process, Cadets are required to submit all transcripts for review and evaluation.

On page 29 of the 2012-13 CFOT Catalog, the policy on acceptance of transfer of credit documents what is acceptable for transfer, the procedures for evaluating prior credits earned, and the preference of CFOT for Cadets completing all program requirements even when credit from other institutions is accepted. These policies fully align with ACCJC transfer of credit policies. Courses accepted from fully accredited institutions are generally limited to lower division courses that include English, Public Speaking, U.S. History, Homiletics, Computer courses and survey courses in the Old and New Testament. Cadets can also generally transfer in Sociology and Psychology introductory courses. Since several courses contain applied learning references to The Salvation Army, Cadets are pre-disposed (especially if they have been out of school for a while) to take all courses prescribed for the Ministries degree. The Department of Curriculum is responsible for evaluating transcripts and determining the transferability of coursework. In some cases the staff in the Curriculum Department seek faculty input and expertise, as appropriate and as needed, to determine the equivalency of course credit.

There are no articulation agreements impacting the admissions or enrollments of Cadets; CFOT’s agreements are with four-year colleges that will accept the earned credits from CFOT. Unlike many institutions the ethos of CFOT promotes enrolling in the basic curriculum to maximize the educational and training focus. All courses incorporate content and examples from The Army environment and experience, which makes the class unlike the same subject taught elsewhere. Regardless, CFOT does not want Cadets repeating courses unnecessarily. Frequently, independent and directed study options are created for Cadets transferring in coursework. In some cases where transfer credit is accepted, Cadets opt to audit the course here on campus.

Self-Evaluation

The transfer policy serves as a helpful guide to CFOT staff and the incoming Cadets who have transfer credits. In addition to the transfer policy being articulated in the College Catalog, the Curriculum Department will integrate a presentation on transfer of credit policies and procedures into the Cadet orientation for the 2013-14 academic year, and meet individually with each Cadet to confirm the transferable credits accepted by CFOT.

90 ACCJC Transfer of Credit Policy
91 Curriculum Council Meeting April 23, 2013.
Actionable Improvement Plans
CFOT meets this standard.

A.6b. When programs are eliminated or program requirements are significantly changed, the institution makes appropriate arrangements so that enrolled students may complete their education in a timely manner with a minimum of disruption.

Descriptive Summary
CFOT only has one program, so there is no need to look at elimination of programs as long as CFOT exists. Changes are periodically made to the program Requirements as stated in the CFOT Catalog at the time of a Cadet’s entrance to CFOT detail what must be completed for all enrolled in that session. When requirements are changed and the CFOT Catalog is updated over the summer, revisions only apply to the new session that enters CFOT the following fall. Because Cadets complete coursework as a cohort in a well-defined sequence, there is no risk of their education being disrupted by these changes.

Self-Evaluation
When program requirements change, CFOT ensures that Cadet education continues in a timely manner without disruption. When the Curriculum Council adjusts program requirements, the resulting requirements apply only to subsequent sessions and do not impact currently enrolled Cadets. These requirements are then added to the CFOT Catalog and communicated to all incoming Cadets.

Actionable Improvement Plans
CFOT meets this standard.

A.6c. The institution represents itself clearly, accurately, and consistently to prospective and current students, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services.

Descriptive Summary
CFOT represents itself clearly, accurately and consistently through its catalogs, publications and online formats. The mission of CFOT is published in various formats, including the CFOT Catalog, the website, the Fact Book and the academic forecast. The print material is reviewed annually and revised as needed.

Each year, the CFOT Catalog is updated under the supervision of the Director of Curriculum. He and his staff solicit review of the current Catalog and any changes or additions from the Directors of Personnel and Field Training, the Vice Principal, and the Training Principal. This review occurs throughout the spring term to solidify changes by the end of the
school year. The draft is then compiled in June and circulated for review prior to the printing in August for distribution in Mid-August. The CFOT Catalog is reviewed by the Curriculum staff for: continuity in layout, ease of use by Cadets, accuracy of information, standardization of terminology, degree of inclusiveness and methods of distribution. The CFOT Catalog is sent to all Cadets and faculty, THQ, the Crestmont Council and the staff who administer academic and Cadet life programs. The Curriculum Council also regularly reviews the Catalog changes.

During orientation Cadets also receive an extensive Personnel Manual from the Director of Personnel that includes all Cadet policies: it is intended to clarify The Salvation Army protocol for Cadet behavior, dress expectations, and other academic and Cadet life policies that promote a successful Cadet experience. This manual complements and reinforces the CFOT Catalog.

**Self-Evaluation**

The institution represents itself clearly, accurately, and consistently to prospective and current Cadets, the public, and its personnel through its catalogs, statements, and publications, including those presented in electronic formats. It regularly reviews institutional policies, procedures, and publications to assure integrity in all representations about its mission, programs, and services. Constituents are prompted to contact the Curriculum Department with questions or corrections. The public is invited to inquire on any aspect of college policy, procedure and achievement via the website.

Based on the favorable response in the 2012 Self-Evaluation Survey to the prompt, “The College assures that information about its programs, degrees, and student-learning outcomes is clear and accurate” CFOT is confident that these representations are adequate:

![Figure II.A.7](image)

*Figure II.A.7: Data from 2012 Self-Evaluation Survey on “The College assures that information about its programs, degrees, and student-learning outcomes is clear and accurate.”*

**Actionable Improvement Plans**

CFOT meets this standard.
A.7. In order to assure the academic integrity of the teaching-learning process, the institution uses and makes public governing board-adopted policies on academic freedom and responsibility, student academic honesty, and specific institutional beliefs or world views. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge.

Descriptive Summary

CFOT policies on academic freedom and responsibility, Cadet academic honesty and specific institutional beliefs or world views listed in the CFOT Catalog. Furthermore, they are available on the institution’s website at www.crestmont.edu.

The College for Officer Training (CFOT) is a private, Christian institution. Enrollment is limited to those Salvation Army Soldiers who want to become Officers. The Salvation Army holds to a specific religious world view that must be upheld by all Cadets and Officers. The majority of faculty members at CFOT are ordained Salvation Army Officers and uphold the world view adhered to by the Cadets. This worldview is articulated in the International Mission Statement and CFOT Mission Statement, both articulated in the CFOT Catalog.

CFOT has worked in the past years to update and maintain its website with current policies. Furthermore, the policies on academic honesty and academic freedom have been revised to be more comprehensive. Institutional beliefs and world views are communicated, not just in the CFOT Catalog, but also prior to enrollment in the process of acceptance. All Cadets are required to sign Undertakings that outline The Salvation Army’s position statements, doctrines and any other agreements they enter into as they become a Cadet in The Salvation Army.

Self-Evaluation

The institution uses and makes public governing board-adopted policies on academic freedom and responsibility, Cadet academic honesty, and specific institutional beliefs or world views. These policies make clear the institution’s commitment to the free pursuit and dissemination of knowledge. There is widespread understanding and commitment to these policies at CFOT, as evidenced by responses to the following prompts in the 2012 Self-Evaluation Survey: “The College clearly communicates the board-approved policies on academic freedom and responsibility, student academic honesty, institutional beliefs and world views.”

Figure II.A.8: Data from 2012 Self-Evaluation Survey on “The College clearly communicates the board-approved policies on academic freedom and responsibility, student academic honesty, institutional beliefs and world views.”

“The college establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.”

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92 2012-13 CFOT Catalog, pages 8, 21, 23
93 2012-13 CFOT Catalog, page 8
94 Undertakings of a Salvation Army Officer
Actionable Improvement Plans

CFOT meets this standard

A.7a. Faculty distinguishes between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Descriptive Summary

CFOT teaches for a specific degree in Christian Education. This discipline is the focal point of all studies occurring at CFOT. The mission of the school and of the organization as a whole is clearly given in the CFOT Catalog and published on the website. The viewpoint given in the classes in this discipline are guided and molded by the mission, doctrines, policies, and procedures of The Salvation Army, as all Cadets are looking forward to a ministry in The Salvation Army as pastors following graduation.

Self-Evaluation

CFOT faculty are required to distinguish between personal convictions and the professionally accepted views in their discipline and present data and information fairly and objectively. Though, CFOT has not received any complaints from Cadets in this regard, it recognizes the need to formally document and communicate this requirement to faculty and assess faculty adherence to it. This will be especially important in General Education courses, where personal conviction is not primarily driven by Salvation Army values.

Actionable Improvement Plans

CFOT, guided by the Director of Curriculum, will develop a policy on professional ethics in the classroom for inclusion in the Fall 2013 edition of the Guidelines for Instructors. In addition, guided by the Institutional Research committee, questions addressing faculty adherence to this policy will be included in appropriate CFOT surveys as of the 2013-14 academic year.
A.7b. The institution establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.

Descriptive Summary

CFOT establishes and publishes clear expectations concerning Cadet academic honesty and consequences for dishonesty in the CFOT Catalog. Furthermore, syllabi lay out the expectation that each Cadet completes his or her own work. All syllabi state:

“It is expected that all work submitted in this class will be the student’s original work. Plagiarism or academic dishonesty of any kind will not be tolerated and if detected, will result in a “0” for the assignment/test/project grade, a report to the Director of Curriculum and further disciplinary action may be taken. If academic dishonesty is found to be a repeated offense, a “0” will be given for the final course grade. All written course work must be submitted to Turnitin."

When Cadets arrive at CFOT, the importance of Academic Honesty is covered at length in Curriculum orientation. CFOT maintains a subscription to the plagiarism detection program Turnitin and it is utilized heavily to ensure academic authenticity: “The catalog states that when Cadets are caught in academic dishonesty, they will be placed on general probation. Continued Academic Dishonesty may result in General Probation and dismissal.”

Self-Evaluation

CFOT is effective in establishing and publishing clear expectations concerning Cadet academic honesty and consequences for dishonesty. Although these policies do not insulate the community entirely from academic dishonesty, they provide a very well-defined process to respond to incidents as they arise. Cadets, faculty and employees agree that CFOT’s policies are well understood and straightforward, as evidenced by the following responses to a related question in the 2012 Self-Evaluation Survey, “The College establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.”

![Figure II.A.10: Data from 2012 Self-Evaluation Survey on “The College establishes and publishes clear expectations concerning student academic honesty and consequences for dishonesty.”](image)

As effective as these policies are, however, CFOT recognizes the need to offer remedial education to Cadets disciplined for academic honesty offenses. To this end, CFOT is exploring online courses, tutorials and seminars related to plagiarism and academic honesty.

Actionable Improvement Plans

CFOT, guided by the Director of Curriculum will, explore online courses, tutorials and seminars related to plagiarism and academic honesty. Cadets who have violated the academic

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95 2012-13 CFOT Catalog, page 28
honesty policy will be required to complete the selected course, tutorial or seminar. This will be completed during the 2013-14 academic year.

**A.7c. Institutions that require conformity to specific codes of conduct of staff, faculty, administrators, or students, or that seek to instill specific beliefs or world views, give clear prior notice of such policies, including statements in the catalog and/or appropriate faculty or student handbooks.**

**Descriptive Summary**

CFOT clearly defines and communicates expectations within a variety of documents specific codes of conduct as they relate to the Salvation Army. All prospective CFOT Cadets are members of The Salvation Army and, as such, have signed a Soldiers’ Covenant outlining the doctrines and moral expectations for the members of the church. Furthermore, prospective Cadets (called Candidates) sign Undertakings, a further acceptance of doctrines and lifestyle expectations. When Cadets arrive on campus, they receive a Personnel Manual that outlines all expectations for morality and behavior.

All employees at CFOT sign a confirmation of receipt of the employee handbook that includes a Code of Conduct. This Code outlines the mission of The Salvation Army and expectations of employees. In addition, the Human Resources department briefs new employees on Salvation Army history, organization and culture.

The majority of the Faculty are not employees but Officers who adhere to the same codes of conduct, beliefs and world views as Cadets. Officers have signed documents outlining the same expectations and agreed to the same lifestyle as Cadets. Non-Officer faculty, both employees and adjunct faculty, sign a Confirmation of Mission statement. Adjunct faculty also sign a confirmation of receipt for a number of guiding documents including:

- College for Officer Training Statement of Faith
- Doctrines of The Salvation Army
- International Mission Statement
- College for Officer Training Mission Statement
- College for Officer Training Vision Statement
- College for Officer Training Academic Excellence Commitment
- Character and Purposes of The Salvation Army
- Objectives for the College for Officer Training

This collection of documents ensures that adjunct faculty understands the mission of CFOT and its expectations of faculty.

**Self-Evaluation**

CFOT clearly defines and communicates expectations regarding specific codes of conduct and world-views as they relate to the Salvation Army. These codes of conduct and world-views

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96 Undertakings of a Salvation Army Officer
97 Personnel Manual
98 Employee Handbook
99 Confirmation of Mission
Standard II: Student Learning Programs and Services

are closely aligned with CFOT’s mission. The following chart, excerpted from the 2012 Self-Evaluation Survey Aggregated Data report, demonstrates a high level of agreement with respect to this standard.

![Chart illustrating agreement levels]

Figure II.A.11: Data from 2012 Self-Evaluation Survey on “CFOT communicates the goals and objectives of the College mission well.”

In addition, a Human Resources survey\textsuperscript{100} conducted in 2012 revealed that 93 percent of non-Officer employees felt that “people throughout the College have a clear understanding of its mission and its role in the larger community/society.

**Actionable Improvement Plans**

CFOT meets this standard.

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A.8. Institutions offering curricula in foreign locations to students other than U.S. nationals operate in conformity with standards and applicable Commission policies.

**Descriptive Summary**

CFOT does not conduct classes that fall under this category.

**Self-Evaluation**

N/A

**Actionable Improvement Plans**

This standard does not apply.

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\textsuperscript{100} 2012 Human Resources Survey
B. Student Support Services

The institution recruits and admits diverse students who are able to benefit from its programs, consistent with its mission. Student support services address the identified needs of students and enhance a supportive learning environment. The entire student pathway through the institutional experience is characterized by a concern for student access, progress, learning, and success. The institution systematically assesses student support services using student learning outcomes, faculty and staff input, and other appropriate measures in order to improve the effectiveness of these services.

Introduction to CFOT Student Services

CFOT offers, under the direction of the Personnel Department offers an extensive range of Student Services to Cadets and their families. These services, described below, enable Cadets to fully engage in both the classroom and field training experiences that shape their education.

Recruiting and Admissions

Recruitment for CFOT is done on three levels. The first and most effective method is at the local level through the Salvation Army Corps (churches), where prospective Candidates are identified by Corp Officers who encourage and create opportunities for local leadership. These prospective candidates are referred to the divisional (regional) level of leadership where the formal admissions process is started. The divisional level continues to monitor and identify individuals who have indicated an interest in attending CFOT. The final level of approval is by the Territorial Candidates Department. CFOT is in continual communication with the individuals and leaders who oversee each level. The CFOT Training Principal and Director of Personnel are members of the Territorial Candidates Council which admits Cadets to CFOT. In addition, CFOT sends Cadets to both divisional and territorial events to address and recruit potential Cadets.

Prior to entry, prospective Cadets express their calling for full time ministry. This calling is confirmed at a local, divisional and territorial level through a series of interviews and evaluations. A calling that results in admissions begins a significant life transition, which includes relinquishing jobs, homes, vehicles and other assets. A high degree of commitment, sacrifice and engagement is required of Cadets and Officers to fulfill and support the mission of The Salvation Army. CFOT assists Cadets in identifying and theologially understanding their calling throughout their experience at the College.

Personnel Department works with the Territorial Candidates Secretary to assist Cadets with admission. An annual open house weekend is offered to soldiers and potential Cadet candidates who plan on entering CFOT, which includes workshops on campus life and Cadet activities. A "pre entry" program as described in standard II.A ensures that admitted Cadet Candidates have the information they need to transition into CFOT.

Student Services

Through its involvement with Cadets, the Personnel Department supports the mission of CFOT, to produce "Blood and Fire" Officers who are committed and prepared to carry out The Salvation Army’s mission. CFOT offers a wide variety of Cadet support services designed to assist Cadets in meeting their educational, spiritual and personal goals. The Personnel Department works within the framework of CFOT’s mission and goals by providing one-on-one support that maximizes the potential of each Cadet to become a qualified Salvation Army Officer upon graduation.
There is a high level of Cadet engagement in the CFOT community. All Cadets are actively engaged in community, social and small support groups. Cadets are involved in or are responsible for a wide range of campus services, including but not limited to weekly chapel services, after-school programing, Sunday school assembly and classes, social events, fund raising projects, the campus store, dry cleaning services, campus janitorial services, and the campus snack shop.

CFOT has a diverse Cadet body that enhances the overall experience for each Cadet. This diversity includes gender, age, ethnicity, culture, academic and experiential levels, and marital status (with and without children). There are a variety of levels of academic preparedness represented on campus, including Cadets with GEDs, high school diplomas, bachelor’s degrees and/or Masters level education. ESL Cadets, New-to-The-Salvation-Army Cadets, generational[10] Cadets and International Cadets live in community on the CFOT campus. Services provided to Cadets are listed below:

Preparation and Orientation

To assist Cadets to make a smooth transition into campus life, a number of tools are used to assess their academic, family (37 percent of Cadets are parents with children living in family dorms), emotional and spiritual needs. The Candidates’ and Recruitment Department, the body within Territorial Headquarters supporting CFOT admissions, partners with an outside firm to administer the following matrix of instruments:

- Minnesota Multiphasic Personality Inventory-2
- Inward Personality Inventory (IPI)
- Salvation Army Candidate’s Inventory
- Flanagan Aptitude Classification Judgment & Comprehension
- Flanagan Aptitude Classification Arithmetic
- Flanagan Aptitude Classification Expression
- RAI Reading Index
- Wonderlic Assessment (WPT)
- Interview with a clinician from vendor specializing in comprehensive psychological assessments

Each of these instruments enables CFOT to engage each Cadet on an individual basis, providing services and opportunities that meet specific needs.

Orientation week includes classes and workshops designed to prepare the Cadets for various aspects of CFOT life. Time is also allowed for the Cadets and their families to unpack and settle into their living environment.

Housing

Housing is provided based on the size of the family, with no more than two children in a single room. The apartments include full kitchens and laundry facilities and are fully furnished.

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Food
CFOT serves lunch and dinner in the cafeteria Monday through Friday. In addition, a wide range of groceries is available for Cadets, giving them the opportunity to cook their own breakfasts and other meals in their apartments as desired.

Transportation
CFOT has a fleet of vehicles for use by Cadets for both business and personal activities. During off-hours, shuttle vehicles are provided for Cadets’ personal shopping and other uses. Vehicles are provided free of charge for Salvation Army business and program purposes as well as personal medical needs or emergencies. A small charge is assessed for personal other uses of CFOT vehicles.

Family Care Center
CFOT offers a full child care facility for children of Cadets and Officers. The Family Care Center is located on campus and is available to Cadet families only. Family Care scheduling is adjusted to support the Cadets’ schedules. Many activities for parents and children are provided through social events, children’s performances and other activities. Teachers in the Family Care Center are available to meet with parents to address any concerns. The Family Care Center also provides shuttle service for school age children, and after school care for all children under the age of 18.

Youth Programming
As part of supporting the mission of CFOT, Cadets are assigned to lead youth programs; children of the Cadets sign up for various character-building programs according to age. In addition, a variety of music programs and lessons are provided for Cadet children free of charge.

Social Events
A “family” event is scheduled once a month. These events are designed to include the entire Cadet and staff body, and range from parties and BBQs to beach days and movies on the lawn.

Support Groups
CFOT provides numerous support men’s and women’s groups that meet on a weekly basis. These “Discipleship” groups are designed to provide a forum for personal growth, confidential dialogue and support.

Dry Cleaning
A dry cleaning service is provided with a local vendor at a discounted cost for Cadets. This includes uniforms and shirt cleaning. Garments are dropped off and returned at a central location on the campus.

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102 2012-13 Personnel Manual, pages 76-79
103 FCC calendar of Events
Health and Wellness

Since the 2007 ACCJC Institutional Self-Evaluation the health and wellness program has received more attention and expanded support. The Personnel Department secured funding via the Strategic Plan process to contract with a physical trainer and nutritionist who offers walking classes, tennis classes, personal training and strategies for addressing health issues. An additional work out room was added to the campus to accommodate the use of the personal trainer.

Sports and Recreation

Cadets and their families have free access to the tennis club adjacent to the campus. Intramural soccer, basketball and softball games are organized several times a year. Bicycles are made available for Cadets and their families to check out free of charge. The campus recreation facility, known as “Crestmont Commons,” is open daily Monday through Saturday, and includes table tennis, pool, video games, movies and a coffee shop.

Cadet Session Organization (Student Government)

Each session elects its own leaders to represent the session to CFOT Administration. The “session officers” include President, Vice President, Secretary and Treasurer. The session officers lead monthly session meetings to listen to any concerns of the Cadet body and, as appropriate submit requests to CFOT Administration for consideration. The elected officers of the first-year and second-year sessions make up the Cadet Council that meets with the Assistant Training Principal and Director of Personnel on a monthly basis to listen and respond to various issues raised by the Cadets. The Cadet Council organizes and promotes the following activities for Cadets:

- birthday celebrations
- seasonal parties
- cultural awareness celebrations
- runs, walk-a-thons, and bike-a-thons
- Fund-raising activities
- visits and prayer for illness and health concerns

Counseling

Two qualified Marriage and Family Therapists provide personal, family, crisis and marriage counseling. In cases that require specialized care, including psychotropic medication, the counselors refer Cadets to outside mental health professionals.\(^\text{104}\)

Cadet Advisors

Each Cadet is assigned an Officer advisor who meets with the Cadet on a regular basis to offer guidance and support. The advisor acts on the Cadet’s behalf to address any academic and/or campus life issues.\(^\text{105}\)

\(^{104}\) Counseling Brochure
\(^{105}\) Role and responsibilities of Advisor
Budgets, Financial Aid and Scholarships

Each Cadet is assigned a time to meet with a financial advisor to review their proposed budget and ensure financial security for the Cadet and their family while at CFOT. The Business Department monitors the Cadets’ budgets and sets up financial interviews when needed. In addition, Cadets are encouraged to apply for various scholarships made available once a quarter. The CFOT Personnel Council, composed of representatives from the Personnel, Campus Services and the Business Department reviews scholarship applications and makes recommendations to CFOT’s Executive Council.

Spiritual Formation and Religiosity

Spiritual Development is a key component in the support and enhancement of Cadet life. The Personnel Department facilitates and monitors the spiritual formation of each Cadet. The Department administers a Spiritual Self-Assessment Tool to each Cadet three times a year. In addition to the Spiritual Self-Assessment Tool, CFOT assists Cadets in formulating goals for a Ministry Development Profile administered by THQ. The goals selected for inclusion in the Profile are revisited by Cadets three times a year through a Ministry Development Profile Tool. This process is explained in more detail below.

The Personnel Department staff encourages Cadets to take advantage of the various resources available for spiritual, learning, personal development and family support. Information about these resources is distributed and shared during orientation and weekly assemblies. Below is a brief overview of the services provided to the Cadets and their families for spiritual formation and pastoral care.

- Discipleship groups: Discipleship groups meet once a week for support, encouragement and spiritual development. Each Cadet is assigned to a group of no more than eight Cadets. These groups are assigned according to demographics such as gender, age, married/single, and with children/without children so that participants will be able to share in common experiences and expectations. An Officer is assigned to facilitate the groups.
- Home Visitation: Each Cadet receives at least one home visit from an Officer each quarter and may schedule additional visits as needed.
- Sunday worship service: Cadets attend Sunday worship services on campus twice a month. Internal CFOT speakers and guest speakers share the Word of God and encourage the Cadets in their spiritual goals. Every service is concluded with an opportunity for personal prayer and pastoral prayer with Officers.
- Prayer and Meditation Room: A room has been set aside for Cadets and families to pray and meditate. The room is open 24 hours a day.
- Cadets are assigned to a Sunday Bible Study.
- Cadet-led Peer Spiritual Formation: Many additional Cadet-initiated worship services, home Bible Studies and prayer groups meet at various times throughout the week. CFOT encourages and supports these groups by making rooms and other resources available.
- Continuum of Care: Upon graduation, Cadets are provided mentors for their first five years as Officers. CFOT works with Territorial headquarters to ensure the best fit between mentors and the Cadets.
B.1. The institution assures the quality of student support services and demonstrates that these services, regardless of location or means of delivery, support student learning and enhance achievement of the mission of the institution.

Descriptive Summary

The institution assures the quality of Cadet support services through the program review process, a Ministry Development Profile Tool, and an extensive annual survey. These activities ensure that student services support Cadet learning and enhance the mission of CFOT.

The Personnel Department has completed the following Program Reviews: Cadet Wellness, Spiritual Formation, Family Care Services, Housing, Campus Safety, Food Service and Cadet Governance since the last accreditation visit. These program reviews have ensured continuous improvement of Personnel programs in support of Cadet learning.

CFOT administers a Ministry Development Profile Tool\textsuperscript{107} to each Cadet three times during their academic experience. The tool includes a Self-Evaluation, two peer evaluations and review with CFOT staff. Upon completion of these documents they are submitted to the Personnel Department. The Review Council collects data to evaluate spiritual growth and development of the Cadets. Each Cadet is interviewed by an Advisor to review the evaluations and assist the Cadet in pursuing his/her personal goals and spiritual development.\textsuperscript{108}

The Ministry Development Profile is the capstone evaluation for each Cadet. It is designed to assist them in being an effective Officer with evidence of success in meeting the mission of CFOT. This Ministry Development Profile follows the Officer for the next 25 years of Officership with yearly reviews.

Surveys are administered to the Cadets to ensure the success of Personnel Department support. These surveys include: course, first year experience, Self-Evaluation and exit surveys. Data are collected and analyzed by department heads. The findings are shared at Personnel Council, Executive Council and Crestmont Council meetings. Upon review, strategies are proposed and developed to improve support to Cadets.

Self-Evaluation

Student Services support of Cadet learning and enhancement of the mission of CFOT is measured by the rate of adherence to program review goals, Cadet progress with Ministry Development and positive survey results. On a more macro level, the success of CFOT’s support services can be measured by Cadet and Officer retention rates.

The Personnel Department successfully implemented a wide range of goals identified in program reviews during the last three years. Of particular note is the significant number of Cadets enrolled in weight loss programs and engaged in fitness training as a result of the 2009 Wellness Program Review. CFOT offers a Weight Watcher’s program onsite and reimburses the cost of the program to Cadets who lose at least five percent of their starting weight. A fitness trainer was hired as a complement to the Weight Watchers program. During the 2012-13 academic year a total of 22 Cadets, representing 19 percent of the Cadet body, worked with the trainer. Cadets enrolled in these programs over the last three years have lost an average of ten pounds each. This commitment has proven to be an effective means of improving Cadet engagement and success by improving Cadet health and wellness.

The data collected through the Ministry Development Profile Tool provide a foundation for CFOT review of Spiritual Formation. The assessments within the profile are discussed.

\textsuperscript{107} Territorial Headquarters MDP, Personnel department
\textsuperscript{108} Spiritual Formation Program Review 2012
individually with each Cadet at a year-end summary meeting. After discussion, recommendations are made and implemented for the following academic year. In 2012-2013, 100 percent of Cadets completed the tool and it proved to be an excellent foundation for the Cadet review process. As a result of the assessments provided as part of the Ministry Development Profile Tool, CFOT discovered that Cadets needed more evidence of pastoral care. This was addressed by assigning Officer-advisors for each Cadet, the inclusion of a systematic approach to home visitations, and increased one to one time with each advisor/Cadet pair.

CFOT conducts an extensive Cadet Services Survey each year, which has consistently indicated a high level of satisfaction with Cadet services. On the 2012 Cadet Services Survey, Cadets reported the following satisfaction rates on a one to five scale with five representing “very satisfied”:

<table>
<thead>
<tr>
<th>Service/Area</th>
<th>1st Years</th>
<th>2nd Years</th>
<th>Combined</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health Services</td>
<td>4.6</td>
<td>3.8</td>
<td>4.0</td>
</tr>
<tr>
<td>Cadet Services/Activities</td>
<td>4.4</td>
<td>4.0</td>
<td>4.2</td>
</tr>
<tr>
<td>Cadet Housing</td>
<td>4.4</td>
<td>4.2</td>
<td>4.3</td>
</tr>
<tr>
<td>Food Services</td>
<td>4.7</td>
<td>4.4</td>
<td>4.6</td>
</tr>
<tr>
<td>Spiritual Formation</td>
<td>4.2</td>
<td>4.0</td>
<td>4.1</td>
</tr>
<tr>
<td>Social Issues</td>
<td>3.6</td>
<td>3.9</td>
<td>3.7</td>
</tr>
<tr>
<td>Administration</td>
<td>3.8</td>
<td>3.6</td>
<td>3.7</td>
</tr>
<tr>
<td>Family Care Center</td>
<td>4.5</td>
<td>4.3</td>
<td>4.4</td>
</tr>
<tr>
<td>Educational Services</td>
<td>4.2</td>
<td>4.1</td>
<td>4.2</td>
</tr>
<tr>
<td>Business/Financial Services</td>
<td>4.4</td>
<td>4.2</td>
<td>4.3</td>
</tr>
<tr>
<td>Campus Safety</td>
<td>4.6</td>
<td>4.2</td>
<td>4.4</td>
</tr>
<tr>
<td>Information Technology</td>
<td>3.9</td>
<td>3.4</td>
<td>3.6</td>
</tr>
<tr>
<td>Library/Information Resources</td>
<td>4.4</td>
<td>4.0</td>
<td>4.2</td>
</tr>
<tr>
<td>Environment</td>
<td>4.4</td>
<td>4.2</td>
<td>4.3</td>
</tr>
<tr>
<td>Pastoral Care Counseling</td>
<td>4.2</td>
<td>3.8</td>
<td>4.0</td>
</tr>
</tbody>
</table>

Table II.B.1: Data from 2012 Cadet Services Survey

On a macro level, the high level of Cadet retention is related to the high level of satisfaction with Cadet services at CFOT. Of the 284 Cadets that enrolled in CFOT between 2003 and 2012, 258 graduated and were commissioned as Officers. This gives CFOT an overall retention rate, for this period, of 91 percent.

**Actionable Improvement Plans**

CFOT meets this standard.

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109 2012 Cadet Services Survey
B.2. The institution provides a catalog for its constituencies with precise, accurate, and current information concerning the following:

Descriptive Summary

a. General information

Official Name: The official name is on the front of the 2012-13 CFOT Catalog. The address and phone number are located on the back of the CFOT Catalog.

Educational Mission: The educational mission is located on page eight of the CFOT Catalog. It covers the CFOT mission statement, CFOT vision statement, Academic Excellence Commitment and Core Values at Crestmont.

Course, Program and Degree offerings: The degree offering is listed on pages 10-11. Course and Program for Associate of Arts Degree is found on pages 17-18.

Academic Calendar and Program Length: The academic schedule and activities cover summer, fall, Interim period, winter and spring quarters. The Daily schedule, Sunday Schedules, and field training schedules all are in support of the mission of CFOT in training Cadets (pages 34-40).

Academic Freedom Policy Statement: The Academic Freedom Policy Statement covers the academic standards, upholding the principles of academic freedom in support of the mission and doctrines of The Salvation Army (page 23).

Available Student Financial Aid: There are several financial benefits and Scholarships clearly stated in the CFOT Catalog. Expenses are also stated (pages 19-).

Available Learning Resources: Learning resources, including the Academic Achievement Center, English Development Lab, provision of lap top computers and other information, are found on pages 31-32.

Names and Degrees of Administrators and Faculty: A listing of faculty and administrators and their qualifications is found on pages 60-61.

Names of Governing Board Members: A list of Crestmont Council members is found on page 6.

b. Requirements

Admissions: The 2012-13 CFOT Catalog provides information regarding admission policies (as described in the introduction to Cadet services above), which include eligibility requirements, procedures for new and returning Cadets, residency requirements, and open enrollment (page 17).

Student fees and other Financial Obligations: These are presented under the “Expenses” section in the 2012-13 CFOT Catalog (page 19). This section offers information regarding the tuition, room and board fees, Cadet loan deferment program, assessment fees, breakage fee, medical fee, and children’s room and board and refund amounts.

Degrees, Certificates, Graduation and Transfer Credit: CFOT provides Associate of Arts Degree and graduation requirements begin on page 41 of the 2012-13 CFOT Catalog. The catalog outlines academic awards and certificate of completion found on page 28. Transfer of Credit information is clearly outlined on pages 28-29.

110 2012-13 CFOT Catalog
c. Major Policies Affecting Cadets

Academic Regulations, including Academic Honesty: These are found in the Associate of Arts Degree Program section of the 2012-13 CFOT Catalog. This section covers information on academic freedom, grading policies, academic probation, attendance, and academic awards. (pages 23-31).

Nondiscrimination: The nondiscrimination policy is found on page 20. The Salvation Army provides equal opportunity and equal consideration to all peoples without regard to race, national origin, color, creed, gender, age, or physical disability; The Salvation Army provides humanitarian services consistent with the goals of the Christian Faith.

Acceptance of Transfer Credits: Information regarding acceptance of transfer credits is provided under “Policy on Acceptance of Transfer Credit” on page 29. The policy lists the responsibility of the Curriculum Department in acceptance of credits and acceptance from foreign Institutions. Outlined on pages 29-30 are the “Acceptable Credits and Credit Evaluation” procedures.

Grievance and Complaint Procedures: The 2012-13 CFOT Catalog delineates the guidelines addressing Cadet grievance and resolution of conflicts within the context of Christian Faith and practice. The guidelines for Cadet’s grievances include procedures on how to follow the protocol of desired interviews to the level of the Training Principal’s office (page 21).

Sexual Harassment: The sexual harassment policy is found on page 21. The policy is also part of The Salvation Army’s Policy and Procedures; Part Two 13-19. All Cadets are provided The Salvation Army’s Policy and Procedures manuals. In addition, they participate in a Sexual Harassment Prevention Seminar.

Refund of Fees: This is found on page 19 of the 2012-13 CFOT Catalog. The information includes the pro-rated scale of refund of fees.

d. Locations or Publications Where other Policies May Be Found

In addition to the Catalog, CFOT provides an overview of campus routines and requirements in The Personnel Manual. This manual is provided for the guidance of Cadets. It is designed to facilitate the Cadet’s adjustment to academic, social and spiritual life on campus. The manual contains written documentation of CFOT policies and procedures. In addition to a brief summary of CFOT life, the manual also includes rules concerning expected patterns of behavior that have been established for group living.

Self-Evaluation

The institution provides a Catalog for its constituencies with precise, accurate, and current information. In addition to being available for download from the college website, a hard copy of the CFOT Catalog is given to each prospective Cadet during the application process.

All Cadets receive a hard copy of the most current copy of the CFOT Catalog and Personal Manual upon arrival at CFOT.

Actionable Improvement Plans

CFOT meets this standard.
B.3. The institution researches and identifies the learning support needs of its student population and provides appropriate services and programs to address those needs.

**Descriptive Summary**

There are a number of unique features of the Cadet experience, including CFOT’s cohort system, the integration of the Cadet and family into campus life and a shared calling, that give CFOT a great advantage in identifying and addressing learning support needs. Cadets and the Officers who make up Administration consider each other not only Cadets/teacher but also colleagues. They are both vested in the success of CFOT and the larger mission of The Salvation Army. Administrators work constructively and collaboratively with Cadets to identify learning support needs and provide services and programs to address those needs.

The Personnel Department, Field Training Department and the Curriculum Department are all involved in determining the support needs of the Cadets. This is part of the holistic approach to nurturing Cadet achievement. It is accomplished through program reviews, Cadet surveys and individual interviews with each Cadet.

The Department of Institutional Planning and Accreditation oversees the Program Review process. In 2012, the department released a six year institutional assessment schedule which includes a focus on 12 areas: spiritual formation, Cadet ministry development, personnel policies and procedures manual, Cadet governance, Personnel Council, Cadet budgets, Cadet housing, emergency disaster services, and Cadet recreation and wellness.

In addition to the program review process, the Personnel Department distributes, compiles, and reviews the results of a comprehensive Annual Cadet Services Survey. This survey gages Cadet satisfaction of 110 discrete services in the following 16 areas: pastoral care, health services, Cadet activities, Cadet housing, food services, spiritual formation, social issues, administration, family care center, educational services, business services, campus safety, information technology, library/information services, and environment.

The Cadet review process is a significant component of the Cadet experience. Formal reviews are conducted for each Cadet three times over the course of Training: Winter Quarter of the first year, Fall Quarter of the second year, and spring of the second year. The Cadets meet with a Personnel Officer to review the results of both self and peer review evaluations. These reviews provide a platform for Cadets to provide feedback on how Cadet services have impacted their achievement at CFOT.

**Self-Evaluation**

The institution researches and identifies the learning support needs of its Cadet population and strives to meet these needs through attention to program reviews, Cadet surveys and individual interviews with each Cadet.

As stated earlier, the Personnel Department has completed the following Program Reviews: Cadet Wellness, Spiritual Formation, Family Care Services, Housing, Campus Safety, Food Service and Cadet Governance since the last accreditation visit; which led to improvements in services that enhance Cadet learning. For example, the following goals were defined in program reviews and subsequently accomplished by the personnel department:

- Cadet Wellness Program: CFOT will promote Cadet health and wellness via weight loss programs, exercise and fitness programs, pastoral care and referrals to counseling and health services.

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111 2012 Cadet Services Survey
• Family Care Center: Staffing preparation for increased numbers of Cadet and Officer children of various ages.
• Spiritual Formation: Cadets will formulate and track the Spiritual goals in their Ministry Development Plan.

The Annual Cadet Services Survey provides the Personnel Department with concrete and quantitative feedback on over 100 aspects of services campus-wide. These data provide helpful feedback to governing Councils. Because of the size of the campus and intimate nature of campus life and governance, the results of the survey are typically predictable. When a pattern of low scores in a single service area, indicating dissatisfaction, confirms observations made through the Council structure and Cadet Reviews, CFOT addresses the underlying issue. By way of example, the following changes were made in response to low Cadet satisfaction rates in the following areas:

• Data in 2007 and 2008 regarding Food Services menu variety prompted CFOT to secure a new food vendor in 2009.
• In 2010 the data on discipleship groups prompted CFOT to restructure the program by assigning an Officer advisor to each group.
• Internet and wireless connectivity has been an expressed area of dissatisfaction for all four years, CFOT addressed the problem recently by completing a restructuring of the IT service to the campus and also completed an upgrade to the wireless network.

**Actionable Improvement Plans**

CFOT meets this standard.

**B.3a. The institution assures equitable access to all of its students by providing appropriate, comprehensive, and reliable services to students regardless of service location or delivery method.**

**Descriptive Summary**

CFOT assures equitable access to appropriate, comprehensive and reliable services to all Cadets. Each new cohort of Cadets receives a comprehensive introduction to available services during orientation. During one of the initial orientation sessions Cadets receive a Personnel Manual and review the contents with the Director of Personnel. This document contains information on the nature of the services available to Cadets and how to utilize these services. In addition, Officers and faculty are able to communicate any information about new services or changes to services during a weekly assembly which all Cadets attend each Monday afternoon.

**Self-Evaluation**

CFOT assures equitable access to appropriate, comprehensive and reliable services for all Cadets. CFOT measures its success in providing these services through a comprehensive Annual Cadet Services Survey. The survey gages Cadet satisfaction of 110 discrete services in

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112 Cadet Orientation Schedule
113 Personnel Manual
114 2012 Cadet Services Survey
the following 15 areas on a scale of one to five. Highlights of data from the 2012 survey, available in greater detail through the 2009-12 Cadet Services Overview Report, indicate above average satisfaction across all areas:

<table>
<thead>
<tr>
<th>Survey Section</th>
<th>Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pastoral Care/Counseling Services/Interviews</td>
<td>4.0</td>
</tr>
<tr>
<td>Health Services</td>
<td>4.6</td>
</tr>
<tr>
<td>Cadet Services/Activities</td>
<td>4.2</td>
</tr>
<tr>
<td>Cadet Housing</td>
<td>4.3</td>
</tr>
<tr>
<td>Food Services</td>
<td>4.6</td>
</tr>
<tr>
<td>Spiritual Formation</td>
<td>4.1</td>
</tr>
<tr>
<td>Social Issues</td>
<td>3.7</td>
</tr>
<tr>
<td>Administration</td>
<td>3.7</td>
</tr>
<tr>
<td>Family Care Center</td>
<td>4.4</td>
</tr>
<tr>
<td>Educational Services</td>
<td>4.2</td>
</tr>
<tr>
<td>Business/Financial Services</td>
<td>4.3</td>
</tr>
<tr>
<td>Campus Safety</td>
<td>4.4</td>
</tr>
<tr>
<td>Information Technology</td>
<td>3.6</td>
</tr>
<tr>
<td>Library/Information Resources</td>
<td>4.4</td>
</tr>
<tr>
<td>Environment</td>
<td>4.3</td>
</tr>
</tbody>
</table>

Table II.B.2: Data from 2012 Cadet Services Survey

**Actionable Improvement Plans**

CFOT meets this standard.

### B.3b. The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its students.

**Descriptive Summary**

Through its programs and services, CFOT provides a learning environment that promotes personal and civic responsibility as well as intellectual, aesthetic, and personal development for all of the Cadets. Cadets have a variety of opportunities to participate in on-campus activities, including Cadet government, social groups and spiritual activities. In addition, Cadets are provided the opportunity to participate in various CFOT councils and committees. These groups are an essential conduit for communication between Cadets and CFOT. The following chart shows the opportunities for Cadet’s participation in personal and civic responsibility.

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115 2009-12 Cadet Services Survey Overview
Each of the committees relates to and supports the Mission of The Salvation Army and the mission of CFOT.\textsuperscript{116}

<table>
<thead>
<tr>
<th>Council/Committee</th>
<th>Type</th>
<th>Description</th>
<th>Frequency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cadet Session Meetings</td>
<td>Cadet Governance, open to all Cadets.</td>
<td>Organizes social functions, bring concerns to Cadet Council</td>
<td>Monthly</td>
</tr>
<tr>
<td>Cadet Council</td>
<td>Cadet Governance, elected offices by session body.</td>
<td>Bring concerns of Cadets to CFOT administration</td>
<td>Monthly</td>
</tr>
<tr>
<td>Command Finance Council</td>
<td>CFOT Administration</td>
<td>A Cadet serves one month to give input and learn the administrative working of TSA</td>
<td>Weekly</td>
</tr>
<tr>
<td>Crestmont Council</td>
<td>CFOT governing body</td>
<td>Cadets are appointed to sit on various committees to give input and learn civic relations</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Curriculum Council</td>
<td>CFOT Curriculum Department</td>
<td>Cadets are appointed to sit on the council to give input and learn the working of curriculum decisions</td>
<td>Quarterly</td>
</tr>
<tr>
<td>World Service</td>
<td>Cadet Governance Committee</td>
<td>Organize fund raisers to meet the World Service Goal</td>
<td>Monthly</td>
</tr>
<tr>
<td>Stretcher-Bearers</td>
<td>Cadet Committee Volunteer</td>
<td>Prayer meetings, Peer Pastoral care to Cadet Families</td>
<td>Monthly and as needed</td>
</tr>
<tr>
<td>OTHERS’</td>
<td>Cadet Committee Volunteer</td>
<td>Plans special events and acts of kindness.</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Apparel</td>
<td>Cadet Committee Volunteer</td>
<td>Assist Vice President in designing, selecting Crestmont wear:</td>
<td>As needed</td>
</tr>
<tr>
<td>Farewell and Gifts</td>
<td>Cadet Committee Volunteer</td>
<td>Assist session advisor in planning, implementing farewell banquet and Raise funds for session gift.</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Recycling</td>
<td>Cadet Committee</td>
<td>Organizing recycling effort on campus</td>
<td>Weekly</td>
</tr>
<tr>
<td>Physical activities</td>
<td>Groups</td>
<td>Basket Ball, Soccer, Walking, Tennis, jogging</td>
<td>Weekly</td>
</tr>
<tr>
<td>Social Events</td>
<td>CFOT Campus services</td>
<td>Welcome Party, Fall Country Fair, Farewell Party, Family nights</td>
<td>Quarterly</td>
</tr>
<tr>
<td>Discipleship Groups</td>
<td>Spiritual Transformation</td>
<td>Cadets meet with peers based on similar demographics, to discussion and share in spiritual growth</td>
<td>Weekly</td>
</tr>
<tr>
<td>Corps Programming</td>
<td>Field Training</td>
<td>Cadets led Salvation Army specific character building programs for the children on campus</td>
<td>Weekly</td>
</tr>
</tbody>
</table>

\textsuperscript{116} Personnel Manual
Standard II: Student Learning Programs and Services

CFOT also encourages aesthetic development by offering various opportunities for Cadets and their children to participate in music productions, art displays, cultural presentations, campus cook-offs, and hosting a yearly country fair. These various committees and groups are vital for living in community, promoting ownership, teaching responsibility and creating personal investment in the life of the campus.

Further development of civic duty and community service is offered through various fundraisers organized by Cadets. The Cadets organize and carry out a yearly Bike-a-thon which raised $5,000 in 2011. Cadets can also volunteer to operate the Emergency Canteen at various community events. Most recently Cadets served at the local elementary school’s public carnival. Other opportunities are created for Cadets to visit and participate in civic clubs such as Rotary and Lions Clubs while on Christmas intensive and summer assignments.

CFOT includes a unique program of instruction in stewardship of physical resources as a component of the overall curriculum. Each Cadet is assigned a daily work responsibility, contributing four and one-half hours per week of scheduled “House Duties” time. House Duties are primarily directed toward general cleaning responsibilities.

Some notable House Duty assignments fitting these criteria are as follows:

<table>
<thead>
<tr>
<th>House Duty</th>
<th>Area of Responsibility</th>
</tr>
</thead>
</table>
| Terrace Room | • Thoroughly clean all tables, chairs, floors, windows and bathrooms in the Terrace Room.  
• Support regularly scheduled and special setup requests for table arrangement. |
| Building B | • Thoroughly clean Building B classrooms, bathrooms, copy room, lectorium, and hallways.  
• Support occasional special setup requests. |
| Van Crew | • Clean all fleet vehicle interiors and check fluids and tire pressure levels by maintaining a distributed cleaning schedule each week.  
• Refuel FCC vehicles when needed.  
• Wash all vehicle exteriors each Wednesday during Major House Duties.  
• Perform weekly safety maintenance inspections on all fleet vehicles. |
| Family Care | • Clean all FCC interior areas, including classrooms, bathrooms, offices, common areas, and kitchen.  
• Sanitize all toys (throughout a weekly rotation). |

Table II.B.4: Notable House Duty Assignments
Each House Duty assignment benefits CFOT by offsetting cleaning and maintenance expenses, and benefits Salvation Army mission by promoting the values of personal investment in operational goals and good stewardship of physical resources.

In addition to the on-campus activities described above, Cadets are able to engage in the civic life and well being of communities throughout the Western Territory during their Field Training practicum. Placed within Salvation Army Corps, they support the social services offered to communities by local Corps including but not limited to adult rehabilitation, childcare, tutoring, senior care, after school programs, food distribution and holiday gift distribution.

Self-Evaluation

The institution provides an environment that encourages personal and civic responsibility, as well as intellectual, aesthetic, and personal development for all of its Cadets. CFOT is able to gauge the level of Cadets’ commitment to personal and civic responsibility through surveys and field training feedback. The 2012 Self-Evaluation Survey results indicate a high level of Cadet satisfaction with their involvement in campus support services and activities:

Figure II.B.1: Data from 2012 Self-Evaluation Survey on “Cadets, via Campus Services, are involved in planning Cadet support services and activities.”

Figure II.B.2: Data from 2012 Self-Evaluation Survey on “Cadets have opportunity to make recommendations to Cadet councils regarding Cadet support programs.”
Standard II: Student Learning Programs and Services

In addition to Cadet engagement on campus, CFOT collects feedback on Cadet involvement in two supervised and assessed practicum experiences, Christmas Intensive and Summer Internship. These provide a venue for application of the academic knowledge gained by Cadets through classroom learning with regards to public ministries and Corps administration. Field training is a graded course and, as such, rubrics are used to assist in the grading process. The field-training rubric for summer Christmas Intensive, as an example, allows Corps Officers to assess Cadets on twelve public ministry and program leadership skills. The results of the grades from the supervising Corps Officer based on the Christmas Intensive rubric are factored into a larger rubric with the following assessments:

- Attendance and Participation
- Officer Evaluation of Cadets
- Christmas Kettle Campaign Synopsis
- Cadet Participation Presentation

Cadets receive a grade for each of the above factors and a final grade for the practicum experience. In November/December 2012, 119 Cadets engaged in the Christmas Intensive practicum. Final grades ranged from 75-99 percent (an average grade of 93 percent).

**Actionable Improvement Plans**

CFOT meets this standard.

**B.3c.** The institution designs, maintains, and evaluates counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function.

**Descriptive Summary**

CFOT provides professional counseling to all first and second-year Cadets and their families. Such counseling includes family, marital, emotional, relationship and personal counseling. These issues are addressed in terms of promoting academic success as well as assisting Cadets with their commitments and readiness to serve as Officers. CFOT has two professional certified MA/MFT counselors on campus. The staff has the resources, as needed, to refer Cadets to, and fund, outside professional therapists or psychologists. Information shared in all counseling sessions remains confidential in accordance with professional ethics and California law.
Academic advising is provided by the Officers and staff in the Curriculum and Personnel Departments. All Cadets are formally assigned to an advisor in the Personnel Department for personal and academic concerns. The curriculum at CFOT is very structured and prescriptive since all the Cadets at CFOT have one primary goal and major. Unlike other colleges, the need for academic advising related to course or major selection is not necessary as CFOT has a single program and Cadets progress through assigned courses as a cohort. The Curriculum Department schedules Cadet cohorts, with the exception of two elective courses Cadets may choose during the two years they are enrolled. Cadets generally bring academic matters to the attention of the Curriculum staff or are referred there by the Personnel Department Officers.

**Self-Evaluation**

CFOT designs, maintains, and evaluates counseling and/or academic advising programs to support Cadet development and success and prepares faculty and other personnel responsible for the advising function. Success in this area is measured by survey data. The 2012 Self-Evaluation Survey\(^{117}\) data revealed a high rate of satisfaction with campus counseling and advising as the following tables indicate:

Figure II.B.4: Data from 2012 Self-Evaluation Survey on satisfaction with “Counseling from the Counseling Office.”

Figure II.B.5: Data from 2012 Self-Evaluation Survey on satisfaction with “Counseling from the Personnel Department.”

**Actionable Improvement Plans**

CFOT meets this standard.

\(^{117}\) 2012 CFOT Self-Evaluation Survey Aggregated Data
B.3d. The institution designs and maintains appropriate programs, practices, and services that support and enhances student understanding and appreciation of diversity.

Descriptive Summary

The Salvation Army is at work in 125 countries around the world. Over 26,000 Officers provide pastoral care and manage evolving social services that meet ongoing needs and specific crises worldwide. Within the United States, Salvation Army Officers are expected to work with a wide range of people, including Corps members, clients accessing services, and local government representatives and leaders. The nature of the organization creates an imperative for CFOT to maintain appropriate programs, practices, and services that support and enhance Cadet understanding and appreciation of diversity locally and worldwide.

Cadets are provided with a significant amount of training and opportunity to enhance their understanding and appreciation of diversity. The Curriculum department coordinates a required seminar series on multiculturalism. This is designed to instruct and sensitize Cadets to multicultural issues and initiatives in ministry. Topics covered range from socioeconomic status to ethnic diversity. The seminar series culminates in a visit to The Museum of Tolerance in Los Angeles.

In addition to the seminar series, Cadets attend a Chapel service two times a week. At least once each quarter, an Officer who has served in a foreign country is invited to share his or her experiences with Cadets.

Cadets from diverse ethnic and language backgrounds attend CFOT, as is apparent through the Fact Book's extensive coverage of Cadet Diversity. That CFOT has such a diverse population and Cadets interact on a regular and intense basis ensures that Cadets have many opportunities to experience and appreciate numerous cultures and perspectives. The Cadets themselves have initiated a yearly cultural awareness food fellowship night. Cadets bring their own foods and perform representative music and dances. This celebration of cultures has created a positive awareness and appreciation for diversity on campus.

Self-Evaluation

CFOT designs and maintains appropriate programs, practices, and services that support and enhance Cadet understanding and appreciation of diversity. Cadets rate their own progress in this area through the First Quarter Experience Survey:

![Graph](image_url)

Figure II.B.6: Data from 2011 and 2012 First Quarter Experience Surveys on “Compared with when you entered CFOT, how much progress do you feel you have made in the following skills and knowledge: Valuing Cultural Diversity?”

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118 The 2013 Salvation Army Yearbook, page 20
119 2012-13 Fact Book
120 2011 and 2012 First Quarter Experience Surveys
Actionable Improvement Plans

CFOT meets this standard.

B.3e. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Descriptive of Summary

As described above in Section B, recruitment for CFOT is done on the three levels, local divisional, and territorial. CFOT is also in continual communication with the leaders and individuals who manage each stage, and the Training Principal and Director of Personnel are members of the Territorial Candidates Council, which admits Cadets to CFOT.

As also stated in Section B, a matrix of psychological and educational assessment tools are administered by an outside firm to each potential Cadet Candidate to assist with the admissions process.

Self-Evaluation

CFOT evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases by reviewing Cadet achievement and retention information. Though CFOT has not formerly assessed the admission and placement practices outlined in the admissions functional delineation map, the campus plan is to collect Cadet feedback on this process when the college conducts an assessment of all functional delineations.

Cadet achievement rates indicate that admissions practices are effective and unbiased. The Annual Academic Report aggregates a number of data sources affirming positive Cadet achievement rates including grade distribution rates, course success rates and GPA Analysis.

Cadet retention rates are also quite healthy. Of the 284 Cadets that enrolled in the CFOT between 2003-12, 258 graduated and were Commissioned as Officers. This gives CFOT an overall retention rate, for this period, of 91 percent.

Actionable Improvement Plans

CFOT meets this standard.

121 Functional Delineation: Admissions
122 2012-13 Academic Year Fall Quarter Quarterly Academic Report
B.3f. The institution maintains student records permanently, securely, and confidentially, with provision for secure backup of all files, regardless of the form in which those files are maintained. The institution publishes and follows established policies for release of student records.

Descriptive of Summary

Cadet records are maintained in Blackbaud, CFOT’s Cadet information and registration software. This system is hosted remotely on vendor servers and is accessible 24/7 via the web. The vendor guarantees the system is always up-to-date, properly configured and compliant with nationally accepted security standards. All archival paper records are maintained in hard copy and on back-up CDs kept in a locked fireproof cabinet.

The Personnel department and Curriculum department are responsible for approving access to Cadet records. Access to records is restricted to specific employees or Officers who have keys to the cabinets and/or IDs and passwords to Blackbaud.

Each Cadet is given a quarterly grade report. The CFOT Catalog contains instructions on the policies regarding transcript requests.123

Self-Evaluation

CFOT maintains Cadet records permanently, securely, and confidentially. Access is restricted to a limited number of users who all have secure id and password combinations. The institution publishes and follows established policies for release of Cadet records in the CFOT Catalog.

Actionable Improvement Plans

CFOT meets this standard.

B.4. The institution evaluates student support services to assure their adequacy in meeting identified student needs. Evaluation of these services provided evidence that they contribute to the achievement of student learning outcomes. The institution uses the results of this evaluation as the basis for improvement.

Descriptive Summary

Feedback on Cadet services is collected annually through the Cadet Services Survey. This is the primary process used for the examinations and evaluation of Student Services programs. In addition services are evaluated through the cyclical program review process. Finally, each Cadet is given an exit interview with the Principal. Feedback data from the interviews and surveys are collected and analyzed.

Alumni data are also considered during the review process. Following one year on the field graduates attend a first-year seminar at CFOT (“Territorial Officers Institute”). Each graduate is interviewed, and group discussions are scheduled to provide feedback on the two year CFOT...

123 2012-13 CFOT Catalog, page 32
experience. This process is designed to identify strengths and weaknesses in order to develop plans for improvement to Cadet support services.

Findings from the Personnel Department’s program review process are used to measure progress toward the achievement of established departmental objectives and goals. Recommendations are made to Personnel Council and Executive Council for changes, additions or development of services to Cadets. This is done on an ongoing basis.

**Self-Evaluation**

According to the 2012 CFOT Self-Evaluation Survey, a clear majority (90 percent) of Cadets “agree or strongly agree” that Cadet support services support the needs of the Cadets. As the Cadets Services and First Year Experience Survey data show, Cadet support services are effective in supporting the Cadets for success and personal growth while at CFOT, fulfilling the mission of CFOT. Continued evidence of the quantitative and qualitative success of the Student Services is the high retention rate (91 percent).²⁴

**Actionable Improvement Plans**

CFOT meets this standard.

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²⁴ 2012-13 Fact Book
C. Library and Learning Support Services

Library and other learning support services for students are sufficient to support the institution’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. Such services include library services and collections, tutoring, learning centers, computer laboratories, and learning technology development and training. The institution provides access and training to students so that library and other learning support services may be used effectively and efficiently. The institution systematically assesses these services using student learning outcomes, faculty input, and other appropriate measures in order to improve the effectiveness of the services.

C.1. The institution supports the quality of its instructional programs by providing library and other learning support services that are sufficient in quantity, currency, depth, and variety to facilitate educational offerings, regardless of location or means of delivery.

C.1a. Relying on appropriate expertise of faculty, including librarians and other learning support services professionals, the institution selects and maintains educational equipment and materials to support student learning and enhance the achievement of the mission of the institution.

Library

Descriptive Summary

The library is centrally located in the Gifford building, which also houses the majority of Cadet classrooms. It includes a reference/circulation desk, photocopy area, microfiche/film readers, a print station, study tables, carrels and individual study rooms. This area is staffed by a full time Director of Library Services, one full time Library Assistant, and a part time Library Clerk.

The library collection includes print, audiovisual, e-collections and a storage area for textbook inventory. The print book collection includes close to 40,000 volumes, comprised of several collections including reference, circulating non-fiction, specialized Salvation Army materials, and foreign language materials. The library collection also includes approximately 500 audio-visual materials. Cadets have 24/7 access to a large variety of electronic databases through the Los Angeles Public Library (LAPL). CFOT collaborates with the Harbor City branch of LAPL to coordinate access and training for these resources.

The Library is fully integrated into the academic life of the college. The Director of the Library is a member of the Library Council, Curriculum Council, Coordinating Council, Employee Committee, Information Technology Council, and Human Resources Council. Participating in these shared governance decision-making bodies ensures that the Library Director is aware of and provides input into strategies, policies, and events that impact Library Services. The Library Council reviews services, acquisitions and initiatives on a regular basis, typically once a quarter. This eight member group is comprised of a cross representation of faculty, staff, and Cadets. The Council relies on data collected from course syllabi, recommendations, and industry publications to make collection development choices. The Council regularly reviews the results of Cadet surveys to determine how well library resources
and services are meeting Cadet needs and make adjustments as needed.\textsuperscript{125}

The library began conducting annual collection development analysis in response to a need identified during the 2012 program review. This analysis measures the collections effectiveness in terms of quality, quantity and relevance to the curriculum. Quality is determined by source of origin (both publisher and author), currency, and, when available, critical reviews. The first collection analysis was conducted in the Spring of 2012.\textsuperscript{126}

Seven research computers are available to library patrons. These provide access to the library catalog, databases, Internet and a variety of Microsoft Office applications. These workstations are not routinely used as each Cadet is issued a laptop during orientation week with a wide range of applications. The IT council planned and oversaw an infrastructure update in 2012 which resulted in a campus-wide modernization of wiring, switches, hubs, routers, junctions, and wireless access points (WAPs) to improve the network and communications backbone.

**Self-Evaluation**

The library maintains a sufficiently large and relevant collection to meet the academic needs of CFOT. Institutional commitments to library services have allowed the library to build a rich collection, provide adequate electronic resources, and maintain a suitable facility. As a member of the Curriculum Council, the Library Director is aware of and responsive to changes and modification in curricular needs. These changes are considered and addressed through two venues: Library Council and the program review process.

CFOT offers one program of instruction to Cadets, an AA in Ministry. This allows the library to focus a large proportion of collection development efforts on a well defined and specialized area. The syllabi for General Education courses help to direct collection development for subjects outside of this area. In addition to CFOT’s in-house collection development for General Education, the library’s collaboration efforts with LAPL ensure Cadets have access to a wide range of resources.

The Library Council meets once a quarter to review curricular needs and library trends. It oversees any substantial changes to library policies, particularly recommendations resulting from the program review process that could impact Cadet learning. The following recommendations made during the 2012 program review process will be under review by the Library Council until they are fully implemented:

- Align ENG190 curriculum with Salvation Army mission.
- Perform annual collection analysis with emphasis on current curriculum.
- Transition from in-house materials processing to vendor-supplied processing.

The 2012 Accreditation Self Study Survey\textsuperscript{127} provided the library with valuable feedback on library resources and services. It included the following questions specific to the library and had a Cadet response rate of 97 percent.

\textsuperscript{125} Cadet Services Surveys, 2008 - 2012
\textsuperscript{126} Collection Analysis Summary Report 2012
\textsuperscript{127} 2012 Self-Evaluation Survey Aggregated Results
### Table II.C.1: Data from 2012 Self-Evaluation Survey

<table>
<thead>
<tr>
<th>CFOT Self-Evaluation Survey</th>
<th>Strongly Agree/Agree</th>
<th>Strongly Disagree/Disagree</th>
<th>Don't Know/No response</th>
</tr>
</thead>
<tbody>
<tr>
<td>The library supports the achievement of Cadet learning outcomes.</td>
<td>98</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Cadet feedback drives improvements to the library.</td>
<td>76</td>
<td>4</td>
<td>20</td>
</tr>
<tr>
<td>The library provides adequate academic support to Cadets.</td>
<td>91</td>
<td>1</td>
<td>9</td>
</tr>
<tr>
<td>Library resources are sufficient to support all areas of the curriculum in quantity.</td>
<td>85</td>
<td>15</td>
<td>0</td>
</tr>
<tr>
<td>Library resources are sufficient to support all areas of the curriculum in quality.</td>
<td>85</td>
<td>10</td>
<td>0</td>
</tr>
<tr>
<td>Library resources are sufficient to support all areas of the curriculum in currency.</td>
<td>84</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>Library resources are sufficient to support all areas of the curriculum in variety.</td>
<td>86</td>
<td>11</td>
<td>2</td>
</tr>
<tr>
<td>Library resources support Cadet learning across the curriculum</td>
<td>95</td>
<td>3</td>
<td>2</td>
</tr>
</tbody>
</table>

Although Cadet satisfaction is quite high overall, the survey results indicated that collection development should be more closely aligned with the curriculum. As a result, the library included this goal in the department’s 2012 program review.

In addition to survey results, library decisions are impacted by SLO assessment and subsequent dialog. When SLO assessment data indicated Cadet achievement rates for writing research papers were lagging, the Curriculum Council addressed the issue by restructuring the English syllabi and placement procedures. The library also responded by collaborating closely with both the English Department and the Theology instructor. By aligning the final projects in ENG190 (Information Literacy and Research) and EC141 (Theology I), Cadets were able to integrate knowledge and skills learned across the curriculum and apply them to the task of crafting a quality research paper. When asked in the First Quarter Experience Survey how much progress they had made in preparing research papers, 65 percent of the Cadets indicated they had made moderate to a lot of progress in this area.

### Actionable Improvement Plans

CFOT, guided by the Academic Design Committee, will include a “recommended reading” section in each syllabus, beginning with the 2014-15 academic year, prompting each instructor to include a short list of titles that relate to curriculum content. This list could be used to generate recommendations for collection development.
Learning Support Services

Descriptive Summary
The Academic Achievement Center (AAC) is located in the Gifford Education Building in close proximity to the Library and classrooms. The main room functions as a small study center and is comprised of six study tables, two computer stations, a bookshelf of reference materials, and a white board. In addition there is a private office adjacent to the main room for consultations and tutoring. There is currently one full time Educational Specialist that provides support services for the Cadets.

The reference materials include books on learning difficulties and disorders, study skills, Cadet success, Bible reference materials, and copies of the required texts books the Cadets are issued. In addition, the two computer stations are equipped with PLATO Learning Software, Rosetta Stone (Spanish), Mavis Beacon, and standard software applications. The Educational Specialist also provides a wide range of one on one and group tutoring, teaching, and writing support to the Cadets. Academic accommodations specifically tailored to provide support to Cadets with learning disabilities and other academic challenges are also offered. Such services include note taking, time management, audio books, peer tutoring, quiet testing environments, longer testing times, and aurally administered tests.

The Educational Specialist is also a member of the Curriculum and Library Councils, which allows participation in dialogue that will affect the additional resources that are necessary for the learning process, and accommodations that may need to be made to the curriculum in order to support Cadets struggling with the material.

Self-Evaluation
The AAC’s main function is to support the CFOT mission and specifically focuses on aiding Cadets with academic challenges, learning difficulties, and language barriers. Since opening in 2010, the AAC has successfully aided Cadets in increasing their study and writing skills, provided accommodations to Cadets with learning disabilities and learning challenges, and increased support to Cadets outside of the classroom. This was demonstrated on the 2013 AAC Survey in which Cadets listed areas in which they had improved due to using the AAC. There were 34 participants.

<table>
<thead>
<tr>
<th>Area of Improvement</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Confidence in academic abilities</td>
<td>22</td>
</tr>
<tr>
<td>Reading</td>
<td>5</td>
</tr>
<tr>
<td>Time spent on assignments</td>
<td>14</td>
</tr>
<tr>
<td>Writing</td>
<td>16</td>
</tr>
<tr>
<td>English Communication Skills</td>
<td>5</td>
</tr>
<tr>
<td>Comprehension of subject matter</td>
<td>14</td>
</tr>
<tr>
<td>Note-taking</td>
<td>7</td>
</tr>
<tr>
<td>Test-taking confidence</td>
<td>17</td>
</tr>
</tbody>
</table>

Table II.C.2: Data from 2013 Academic Achievement Survey.

2013 Academic Achievement Survey Data
To date one staff member has been sufficient to meet the needs of the Cadets on campus, as evidenced by the 32 of 34 Cadets who stated that they have never not received the help they needed from the AAC in the 2013 AAC survey. However with the increasing number of overall Cadets as well as the increasing numbers of Cadets with learning and language challenges, an additional staff member may be needed in the coming year. Further, while the Educational Specialist is able to sufficiently provide writing support, academic counseling, and academic workshops, learning assistants who are knowledgeable in the various fields of Biblical and Theological studies would improve the learning experience for the Cadets.

Additional reference materials and learning aids would also be helpful to accommodate the growing Cadet population.

**Actionable Improvement Plans**

CFOT, guided by the Educational Specialist, will implement a peer tutoring system such as the Supplemental Instruction program that was developed by the University of Missouri at Kansas City, as a way to offer support in specific subject areas to the Cadets. Development of the system will take place prior to the start of the Fall 2013 quarter with the goal of implementing the program in Fall of 2013. The Educational Specialist is responsible for coordinating the peer tutoring, but will work with a representative from the Curriculum department as well as the head of the Biblical Studies department.

C.1b. The institution provides ongoing instruction for users of library and other learning support services so that students are able to develop skills in information competency.

**Library**

**Descriptive Summary**

In support of the Institutional Learning Outcomes, CFOT provides focused, curriculum-centered library instruction to all Cadets. The library teaches a one credit, quarter-long, required course, ENG190 or Information Literacy and Research, to all first-year Cadets. This class is modeled on Cornell University’s Seven Steps of Research, a straightforward and effective strategy for locating, evaluating, and documenting information. The class is closely aligned with another required course, Theology I. The library and theology instructors look for opportunities within the two syllabi to coordinate instruction and collaborate on assignments. For example, the final project for ENG190 is a bibliography, consisting of books, scholarly articles, and internet resources cited in MLA 7th edition format for the Theology I research paper. SLOs and Assessments are in place for ENG190. In addition to the instruction provided in the ENG190 course, the Library Director provides assignment-specific instruction in classes as needed.

129 CFOT Institutional Learning Outcomes
130 ENG 190 Syllabus
Self-Evaluation

The Information Literacy course and library services are evaluated in a number of ways, including:

- Course Survey Evaluation
- Information literacy pre-test and post-test
- Course SLO Assessment Report
- Self-Evaluation Survey

The results of these assessment tools indicate that the library is meeting the needs of the Cadets and wider college community. Satisfaction rates were at or above 90 percent across the board, apart from the two exceptions noted below.

Course Survey Evaluation

Survey results for the Fall 2011 quarter\(^{131}\) indicated that the Information Literacy Course is effectively teaching Cadets how to access and utilize a variety of information. Responses were distributed on a scale of one to five, with one conveying “strongly disagree” and five “strongly agree.” Eight out of nine responses indicated a satisfaction rate over 93 percent. The exception, a question regarding the applicability of the course content to the goals of the Salvation Army, received a satisfaction rating of 88 percent. Several Cadets provided helpful feedback in the comments area indicating topics that would be useful to them in fieldwork, including an introduction researching Salvation Army History. The course will be redesigned to ensure that the focus of the class is centered on the goals of the organization.

Information Literacy & Research Skills Pre-Test and Post-Test

A pre-test and post-test is administered to each Cadet enrolled in the Information Literacy & Research Skills course to measure the impact of the course on their learning. Although these tests have been administered for each year the course has been offered (2010 and 2011), data from the first year of testing was lost during the transition from the previous librarian to the present librarian. The results of the 2011 testing\(^{132}\) provide valuable insight into the learning outcomes for this course. The performance measures indicate that Cadets increased their knowledge and skills 20 percent on average. Only one Cadet out of thirty one achieved mastery of every skill measured in the pretest, while nine Cadets achieved perfect mastery after completing the course. The test is a mixture of multiple choice, short answer and fill in the blank. Given CFOT’s small class sizes, it is difficult to determine any statistically significant results from pre and post test data. In addition, the design of the pre and post test relies partly on subjective questions.

Course SLO Assessment Report

The library submitted two Course SLO Assessment Reports for the course Information Literacy & Research Skills. The SLOs selected measured the following skills:

- Cadets will be able to develop a viable research topic.
- Cadets will be able to locate and access articles in both print and electronic format.

The SLO assessment reports show Cadets achieved 100 percent mastery for both SLOs.

\(^{131}\) ENG190 Course Survey 2011
\(^{132}\) 2011 Information Literacy Testing Results
Self-Evaluation Survey

CFOT administered a Self-Evaluation survey in during the winter quarter, 2012. Five questions assessed the library in the following areas:

- Support for the achievement of SLOs campus-wide
- Improvements made as a result of Cadet feedback
- Provision of adequate academic support to Cadets
- Sufficiency of library resources in terms of quantity, currency, and variety
- Support for Cadet learning across the curriculum

Response options ranged from “strongly agree” to “strongly disagree” and a “don’t know” option was available. Results proved a high rate of satisfaction from Cadets, Officers and employees in nearly every area. The only area that received a satisfaction rate of less than 90 percent involved the sufficiency of the library resources to support the curriculum. Fifteen percent of Cadets either disagreed or strongly disagreed that the “library resources are sufficient to support all areas of the curriculum.” The library subsequently performed a collection analysis designed using the course syllabi to strengthen the connection between collection development and curriculum. This exercise will be completed on an annual basis to support the collection development efforts of the Library Council and ensure collection development supports Cadet learning.

Actionable Improvement Plans

CFOT, guided by the Instructional Research Committee, will improve the design and validity of the pre and post-test for the Information Literacy & Research Skills course. The goal will be to include more objective and short answer questions that call for easily identifiable and accurate responses. This will be completed by the Fall quarter of the 2013-14 academic year.

Learning Support Services

Descriptive Summary

In an effort to support Cadets in their information competency skills the AAC provides optional academic counseling, writing support, group workshops, and study groups. The Workshops and individual instruction are specifically designed to help Cadets process, organize, retain, apply and analyze information so that they can use it effectively throughout their coursework. In addition study groups for exams are facilitated through the AAC in order to ensure that the Cadets can properly apply the information they have acquired in an exam format.

Self-Evaluation

To date, through the note-taking and study skills workshops, Cadets have learned the Cornell Note-taking system, outlining, and charting and mapping as methods to organize and aggregate their class and book notes. In addition through the short papers and paragraphs workshops, Cadets learned how to choose topics, create thesis statements, define their research goals, develop a research plan, organize their collected research, and properly cite the information. Students also learned how to create effective outlines based upon their comprehensive research, as well as how to delineate main themes conclusions from such research. The workshop on reading strategies also taught Cadets the difference between active
and passive reading, and how to use skimming to increase their reading comprehension. In future workshops, the AAC will zero in on analyzing information and advanced research paper techniques. As cited above in the 2013 AAC survey results, Cadets have improved their reading, note taking, writing, test taking, and communication and comprehension skills. In addition Cadets also indicated in the survey that the study groups assisted them in improving their actual test scores. For those who participated in a midterm study group 80 percent felt their grades had improved, and for those who participated in a final exam study group, 95 percent felt their grades had improved. Students specifically stated that they now understood the importance of studying on a daily basis, how to effectively memorize information, how to write a paper and thesis, communicate their points in English, and to properly format and organize their papers.

Cadet satisfaction with the workshops and study groups has also been generally very positive. The 2013 AAC Survey showed that out of seven workshops, only one respondent found one workshop to not be beneficial. In regards to the study groups, over 90 percent of Cadets found them to be beneficial.

**Actionable Improvement Plans**

CFOT meets this standard.

C.1c. The institution provides students and personnel responsible for Cadet learning programs and services adequate access to the library and other learning support services, regardless of their location or means of delivery.

**Library**

**Descriptive Summary**

The Library is open from 8:15 a.m. to 9:00 p.m. on the weekdays and from 1-5 p.m. on Saturdays during the academic quarters. Cadets are posted to Salvation Army Corps for intensive field training experiences for a total of six weeks during the academic year and ten weeks over the summer. During these periods the library is open from 8:15 a.m. – 4:15 p.m. The library director and a library assistant are available to assist users on the weekdays. During the academic year, the library is staffed by either a library clerk or library assistant in the evenings and on Saturday. The library website encourages users to access the reference librarian via phone or computer and inquiries are responded to within one business day.

As part of their orientation, first-year Cadets take a field trip to a branch of the Los Angeles Public Library. They receive a library card, a description of LAPL’s services and a tour of the library. They are introduced to LAPL’s collection of 70+ databases in ENGI90, the Information Literacy and Research class. In addition to the LAPL’s database collection, Cadets are able to access the college’s databases 24 hours a day, seven days a week. Five computers are available as well as wireless access for Cadets working on their personal laptops.

The library tracks circulation and foot traffic to ensure that staffing reflects usage. A statistically significant increase in circulation between 2010 and the following years reflects two

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132 Library Usage Statistics Report 2011 Update
changes; the creation of ENG190, the Information Literacy course and an initiative to migrate several collections from manual to online circulation.

Self-Evaluation
CFOT provides Cadets and faculty adequate access and support, regardless of location or means of delivery. Cadets regularly respond favorably to a survey question related to library hours and accessibility. In 2012, the query received an average rating of 4.4 out of 5. The print collection is adequate in both breadth and depth to meet curricular needs. Online access to an ample number of high quality databases support Cadets 24 hours a day, seven days a week. CFOT’s usage statistics and Cadet responses to the Self-Evaluation Survey outlined in II.C.1a indicate the library is a valued and well-utilized resource.

Actionable Improvement Plans
CFOT meets this standard.

Learning Support Services

Descriptive Summary
The AAC is open from 2:00 – 8:30 p.m. Mondays through Thursdays, and from 10:00 a.m. – 2:30 p.m. on Saturdays. The Educational Specialist is available throughout those time periods, and the study room section of the AAC is always open to Cadets. When the Cadets are off campus for short term or long term assignments, the Educational Specialist works from 9:00 – 5:00 p.m. from Monday through Friday. The Educational Specialist is available for one on one consultation on a walk in basis depending on availability, or via appointment. In addition Cadets have the option of e-mailing the Educational Specialist with any questions or papers that may need revision. Handouts are also available in the study room at any time, as are the Rosetta Stone, PLATO, and Mavis Beacon programs.

Self-Evaluation
Cadets are able to adequately get the support they need from the Educational Specialist during the hours they are available, and the hours reflect the times in which the Educational Specialist is needed most. In the 2013 AAC survey 27 of the 34 participants stated that it is most convenient for them to use the AAC on weekday evenings from 6 - 9 p.m., which is when the AAC is open. In addition 11 stated that weekends, and weekday afternoons were best, which also reflect the times the AAC is open. In an effort to make handouts and other materials more available, a web based location will be utilized to make such materials available at all times and from any location. That said, due to the nature of the services that the AAC provides, it is most effective for Cadets to receive support in person.

Actionable Improvement Plans
CFOT, guided by the THQ IT Liaison, will develop web-based location for making handouts and available to Cadets at all times. This will be made available during the 2013-14 academic year.
C.1d. The institution provides effective maintenance and security for its library and other learning support services.

**Descriptive Summary**

CFOT is a gated community with an around-the-clock security presence. The security guard is available to respond to assistance calls as needed. The campus facilities department, overseen by the Property Subcommittee, manages the maintenance staff. The library and academic achievement centers coordinate with the facilities department to arrange for any necessary repairs. Each building on campus has a maintenance staff member dedicated to taking proactive steps to maintain the facility.

**Self-Evaluation**

The library and Academic Achievement Center are well maintained and secure.

**Actionable Improvement Plans**

CFOT meets this standard.

C.1e. When the institution relies on or collaborates with other institutions or other sources for library and other learning support services for its instructional programs, it documents that formal agreements exist and that such resources and services are adequate for the institution’s intended purposes, are easily accessible, and utilized. The performance of these services is evaluated on a regular basis. The institution takes responsibility for and assures the reliability of all services provided either directly or through contractual arrangement.

**Descriptive Summary**

The library and Academic Achievement Center have no formal agreements with other organizations. Both areas have, however, recently instituted an operational partnership with the Harbor City branch of the Los Angeles Public Library (LAPL). The Library coordinated with the Harbor City branch manager to obtain LAPL cards for each first-year Cadet. The Cadets visited the branch for a tour, explanation of the public library’s services, and to collect their cards. These cards provide them access to a significant print collection, interlibrary loan services and a significant number of electronic subscription databases. Cadets learn how to utilize all of these resources in ENG190.

The Library and Academic Achievement Center maintain annual subscriptions to the following services:

- LibraryWorld: an integrated library system
- NoodleTools: an integrated tool for note-taking, outlining, and citation
- Religion and Philosophy Index: Specialized journal database
- Plato: online learning tool
- Accuplacer: assessment tool for Math, English, and computer technology placement.
Appropriate contracts, including support and maintenance as needed, are in place for these resources.

**Self-Evaluation**

All contractual agreements and partnerships are well established and functioning well. Although CFOT does not have a formal contract with the LAPL, CFOT has opted to take advantage of a number of their e-resources in lieu of subscribing to them ourselves. At this time, CFOT does not have a systematic approach of monitoring potential changes to the LAPL database collection.

**Actionable Improvement Plans**

CFOT, guided by the Director of Library Services, will continually monitor potential changes to external resources and electronic collections on which the library relies. This effort will commence during the 2013-14 academic year.

C.2. The institution evaluates library and other learning support services to assure their adequacy in meeting identified Cadet needs. Evaluation of these services provides evidence that they contribute to the achievement of Cadet learning outcomes. The institution uses the results of these evaluations as the basis for improvement.

**Library**

**Descriptive Summary**

The library uses assessment and related dialogue surrounding Cadet Learning Outcomes, Institutional Learning Outcomes, and surveys to evaluate services and perform systematic program reviews. The program review process generates plans for future review and program modification.

The most recent program review was completed in 2012. The program review process assesses services and outcomes based on data gathered through the following resources:

- Cadet Services Survey
- Self-Evaluation Survey
- Cadet Learning Outcome Assessment Reports
- ENG190 Pre and Post Tests
- Patron usage data (circulation, foot traffic, and online usage)

Based on the findings of the recent program review, library services are sufficient to support CFOT’s instructional programs and intellectual, aesthetic, and cultural activities in whatever format and wherever they are offered. The library provides access and training to Cadets, faculty, and staff so that its holdings and support services may be used effectively and efficiently. The library suggested the following program modifications in its 2012 program review:
Align ENG190 curriculum with Salvation Army mission

Based on feedback from the Cadet course surveys the syllabus for ENG190, Information Literacy and Research, will be modified to include two new units:

- Researching Salvation Army history
- Researching grants and fundraising opportunities

Perform annual collection analysis with emphasis on current curriculum

Review all course syllabi for dominant themes and research topics on an annual basis. Perform collection analysis on these areas and develop the collection as needed.

Modernize library acquisition, cataloging and processing practices

The library is transitioning from creating in-house cataloging and processing to purchasing pre-processed library material. Once this process is in place, CFOT will begin to review and replace records that do not comply to library standards.

Self-Evaluation

The program review process and its associated assessment requirements provide the library with adequate data to allocate resources, modify services and improve programs to meet the needs of the Cadet body.

Actionable Improvement Plans

CFOT meets this standard.

Learning Support Services

Descriptive Summary

The program review process, Cadet surveys, workshop evaluations, and a specific AAC evaluation are all used as tools to evaluate the services the AAC provides, as are as Cadet learning outcomes for such services. The most recent program review was conducted in 2012 and was largely based upon the educational specialist’s Self-Evaluation of the services being provided. One of the most important results of the review was identifying the need for Cadet learning outcomes for the overall performance of the AAC as well as the specific workshops that are conducted. In addition it was determined that more resources may be needed for Cadets with learning disabilities and other academic challenges.

The 2012 Cadet Services Survey also evaluated both tutoring and academic counseling services, based on scale ranging from one through five (one being very dissatisfied and five being very satisfied). The average rating of the entire Cadet body was a 4.4 for tutoring services, and 4.3 for academic counseling services; however 61 percent of the first-year Cadets and 76 percent of second-year Cadets listed tutoring as not applicable, and 46 percent of first-year Cadets and 54 percent of second-year Cadets listed academic counseling services as not applicable.
Workshop surveys were completed following four different workshops in the Fall of 2012. The chart below describes both the questions and average responses received in the surveys. (1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, 5 = strongly agree). A 2013 AAC Survey was conducted to determine whether the AAC and its workshops were benefitting the Cadets and meeting their academic needs. Data from that survey have been summarized throughout this report.

<table>
<thead>
<tr>
<th>Reading Strategies</th>
<th>Note-taking</th>
<th>Learning Styles</th>
<th>Thesis Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was well informed about the objectives of the workshop</td>
<td>4.89</td>
<td>4.22</td>
<td>4.42</td>
</tr>
<tr>
<td>The workshop lived up to my expectations</td>
<td>4.72</td>
<td>4.22</td>
<td>4.29</td>
</tr>
<tr>
<td>The content is relevant to my school work</td>
<td>4.83</td>
<td>4.37</td>
<td>4.17</td>
</tr>
<tr>
<td>The workshop objectives were clear to me</td>
<td>4.67</td>
<td>4.33</td>
<td>4.38</td>
</tr>
<tr>
<td>The workshop activities stimulated my learning</td>
<td>4.67</td>
<td>4.04</td>
<td>4.25</td>
</tr>
<tr>
<td>The activities in this workshop gave me sufficient practice and feedback</td>
<td>4.50</td>
<td>4.12</td>
<td>4.00</td>
</tr>
<tr>
<td>The difficulty level of this workshop was appropriate</td>
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<td>4.11</td>
<td>4.23</td>
</tr>
<tr>
<td>The pace of this workshop was appropriate</td>
<td>4.89</td>
<td>4.22</td>
<td>4.42</td>
</tr>
<tr>
<td>The instructor was well prepared</td>
<td>4.83</td>
<td>4.70</td>
<td>4.75</td>
</tr>
<tr>
<td>The instructor was helpful</td>
<td>4.89</td>
<td>4.74</td>
<td>4.79</td>
</tr>
<tr>
<td>I accomplished the objectives of this workshop</td>
<td>4.72</td>
<td>4.13</td>
<td>4.29</td>
</tr>
<tr>
<td>I will be able to use what I learned in this workshop</td>
<td>4.72</td>
<td>4.24</td>
<td>4.54</td>
</tr>
<tr>
<td>The workshop was a good way for me to learn this content</td>
<td>4.78</td>
<td>4.19</td>
<td>4.46</td>
</tr>
</tbody>
</table>

Table II.C.3: Data from 2012 Workshop Surveys

Self-Evaluation

Both the Cadet and workshop surveys provided assistance in determining the effectiveness of the AAC, however in the future both surveys will need to be tailored so that they address specific areas in which the AAC or workshops could improve. For example, the Cadet survey only took account of the tutoring and academic counseling services the AAC provides, but could have addressed the overall effectiveness or need of the AAC, as well as services like classroom and academic accommodations. The lack of specificity may be due to the fact that there were no Cadet learning outcomes for the AAC when the Cadet surveys were conducted.

The workshop surveys were very helpful in determining the effectiveness of the workshops, however the questions were not specific enough to determine whether or not the workshop Cadet learning outcomes were met for each specific workshop. In the future, the surveys should include questions specifically tailored to the workshop that is being evaluated. Strategies to

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134 2012 Workshop Survey Data
135 2013 Academic Achievement Center Survey
improve usage will also be discussed, as will techniques to address why Cadets don’t seek out the help they need.

With the creation of student learning outcomes for the AAC, CFOT and the educational specialist will be better able to tailor surveys and evaluative tools to those outcomes. They will also serve as a better guideline for any improvements that will need to be made in the future to ensure CFOT’s learning support services are adequately meeting Cadet needs.

The 2013 AAC Survey was particularly beneficial in determining whether or not Cadets were benefitting from the AAC, as well as how they were benefitting. It also helped determine whether the hours of the AAC were sufficient. It was not particularly effective in determining areas of improvement for the AAC, so perhaps questions could be tailored to garner more data with respects to additional services or workshops that are needed. More data will also need to be collected to determine if Cadets perceptions of their improvement translated into better performance in the classroom.

**Actionable Improvement Plans**

CFOT, guided by the office of Institutional Planning and Accreditation and the Education Specialist, will amend the annual Cadet Services Survey to include questions that specifically address Cadet satisfaction and usage of the AAC. These changes will be made to the AY 2012-13 survey. In addition, SLOs for the AAC and several of its major workshops will be developed in time for the 2013-14 academic year.
Overview of Evidence

Standard IIA

1. National Guidelines for US Colleges/Schools for Officer Training
2. CFOT Survey Schedule
4. Articulation Agreements.
6. 2012-13 CFOT Catalog, page 39
7. Summer Assignment Field Training Rubric 2012-13
8. Program Review calendar
9. Program Review template
11. CFOT Placement Testing Schedule
12. Overview of Developmental English Curriculum
14. Sample documentation for amended curriculum
15. National Guidelines for US Colleges/Schools for Officer Training
16. Individualized Education Plan Sample
17. Course/Instructor Survey
18. Fall 2012 Academic Report
19. 2012-13 Cadet Services Survey
20. Course-Instructor Survey
21. Faculty Development Topics 2008-13
22. Yearly Academic Calendar
23. Course, Departmental, and Institutional Learning Outcomes Overview
24. SLO Assessment Form
25. Course-Instructor Survey
26. Fall 2012 Academic Report
27. Academic Assessment Plan
28. 2012 -13 Academic Achievement Reports
29. Program Review Calendar
30. Fall 2012 Academic Report
31. 2012-13 Academic Achievement Reports
32. Syllabus Submission Form
33. Faculty Staffing Chart
34. Syllabus Submission Form
35. Fall 2012 Academic Report
36. CFOT Staff Continuing Education Overview
37. 2012 Self-Evaluation Survey
38. 2012-13 Fact Book, pages 18-20
39. Syllabus Submission Form
40. Fall 2012 Academic Report
41. Curriculum Council Minutes 1/10/13
42. Program Review Calendar
43. Program Review Template
44. Academic Assessment plan
45. Fall 2012 Academic Report
46. Program Review Template
47. Fall 2012 Academic Report
48. Syllabus Submission Form
49. Fall 2012 Academic Report
50. Program Review Calendar
51. Strategic Plan Walk Through Attendance Report
52. CFOT Integrated Strategic Plan 2012-15
53. Executive Council Meeting Minutes from 02/01/12
54. Strategic Plan Scorecards
55. Syllabus Checklist
56. Yearly Academic Calendar
57. Course SLO to Departmental SLO Mapping
58. Unit Value-Schedule Analysis
59. 2012-13 CFOT Catalog, page 10
60. Proposed Individualized ILO Achievement Plan
61. MDP Cadet Review Report
62. Supervised Ministry Rubric Report
63. 2003-12 Graduation Statistics, page 16 of 201-13 Fact Book
64. Sample documentation for amended curriculum
65. National Guidelines for US Colleges/Schools for Officer Training
66. National Guidelines for US Colleges/Schools for Officer Training
67. Virtual Corps Overview
69. General Education Curriculum Overview
70. Degree requirements, 2012-13 CFOT Catalog, pages 42-43.
71. Course SLO to Departmental SLO Mapping
72. Degree requirements, 2012-13 CFOT Catalog, pages 42-43.
73. Course SLO to Departmental SLO Mapping Overview
74. 2012 General Education Program Review
75. Proposed ILO Assessment Plan
76. Departmental Learning Outcomes
77. Cadet Achievement (General Education)
78. 2013 First-year Territorial Officer’s Institute Survey
79. 2012-13 First-Year Experience Survey
80. 2013 First-year Territorial Officer’s Institute Survey
81. Spring 2013 Quarterly Academic Achievement Report
82. Academic Department Framework
83. Institutional Learning Outcomes
84. 2013 Orders and Regulations for Officers of the Salvation Army
85. 2012-13 CFOT Catalog, page 42-43
86. Syllabus Template
87. 2012-13 Fact Book, page 22
88. Course-Instructor Survey
89. 2012-13 CFOT Catalog
Standard II: Student Learning Programs and Services

90. ACCJC Transfer of Credit Policy
92. 2012-13 CFOT Catalog, pages 8, 21, 23
93. 2012-13 CFOT Catalog, page 8
94. Undertakings of a Salvation Army Officer
95. 2012-13 CFOT Catalog, page 28
96. Undertakings of a Salvation Army Officer
98. Employee Handbook
99. Confirmation of Mission
100. 2012 Human Resources Survey

Standard IIB

101. 2012-13 Fact Book, page 18
103. FCC calendar of Events
104. Counseling Brochure
105. Role and responsibilities of Advisor
106. Spiritual Self-Assessment Tool
107. Territorial Headquarters MDP, Personnel department
108. Spiritual Formation Program Review 2012
109. 2012 Cadet Services Survey
110. 2012-13 CFOT Catalog
111. 2012 Cadet Services Survey
112. Cadet Orientation Schedule
113. Personnel Manual
114. 2012 Cadet Services Survey
115. 2009-12 Cadet Services Survey Overview
117. 2012 CFOT Self-Evaluation Survey Data
118. The 2013 Salvation Army Yearbook, page 20
119. 2012-13 Fact Book
120. 2011 and 2012 First Quarter Experience Surveys
121. Functional Delineation: Admissions
122. 2012-13 Academic Achievement Reports
123. 2012-13 CFOT Catalog, page 32
124. 2012-13 Fact Book

Standard IIC

125. Cadet Services Surveys, 2008 - 2012
127. 2012 Self-Evaluation Survey Aggregated Results
128. 2013 Academic Achievement Survey Data
129. CFOT Institutional Learning Outcomes
130. ENG 190 Syllabus
131. ENG190 Course Survey 2011
132. 2011 Information Literacy Testing Results
133. Library Usage Statistics Report 2011 Update
134. 2012 Workshop Survey Data
135. 2013 Academic Achievement Center Survey
Standard III: Resources
The institution effectively uses its human, physical, technology, and financial resources to achieve its broad educational purposes, including stated student learning outcomes, and to improve institutional effectiveness.

A. Human Resources

The institution employs qualified personnel to support student learning programs and services wherever offered and by whatever means delivered, and to improve institutional effectiveness. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development. Consistent with its mission, the institution demonstrates its commitment to the significant educational role played by persons of diverse backgrounds by making positive efforts to encourage such diversity. Human resource planning is integrated with institutional planning.

A.1. The institution assures the integrity and quality of its programs and services by employing personnel who are qualified by appropriate education, training, and experience to provide and support these programs and services.

Descriptive Summary

CFOT requires the use of and makes it a practice to employ qualified personnel to support student learning programs and academic support services. Some of the Cadet services such as food services, family care, wellness programs, etc. do not necessarily connect directly to the classroom, but they all support the Cadets on campus and do require qualified and effective staff. Qualified personnel obviously enhance the delivery of programs and services, wherever offered and by whatever means delivered, and in consequence, improve overall institutional effectiveness. As that relates to the best possible training for the future leaders of the organization, not to mention this institution, it is an investment CFOT must, and does, make. Personnel are treated equitably, are evaluated regularly and systematically, and are provided opportunities for professional development, both in practice and by policy.

It should be noted that the usual role definitions among faculty, administration and support staff found at other institutions may be slightly different at CFOT. Due to CFOT’s size and commitment that qualified Officers serve as instructors and staff, almost all qualified Officers and employee non-Officer qualified faculty have teaching and administrative responsibilities; it is less likely that someone will have only administrative responsibilities. In some, cases Officers are assigned to support roles (tutoring, advising, grading support, etc.) in courses taught by fully qualified faculty. Support responsibilities are usually shared primarily within a department, but staff members are also expected to support College-wide instruction and services.

After several years at CFOT, Officer faculty members expect to be reassigned to other practical ministry assignments away from CFOT. Other qualified Officers with fresh field and practical experience and views are appointed in their places. CFOT benefits from Officer faculty members who have fresh, contemporary practical experience in ministry. With this potential rotating leadership CFOT works very hard to nonetheless maintain a well-organized and academically qualified staff and faculty.

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1 Course Staffing Assignments (2012-14)
2 Teacher Assistants and Cadet Support job descriptions
3 CFOT Organizational Chart
CFOT works with THQ to appoint new staff members every year through a formal process. The Director of Curriculum first communicates the annual faculty expertise areas that will be needed in the next academic year to the Training Principal. The Training Principal then represents the needs of CFOT for qualified teaching personnel and indicates which areas of teaching will need to be matched by the appointment of new faculty. The aforementioned needs are then communicated to the Territorial Chief Secretary and to Territorial Secretary of Personnel at THQ. Faculty are then appointed who are qualified and can best meet the needs of the College at that time.

CFOT’s enrollment has increased from 34 Cadets in 2007-08 to 120 Cadets in 2012-13. Likewise, operating resources, faculty and staffing resources and services have been increased incrementally and intentionally to meet these needs. CFOT growth has been incremental and the budget office has worked with the Crestmont Council and the Territorial Headquarters (THQ) staff to insure the resources needed are there to support the expanded enrollment and CFOT’s strategic needs. CFOT’s staff is diverse and has an exceedingly high retention rate. This is the staffing for the 2012-13 academic year:

<table>
<thead>
<tr>
<th>Gender</th>
<th>Employees</th>
<th>Officers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>30</td>
<td>13</td>
</tr>
<tr>
<td>Female</td>
<td>45</td>
<td>14</td>
</tr>
</tbody>
</table>

Table III.A.1: Staff breakdown by gender.

<table>
<thead>
<tr>
<th>Ethnicity</th>
<th>Employees</th>
<th>Officers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic/Latino</td>
<td>25</td>
<td>4</td>
</tr>
<tr>
<td>White</td>
<td>41</td>
<td>18</td>
</tr>
<tr>
<td>Black or African American</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Native Hawaiian or other Pacific Islander</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Asian</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>American Indian or Native Alaskan</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Two or more races</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>

Table III.A.2: Staff breakdown by ethnicity.

<table>
<thead>
<tr>
<th>Seniority</th>
<th>Employees</th>
<th>Officers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than five years</td>
<td>49</td>
<td>5</td>
</tr>
<tr>
<td>More than five years</td>
<td>26</td>
<td>22</td>
</tr>
</tbody>
</table>

Table III.A.3: Staff breakdown by seniority.

<table>
<thead>
<tr>
<th>Type of Hours</th>
<th>Employees</th>
<th>Officers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time</td>
<td>42</td>
<td>27</td>
</tr>
<tr>
<td>Part-time</td>
<td>10</td>
<td>n/a</td>
</tr>
<tr>
<td>On-call</td>
<td>23</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Table III.A.4: Staff breakdown by type of hours.
As positions are either created or become open, qualifications are clearly described and listed when positions are posted. Adjunct teaching position recruitment is handled by the Curriculum Department in coordination with the HR staff and staff in the Legal Department at THQ. The adjunct staff is small in number (on average between five and ten) and has a high retention rate. When academic openings occur, CFOT solicits applications from Marymount College and/or El Camino College, nearby colleges with significant numbers of adjuncts, which has yielded excellent nominees from which to choose. Every effort is made to find the best candidates for positions, and each candidate is interviewed by appropriately staffed committees. Standard procedures are in place to ensure that qualified persons are recruited and developed, and then throughout their employment they are provided feedback and evaluation to ensure that the mission and purpose of CFOT are achieved. Staff members are continuously evaluated by their immediate supervisors during annual employee evaluations. These evaluations are done systematically through on-line and personal documentation and review of progress. The timeframes and process are facilitated by the THQ and college human resources staff.

In addition to staff employees, there are also staff Officers (as indicated above) who comprise the majority of the faculty. In 2009-10, CFOT (and Crestmont Council) approved a revised faculty minimum qualifications policy that enables Officers with a baccalaureate degree and five years of full-time Officer experience to teach those applied courses that emphasize Salvation Army ethos and practice; all general education courses continue to require the advanced degree in that discipline and are so staffed. For example, faculty teaching English have Masters degrees in English, the ESL teacher has a Master’s degree in ESL, the Sociology instructor has a Master’s in Sociology, the Social Work instructor has a MSW degree, etc. The Faculty Staffing Chart for 2012-13 contains information on the rank, name, title, qualifications, years as Officer, and course roles for the thirty-six Officer/employees with classroom duties and the ten quarterly appointed adjunct faculty appointments.

Self-Evaluation

Following the 2007 AACJC visit, both CFOT and THQ have followed the guidelines for appointing Officers and hiring non-Officer faculty very strictly. Since communicating to THQ that all Officer staff need to have a Master’s in their field in order to be an instructor at the college, CFOT has increased the number of Officers on staff with the proper credentials. All of the instructors currently serving as instructors of record have a Masters degree or higher in Theology or Ministry, or the field applicable to the course being taught. In addition all Adjunct Faculty have at least a Master’s degree in the area of the course being taught, whether it be in business or English. In addition The Director of Curriculum has a Doctorate in Ministry, and Masters in Theology.; the Training Principal is working toward completing a Doctorate, and the Vice-Principal just obtained a doctorate in June 2013. Each of those individuals is heavily involved with the Faculty and seeks to ensure that the curriculum of CFOT meets the standards and rigors of the educational and field experiences they have all had.

Further, the combined field experience of the Officer faculty is quite extensive. There are eight Officers with twenty-five years or more of experience, and the average years of service for the overall staff is 15.5 years.

Actionable Improvement Plans

CFOT meets this standard.

4 College For Officer Training – Minimum Qualifications Policy
5 Faculty/Staffing Chart for 2012-13
6 Faculty/Staffing Chart for 2012-13
A.1a. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions are related specifically to institutional mission and goals, and they accurately reflect position duties, responsibilities, and authority. Criteria for selection of faculty include knowledge of the subject matter or service to be performed (as determined by individuals with discipline expertise), effective teaching, scholarly, and potential to contribute to the mission of the institution. Institutional faculty plays a significant role in selection of new faculty. Degrees held by faculty and administrators are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.

Descriptive Summary

At CFOT two separate processes are used to select qualified personnel that reflect the unique mission of CFOT and possess the necessary scholarly, teaching, and knowledge to train Cadets to become Officers of the Salvation Army. Because the main goal of CFOT is to train potential Officers, most faculty members are Officers or professional employees of The Salvation Army who also possess the requisite education and work experience to teach at a college. The remaining faculty and adjunct faculty are comprised of non-Officer employees, who understand the mission of the Salvation Army and also possess the educational and work experience necessary to train Cadets and teach in the classroom. Because the Salvation Army administrative staff members (Territorial Cabinet and Divisional Command Heads) work closely throughout the year on Officer placement, the appointment of Officers to CFOT is thoroughly reviewed in executive deliberations that include the Training Principal. Criteria for appointment include work history, academic qualifications, relevant presenting and teaching experience, field and relational skills, and life and witness consistent with the mission of The Salvation Army. CFOT’s faculty and staff are comprised of professional applied and general education instructors as well as qualified Salvation Army Officers who bring a variety of degrees and actual field experiences within the Salvation Army.

In order to choose qualified Officer staff, the Director of Curriculum solicits via discussion and dialogue from the faculty and academic chairs needs for additional teaching expertise in the next academic year. This is done a year in advance to provide the Training Principal with information and guidance regarding potential personnel and/or curricular changes at CFOT. Since the Training Principal is a full member of the faculty and interacts on a daily basis with Officers and many of the other staff who teach, and since he is a member of the Territorial Appointments Committee; he is in a good position to know the academic needs of CFOT, and in a position to advise the Territorial Appointments Committee regarding potential openings and a profile of the instructional needs of CFOT. This increases the probability of the assignment of qualified Officers in areas of greatest need, and Officers who are recognized to have the academic preparation, training, and teaching skills needed to be successful in a particular academic area. A priority is placed on the capacity for effective teaching and presenting and the ability to be an effective role model for Cadets. Officer appointments are announced in May, and CFOT works via the Training Principal, the campus directors and the human resources staff to confirm actual position vacancies and the timeframe for filling positions.

In the case that a qualified Officer is not available or that an employee is, by virtue of special training, qualification or experience, better suited to teach an assigned course or run a departmental program than an available Officer, an non-Officer employee will be hired to fill that role. CFOT’s ESL Specialist, Educational Specialist, Information Technologist, Director of Library Services and Music Ministries Director would be examples of non-Officer faculty. In addition, non-resident Officer faculty members are occasionally selected because of their

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7 Revised College Faculty Qualifications Protocol
experience or exceptional qualification and their potential to contribute to the mission of CFOT. Most, but not all, have U.S. degrees from accredited institutions. Degrees from non-U.S. institutions are recognized when equivalence has been established.

Each position at CFOT has a clear job description that spells out qualifications and expectations. Clear procedures and posting requirements are in place requiring any employee positions to be posted, and that the process for consideration includes acquiring the most qualified candidate. Appropriate documentation is required to demonstrate that the qualifications for the respective positions are met. In the case of new positions, a rationale is prepared demonstrating need, a statement of qualifications required for the position, the supervisor responsible, and resources available to provide for the position. A standard “Personnel Action Notification” (PAN) form is used for all personnel transactions. An Employee Handbook is given to each new employee explaining in detail the policies and procedures of employment ranging from: Code of Conduct, Absence Procedures, Jury Duty, to grievances reporting, etc. The final check (safeguard) on such policies and procedures is the joint responsibility of CFOT and THQ.

The Human Resources Committee, by policy, interviews all adjuncts and non-Officer employee applicants for teaching positions, reviews their qualifications, determines whether they have degrees from accredited institutions, and recommends candidates for consideration to the Training Principal. The Committee also monitors the assignments of faculty to applied courses to insure their qualifications for those teaching assignments.

Self-Evaluation

All activity regarding the hiring, retention and termination of employees is monitored and supported by CFOT and the Territorial Headquarters Human Resources Department; this ensures that the appropriate procedures are followed and maintained at CFOT. To date, 100 percent of non-Officer staff and faculty, as well as adjunct faculty have had their qualifications confirmed by Human Resources at both CFOT and THQ, and do have degrees from accredited institutions. During the hiring process for adjunct faculty an interview schedule is followed to ensure uniformity in the hiring process, and are only hired if they have previous experience teaching at a college. All jobs are posted on The Salvation Army’s Western Territory Bulletin Board, College website, internet, and local newspapers as needed.

Because of the close relationship between the Training Principal and the administrative and Personnel Staff at THQ; CFOT has consistently received qualified Officers who meet the administrative and academic needs of CFOT. All Officers who act as instructors have at least a Master’s degree in the area in which they teach as well as significant field experience. The Salvation Army Officer staff members operate under different policies than those of non-Officer employees but those policies are standard and consistently applied. Officers have written job descriptions and are subject to Salvation Army “Policies and Procedures,” “Orders and Regulations for Officers,” and “Orders and Regulations for the Training of Officers.”

CFOT completed a functional mapping project for essential administrative areas shared between the College and THQ, which has greatly increased the procedural steps taking during the hiring and appointment processes of both Officers and non-Officer employees. These areas
include Admissions, Technology, Officer Appointments, Finance and Budget, Property and Facilities and Human Resources.

**Actionable Improvement Plans**

CFOT meets this standard.

**A.1b. The institution assures the effectiveness of its human resources by evaluating all personnel systematically and at stated intervals.** The institution establishes written criteria for evaluating all personnel, including performance of assigned duties and participation in institutional responsibilities and other activities appropriate to their expertise. Evaluation processes seek to assess effectiveness of personnel and encourage improvement. Actions taken following evaluations are formal, timely and documented.

**Descriptive Summary**

Every non-Officer employee is evaluated annually and Officers are reviewed at a set schedule according to number of years of service as an Officer. The Officer’s evaluation (a Ministry Development Plan) is completed using peer assessments and the supervisor evaluation on an annual basis during the first five years of service, biannual from five to fifteen years of service and then tri-annual beginning with more than fifteen years of service. Campus evaluations of Officers are shared with the Officer and forwarded to Territorial Headquarters for review and follow up as needed. The THQ Secretary for Personnel issues notices regarding these evaluations, and they are recorded electronically.

The HR department at THQ also issues notices for the annual review of non-Officer employees via e-mail to supervisors. An on-line evaluation tool is used to facilitate reviews throughout the year and is intended to promote more frequent dialogue and goal setting between supervisor and employee. The non-Officer employee’s annual evaluation is completed by his/her supervisor and is reviewed one on one with the employee.

In the event of concerns requiring corrective actions, the Training Principal is instructed to document in writing those measures needing attention. In those cases requiring Officer discipline, the Officer Review Board at THQ is engaged. Non-Officer employee concerns are handled in a similar fashion. Measures needing review are reviewed with the employee and provide him/her a signed copy and the next date for reviewing progress. Depending on the action taken, a system of review may be put into place.

CFOT also has a peer evaluation system for its faculty as part of its commitment to faculty assessment. All faculty members are peer assessed once a year, but Cadets provide feedback on the course SLOs and Cadet feedback on the instructor of the end of each quarter. These data are also shared with the instructor, the Director of Curriculum, the Training Principal, the Assistant Training Principal and the Director of Campus Services. Corrective measures are implemented in a timely manner as needed.

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16 Sample Employee Annual Review
**Self-Evaluation**

CFOT adheres very strictly to the evaluative process for Officers and non-Officer employees. Officer evaluation is a matter of primary concern between the Training Principal of CFOT, the THQ Secretary for Personnel, the Chief Secretary and the Territorial Commander at the time of the annual Command Review by THQ.

Non-Officer employees also feel confident that the evaluation process is clear, fair, and timely. In the 2012 HR Survey over ninety-six percent of employees felt that they were evaluated based upon previously agreed upon objectives and responsibilities, over eighty-five percent felt that the organization demonstrates interested in the growth of its employees, and nearly eighty-nine percent felt they were fairly evaluated. In addition Ninety-two percent of employees also stated that it was likely that they would receive a written review regularly every year.

The electronic review process used by THQ is also particularly effective in ensuring timely and accurate reviews based upon clearly defined and uniform criteria. Notifications from THQ to supervisors are sent out according to an employee’s hire date and date of their last review, and are sent out until the review is completed. Employees and supervisors are also notified via lotus notes once a review has been completed, signed and accepted, and available for review.

Evaluation also takes place each spring when staff and full-time faculty, both Officer and non-Officer, convene under the direction of the Training Principal to assess annual program results and future needs. The time is used to rethink staff assignments, consider future actions that may be needed, and match staff roles with elemental and essential needs and conversion of ideas and program needs into calendared activities.

**Actionable Improvement Plans**

CFOT meets this standard.

A.1c. **Faculty and others directly responsible for student progress toward achieving stated student learning outcomes have as a component of their evaluation, effectiveness in producing those learning outcomes.**

**Descriptive Summary**

All courses have Student Learning Outcomes as confirmed by the Curriculum Council. SLO’s are printed in the syllabus for distribution and explanation to all Cadets at the beginning of each quarter. Faculty members are expected to address the objectives throughout the quarter, and Cadets evaluate the instructors on the Student Learning Outcomes progress at the end of the quarter. These course evaluations that also include SLO assessments are reviewed by the Director of Curriculum, the Training Principal, the Assistant Training Principal and the Director of Campus Services at the end of each quarter. With the information gathered from course SLOs, instructors are reviewed by the aforementioned individuals regarding their effectiveness as well as the effectiveness of the materials used by the instructors in achieving student learning outcomes.

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17 Sample of Course/Instructor Survey
In addition, instructors receive Faculty Peer Observations in classroom settings once per academic year and more when needed.18 The peer observations are shared with the instructors and the Director of Curriculum, the Training Principal, the Assistant Training Principal and the Director of Campus Services at the end of each quarter.

Self-Evaluation

The process for evaluating the achievement of SLO’s, and of faculty members’ effectiveness in achieving such SLO’s has worked to accurately to confirm the work of CFOT’s faculty; and review of such achievement has led to positive changes in instructors and curriculum. The use of SLO data in evaluating the effectiveness of CFOT’s instructors has resulted in both praise and support for instructors who are assisting students in achieving SLO’s, as well as a basis for constructive criticism for instructors whose students are not achieving their SLO’s. For example, in the last five years two adjunct instructors in English and Speech, who did not receive sufficient course and SLO evaluations and/or less than effective assessments from their faculty peers, were not re-hired. In addition the syllabi and instructors for several core Biblical Studies courses were adjusted for the Fall 2013 quarter based upon course surveys that reflected low achievement of SLO’s.

The continuous improvement cycle is reflected by using SLO data and conversion of the data into proposals for change and corrective action that flows through the governance system. The end result is incremental and intentional improvements throughout CFOT, including improved performance by faculty and staff in their teaching and administrative duties.

Actionable Improvement Plans

CFOT meets this standard.

A.1d. The institution upholds a written code of professional ethics for all its personnel.

Descriptive Summary

The Salvation Army U.S.A. Western Territory has outlined their National Policies and Procedures in regards to conduct for Officers and Employees in these areas; Policy on Confidentiality and Protection of Personal Privacy,19 National Code of Conduct and Conflict of Interest Policy20 and extensive guidelines regarding conduct with minors.21

Included in the Employee Handbook, under the heading of Internal Procedures (pages 37-43) professional conduct is outlined in the following areas; Confidentiality, Privacy Policy, Company Copyright Policy, Workplace Violence Policy, Employee Assistance Program for Counseling, Duty to Warn and Notify, Confrontational Threats, Documentation, Communication with news media, Anti-Harassment Policy, Whistle Blower Protection, and Representing The Salvation Army (media relations).

18 Sample of Faculty Peer Observation Program
19 National Policy on Confidentiality and Protection of Personal Privacy
20 National Policy of Conduct and Conflict of Interest Policy
21 Protecting the Mission – Policies for Work with Minors
In addition, the faculty and employee training programs reference ethical issues in many of the presentations and in several of the courses. The Business curriculum references the clear need for ethical behavior on the part of all staff working for a non-profit corporation.

Each new non-Officer employee is given a copy of the Employee Handbook and his or her supervisor has the opportunity to review its contents and answer questions. HR also provides a formal orientation for all new hires, which includes a review of major Employee Handbook policies and an informal question and answer period. After the employee completes this informative process, he/she signs an acknowledgement page, which is then placed in his/her personnel file.

Self-Evaluation

CFOT takes extensive measures to ensure that it communicates a strong code of professional ethics, and that such code is upheld by all personnel, both Officer and non-Officer. This is an area in which CFOT and the Salvation Army has been particularly effective, and is reflected by the numerous trainings and discussions that have professional ethics at their core. Each new non-Officer employee is given a copy of the Employee Handbook and his or her supervisor reviews its contents and answer questions with them. HR also provides a formal orientation for all new hires, which includes a review of major Employee Handbook policies and an informal question and answer period. The Employee then signs an acknowledgement page, which is then placed in his/her personnel file.

All Officer and non-Officer supervisors complete a two-hour online Anti-Sexual Harassment Training every two years, and new supervisors complete this training within six months of becoming a supervisor. Additionally, all CFOT personnel (Officers, Cadets, employees and volunteers) undergo a criminal background check every two years.

The Salvation Army also has incorporated extensive child safety training regarding working with minors. All Officers, Cadets and leaders with responsibility for children, receive over 16 hours of PTM training. The remainder of CFOT personnel complete Protect the Mission (PTM) training (online and classroom) based on the level of responsibility they have for the care of children. The basic PTM training includes: general conduct with minors, physical contact with minors, behavior management procedures, supervision of programs using monitoring skills, and reporting procedures. After completion of this training, all personnel sign and adhere to the Code of Ethics for Working with Minors and Vulnerable Adults. Since The Salvation Army is a mandated reporter of abuse, training includes how to report suspected abuse as well as notices of concern for inappropriate behavior or policy violation regarding any employee in conjunction with the Protecting the Mission policies. Every three years the safety of children is evaluated by an external THQ team of child safety assessors.

In December of 2012, a PTM Assessment was performed at CFOT and strengths and corrective action plans were identified. Strengths included effective structure and supervision, stable and dedicated staff, leader in charge trained as a consultant, files in good order, evidence of a priority on PTM training, sound behavior management plans, adoption of previous recommendations and flexibility in the care of children. CFOT was advised among the suggestions to review its school transportation plan, teen supervision, its fraternization policy,

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22 Employee Handbook Acknowledgement Receipt
23 CFOT and Crestmont Council Code of Ethics
24 Employee Handbook Acknowledgement Receipt
25 Criminal Background Review, Guidelines & Procedures
26 Protecting the Mission – Policies for Work with Minors
27 Code of Ethics for Working with Minors and Vulnerable Adults
28 Confidential Notice of Concern Report
and defined campus access to PTM reporting forms. CFOT is in the process of reviewing and assessing these recommendations, and will act on these in a timely manner.29

**Actionable Improvement Plans**

CFOT meets this standard.

**A.2. The institution maintains a sufficient number of qualified faculty with full-time responsibility to the institution. The institution has a sufficient number of staff and administrators with appropriate preparation and experience to provide the administrative services necessary to support the institution’s mission and purpose.**

**Descriptive Summary**

As CFOT’s Cadet population increases, the College Training Principal, in close communication with Territorial Headquarters, recommends additional Officer staffing that meets with CFOT’s Mission Statement30. Officers that meet the criteria of work history, academic qualifications, relational skills, effectiveness as a teacher, and life and witness consistent with the mission of The Salvation Army are appointed to CFOT.

Throughout the year CFOT is keenly aware of staffing needs for incoming sessions and plans accordingly. For example, the Family Care Center (FCC) is utilized by all Cadets and Officer staff with children from infant to eighteen years old. Currently there are ninety children in FCC. Staffing numbers are twenty-four employees and three Officer staff. The number of staff reflects compliance with the State of California Community Care Licensing Board requirements. Teachers in the FCC are given an annual job description at the time of hire showing that they are hired for ten months of employment. Each year CFOT sends FCC teachers a letter for the new school year with class assignment and part-time or full-time placement. Teachers are aware that each year staffing needs change depending on the population of the Cadet children.

The Faculty Qualifications, Appointments and Employee Protocol policy31 provides information regarding identification of faculty positions and Officer candidates in advance, recruitment of new non-Officer faculty at CFOT, and the interviews, selection and appointment processes.

Needs for new staff and revised staffing patterns are identified in the budget and the strategic planning process. The costs of new or expanded programs are identified and reviewed by the Command Finance Council and then the Executive Council. New positions are built into the ranked items for consideration; funds approved then by the Finance Committee of the Crestmont Council and THQ are allocated to the manager for implementation.

**Self-Evaluation**

Cadet enrollment has risen from 34 in 2007-08 to 120 Cadets in 2012-13. In addition, CFOT has three Cadets from Denmark enrolled and two Cadets from South Korea. The total number of Officers assigned to the CFOT has been increased to 27, and the total number of employees is 102. CFOT currently has ten adjuncts on the faculty. Staffing numbers have increased to meet

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29 *Family Care Internal Audit Report, 2012*
30 *Mission Confirmation Statement*
31 *Faculty Qualifications, Appointments and Employee Protocol policy*
the new enrollments, faculty are teaching multiple sections of core classes to reduce class sizes and insure Cadets are receiving the attention and support they need. Course completion and retention rates remain above 90 percent. In addition the 2012-13 Cadet services indicated a 90 percent satisfaction rate with the quality of instruction, and 85 percent satisfaction with the out-of-class availability of instructors.

**Actionable Improvement Plans**

CFOT meets this standard.

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**A.3. The institution systematically develops personnel policies and procedures that are available for information and review. Such policies and procedures are equitably and consistently administered.**

**A.3a. The institution establishes and adheres to written policies ensuring fairness in all employment procedures.**

**Descriptive Summary**

The Salvation Army’s Western Territory Handbook for non-Officer employees is the primary policy manual for all employees. It has been developed by CFOT and the corporate THQ office keeping up with ever evolving laws and procedures. THQ and National Headquarters (NHQ) monitors laws as they change to ensure that compliance is met consistently and that creation of policy resulting from employment laws is equitably and consistently administered.

CFOT also has created certain policies and procedures to allow for the uniqueness of the campuses residential location, its services and goals. An example would be that employees of CFOT have the benefit of dining hall access, something many Salvation Army employees do not have. CFOT’s location complicates timely access to external food vendors. Thus, this policy relating to meals, meal times, etc. is unique to this location, however, the policy and practice is equitable and consistent for employees at CFOT.

The Handbook for Employees is the responsibility of the HR department at THQ and contains the major policy and benefit information including grievance procedures. Employees upon commencement of employment are required to sign for receipt of a personal copy of the handbook. At this time they would also receive an orientation regarding the handbook, various policies and other job-related facts. Updated personnel policy revisions are posted on the CFOT Lotus Notes Bulletin Board. The complete Policies and Procedures Manual is maintained at THQ and is available to employees and Officers through Lotus Notes Bulletin Board for easy access. The employee section in the Policies and Procedures Manual is a summary of employee policies; most of the Policies and Procedures Manual details Officer policies and procedures at the Corps level. There is also an on-line version of the Employee handbook that can be accessed by staff and which is updated regularly. The on-line Handbook also has a search function that staff can query. There is also a THQ reporting line where staff can report concerns, using their names or anonymously. All calls are investigated by Territorial THQ.
Self-Evaluation

Administration of personnel policy is monitored and assessed by THQ HR staff and CFOT HR staff. These two areas are reviewed annually through internal audits conducted by the THQ audit staff. In addition, HR THQ staff and HR staff at CFOT are expected to document the areas where policy and practice are not congruent and take steps to address the situation. All employees, faculty, staff and Cadets are encouraged to bring such matters to the attention of the key staff at CFOT for immediate review and response.

Actionable Improvement Plans

CFOT meets this standard.

A.3b. The institution makes provision for the security and confidentiality of personnel records. Each employee has access to his/her personnel records in accordance with law.

Descriptive Summary

The CFOT non-Officer employee records are maintained at CFOT as well as the THQ offices. The records kept are private, and the rooms are locked when staff members are not present. Electronic files are also stored in an off-site location. Personnel records are reviewed at the time of hire and annually thereafter to insure accuracy and completeness. The “Policies and Procedures” manual, section 1-07, determines that non-Officer employee records are to be placed in “permanent files” until such time as they are no longer relevant.

By policy, THQ allows non-Officer employees to access their personnel files. In accordance with various state provisions, non-Officer employees have the right to inspect most of their documents in their personnel files. The policy applies to all active and former non-Officer employees as well as those on leave of absence. The right of employees to inspect documents includes such items as their application for employment, salary information related to their job, notices of commendation, warning or discipline, authorization for deductions or withholding of pay, fringe benefit information, leave of absence records, employment history with the current employer (job title, dates of change, retirement records, attendance records and performance evaluation). Employees will not have access to documents that include records relating to investigation of a possible criminal offense, letters of reference, documents that are being developed or are prepared for us in civil, criminal or grievance procedures or certain medical records not provided by employees.

A request to have access to the personnel file must be submitted on the required request form in writing to the individual responsible for personnel records, specifying the purpose for the inspection and the particular parts of the file to be inspected. The personnel file will be made available during regular business hours and only in the presence of a person responsible for the maintenance of that file. CFOT allows copying of anything permitted by law. No material of a derogatory or disciplinary nature can be placed in an employee file without the employee’s signature or that of two witnesses that the contents have been shared with that employee.
employee. The employee then has seven days to make any written comments to the material as to its accuracy or completeness.

Employee personnel files for THQ, including CFOT, are maintained until the known death of an employee and even longer if he/she has named a beneficiary on the retirement plan. More detailed billing records are kept for seven years in compliance with IRS regulations. Full case files of Officer personnel records are kept at the THQ. Service records (previous appointments and personal information) related to Officers at CFOT are kept in the office of the Training Principal at CFOT. The Training Principal’s office is separately keyed from the other College offices.

**Self-Evaluation**

CFOT strictly adheres to the legal and Salvation Army established standards and policies for securing confidential non-Officer employee records, as well as to the standards and policies requiring such records to be made available to employees. In the most recent internal audit results were based on a review of the personnel record keeping system at CFOT. The recent audit did not find any policy or practice exceptions in the areas of employee files, time cards, benefits, I-9 forms and employee termination documentation.

**Actionable Improvement Plans**

CFOT meets this standard.

**A.4.** The institution demonstrates through policies and practices an appropriate understanding of and concern for issues of equity and diversity.

**A.4a.** The institution creates and maintains appropriate programs, practices, and service that support its diverse personnel.

**Descriptive Summary**

CFOT has been successful in recruiting and retaining a diverse staff, which ultimately is the best evidence that leaders and employees understand and value both equity and diversity. CFOT frames diversity as diverse groups working together to support and accomplish common and varied activities. Currently, CFOT has more female staff than male staff and the full spectrum of ages is represented among employees. Various minorities and women are found in both management and non-management positions alike. CFOT staff also includes a rich array of cultures and religious/political beliefs. CFOT recruits a diverse Officer staff from the Territory and a diverse Cadet group too.

Staff receive a booklet created by Business & Legal Reports entitled “Diversity in the Workplace: Challenge and Opportunity,” as well as have access on the HR database to training materials in such areas as ADA training and Anti-Harassment training. The THQ HR managers go through extensive diversity training. Every attempt is made both in policy and

34 Notice from Territorial Audit Secretary, 12/11/2012
35 Employee Documentation Sample Sheet
36 Booklet-Diversity in the Workplace: Challenge and Opportunity
practice to provide a safe, comfortable and professional work environment in which each employee enjoys his or her participation in the overall mission of CFOT.

The diversity of the staff is of great benefit to CFOT as it provides a rich environment for learning and growing for both the staff and Cadets. CFOT also has annual multicultural training (a designated weekend in January)\textsuperscript{37} for Officers and Cadets to further their learning and discussion of various cultural and ethnic groups. The Salvation Army has consistently reached out to those in need without discrimination\textsuperscript{38}, and CFOT seeks to mirror this attitude amongst both the staff and Cadets. Employees also have one session per year of multi-cultural training in the Employee meetings to help foster an inclusive and respectful environment.\textsuperscript{39} The inclusive spirit of CFOT is evident in all areas, and the staff is vigilant and responsive regarding this expectation and reality.

**Self-Evaluation**

CFOT’s strong commitment to diversity is reflected by the composition of its staff, both Officer and non-Officer, as well as by the respectful and collegial atmosphere that is displayed. Forty-three percent of the non-Officer employees are people of color; and among the Officer faculty, 35 percent are female, 22 percent are people of color. In addition CFOT’s first-year Cadet population speaks a total of fourteen different languages. Further, the most recent EEO report filed with the National Headquarters of the Salvation Army on November 2\textsuperscript{nd}, 2012 indicates a high level of diversity among employees at CFOT.

In the 2012-13 Cadet Services Survey, 82 percent of Cadets were satisfied with CFOT’s multicultural programs, and 91 percent felt there was racial and ethnic equality for all at CFOT. However, only 75 percent of Black/African American Cadets and 84 percent of Latino/Hispanic Cadets felt there was racial equality, suggesting a need to make those groups feel more included and equal. In regards to gender, 96 percent of Cadets felt there was equal support for both men and women, with responses from both men and women being nearly equal.

Employees are also satisfied with the atmosphere and respect they receive, as evidenced by the Human Resources survey that indicated that 85 percent agree that they are treated with respect by peers and co-workers. Eighty-nine percent of employees also believe that performance appraisals are fair and based upon measures of performance, and 89 percent also believe that they have been given fair performance appraisals that reflect their true performance. Retention amongst employees is also high; as two-thirds of the employees have worked at CFOT for more than five years.

The HR survey however does not contain targeted questions about whether non-Officer employees are satisfied by CFOT’s support for their diverse needs.

**Actionable Improvement Plans**

CFOT, guided by the Institutional Research Committee, will research issues related to equity and diversity at CFOT. This should include (but not be limited to) improving Cadet and employee surveys to enable the disaggregation of survey data and providing opportunities for input/feedback from Black/African American and Latino/Hispanic Cadets on multicultural programs and seminars. It is anticipated that this research will begin during the 2013-14 academic year.

\textsuperscript{37} Annual Diversity Weekend Training
\textsuperscript{38} The Salvation Army U.S.A. Western Territory Non-Discrimination in Employment Policy
\textsuperscript{39} Multi-Cultural Training for Employees
A.4b. The institution regularly assesses that its record in employment equity and diversity is consistent with its mission.

Descriptive Summary
The Salvation Army is an International movement, and an evangelical part of the universal Christian Church. Its message is based on the Bible, and 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. CFOT supports this mission, and along with THQ strives to create equal employment opportunities for all, without discrimination in any manner.

The Salvation Army has a number of ways in which it monitors and assesses the process of maintaining equity and diversity in the workplace. The HR department is kept abreast of employment practices, and follows best practices relative to interviewing, hiring and retaining employees. Proper forms and procedures are used in all employment practices. In addition, reports are created that speak to the composition of the staff and these reports are reviewed by staff and found in CFOT Fact Book.

Information relative to assessing the question of diversity is gathered at the time of employment through the use of a form40 that asks for gender and ethnic origin. The opportunity to decline disclosing this information is also given. An explanation of what is done with information (complying with EEOC, OFCCP and Affirmative Action regulations) is also offered.

Self-Evaluation
CFOT effectively assesses that its record in employment equity and diversity is consistent not only with legal requirements, but also with the mission of The Salvation Army to offer care and employment without discrimination. CFOT Human Resource produces an annual EEO report that includes employee staff in all areas of CFOT,41 which is used to determine whether or not CFOT is in line with maintaining equity and diversity in the workplace. Human Resources also tracks the number of male/female and minority applicants for positions yearly. The Salvation Army Western Territory has an extensive database for all HR departments, including CFOT, to help guide all areas regarding employee relations under The Salvation Army’s umbrella. Included in this database is direction in Affirmative Action/Diversity Program, updates on Labor Laws, directions on documenting and reporting Grievances, Sexual Harassment Claims, as well as Employment Discrimination Claims.

While CFOT’s current HR survey does not assess employee perception of equity and diversity, it does assess whether or not employees feel they are assessed fairly based only upon job performance. As mentioned above results are nearly in the ninetieth percentile.

Actionable Improvement Plans
CFOT meets this standard.

40 OFCCP/EEO Gender & Ethnicity Voluntary Self Disclosure Form
41 Annual EEO Report
A.4c. The institution subscribes to, advocates, and demonstrates integrity in the treatment of its administration, faculty, staff and students.

Description Summary
As an institution, CFOT is very proactive in the treatment of its administration, faculty, staff and Cadets as well as their families. Every attempt is made to make the CFOT campus a pleasant, enjoyable location to work, study and live. In addition to the actual duty station, special work breaks, birthday parties, community activities like the annual “County Fair”\textsuperscript{42} are held. An annual employee recognition luncheon is held recognizing years of service. One event, among many,\textsuperscript{43} is the annual opportunity for Cadets to show their appreciation to the kitchen staff by holding a giant potluck at which the kitchen staff are the special guests and are fed instead of doing the feeding. CFOT also produces a monthly newsletter, called Crestmont News, which features the bios of different Cadets, staff and Officers.\textsuperscript{44}

CFOT works to promote healthy living for all employees and Cadets, through Weight Watchers at work program. As an incentive CFOT will pay 100 percent of the programs cost for any employee who loses five pounds during the session\textsuperscript{45}, after work opportunities are made available for employees to use one of the fully equipped workout rooms, and healthy choices are part of CFOT’s daily campus menus (all staff on campus have the option of eating in the dining room at no charge).

Weekly, women employees, staff and Cadets are invited to participate in a Women’s Fellowship Lunch where a short program and meal are shared. Presenters include staff and Cadets in educational and fun programs.\textsuperscript{46} CFOT has also presented an opportunity for employees to volunteer serving at The Salvation Army’s Bell Shelter’s Christmas dinner. Employees are allowed to be paid for two days while volunteering during the year and the Bell Shelter has been made available as a service project choice.\textsuperscript{47} In fact, any employee can volunteer at any Army site.

Recently when CFOT contracted with a new security firm, an agreement was reached that allowed for the employment of the staff used by the previous firm, so that the staff that have been here, some for years, were not affected by the move.

CFOT has consistent and well-documented policies and procedures for employees through The Salvation Army HR database.\textsuperscript{48} Also the Employee Handbook explains the process for reporting any grievances,\textsuperscript{49} harassment,\textsuperscript{50} THQ 24 hour Reporting hotline/email,\textsuperscript{51} Whistle blower protection,\textsuperscript{52} as well as information on Modified Work Rights.\textsuperscript{53}

Self-Evaluation
CFOT recently developed an on-line survey sent to all employees to help evaluate CFOT’s effectiveness with employees as a group.\textsuperscript{54} Out of the 44 employees invited to respond, 27 (62

\textsuperscript{42} Flyer for County Fair (from Campus Services)
\textsuperscript{43} Flyers promoting various events
\textsuperscript{44} Sample - Crestmont News
\textsuperscript{45} Weight Watcher at Work Flyer
\textsuperscript{46} Women’s Fellowship Lunch Flyer
\textsuperscript{47} Bell Shelter Christmas Dinner information
\textsuperscript{48} Human Resources – Pay and Job/Status Change Paperwork Check List Sample
\textsuperscript{49} Employee Handbook – Grievances page 32
\textsuperscript{50} Employee Handbook – Harassment page 35
\textsuperscript{51} Employee Handbook – THQ Reporting Line page 41
\textsuperscript{52} Employee Handbook – Whistle Blower protection page 42
\textsuperscript{53} Employee Handbook – Modified Work Rights page 14 and 25
\textsuperscript{54} CFOT HR Survey
percent) completed the survey. One hundred percent of the respondents responded they were fairly satisfied (40.7 percent) or “very satisfied” (59.3 percent) with their workplace/employer. High marks were recorded for training, mission, quality of performance review, support for professional development, respect in the workplace, commitment to solving problems, fairness of performance appraisals, cooperation among departments, effective policies and procedures and resolution of work-related problems. There was some concern about communications between Officers and employees with about 15 percent of the employee respondents not perceiving sufficient openness and honesty in such communications. Forty-four percent of the employees indicated there was open and honest communications with each other. This response may, indeed, be a function of the matter of a hierarchical structure, discretion and confidentiality required at times by professional Officers against a backdrop and openness of a small and often informal organization. The matter of communications needs further and regular assessment.

To date, no Cadet has filed a formal complaint form (available in the Library) with CFOT. CFOT records show no formal grievances being filed on campus or with THQ in compliance with the grievance policy on page 32 of the Employee Handbook. Such concerns are either resolved informally and/or changes are made to resolve the matter.

**Actionable Improvement Plans**

CFOT, guided by Human Resources, will utilize the information gathered from the CFOT HR survey to guide better communications and overall effectiveness with non-Officer employees. This requires a coordinated effort with employees and faculty/staff and needs to be done annually as a follow-up to the 2012 survey. The survey will be conducted again in January 2014.

A.5.  The institution provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on identified teaching and learning needs.

A.5a.  The institution plans professional development activities to meet the needs of its personnel.

**Descriptive Summary**

The Salvation Army has on-going opportunities for Officer and non-Officer employee education and career development under the Territorial Education Department. At the initiative of the supervisor, educational development programs will be considered for reimbursement at 100 percent. Programs proposed by the Officer or employee, but not at the specific request of the supervisor, may be funded at 75 percent of the cost of the program. These opportunities are clearly explained in The Salvation Army Policies and Procedures and Employee Handbook. Aside from financial incentives to encourage personal development, both the annual employee evaluation and the Officer review system emphasize goal setting and personal development as an integral part of the reviews.

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55 Employee Education Assistance Program
Self-Evaluation

Officer staff are encouraged to participate in higher education. CFOT currently has two staff (the Training Principal and one faculty member) in a Doctorate of Ministry program and an Ed.D program. The Assistant Principal has just completed his Doctorate in Ministry. In addition, four other Officer faculty members are enrolled in master's level programs at accredited colleges. Officer policies are outlined in the Life-Long Learning Higher Education Policy. All Officers are encouraged to continue their formal and informal educations. Employees may apply for support to enroll in courses that are considered essential to their training and service to The Salvation Army or for their own personal growth.

CFOT educational faculty and Officer staff attend monthly Faculty In-Service Training. Below is a summary of the programs for faculty and staff held over the last several years.

Faculty/Staff Development Summary (2008-13)

In the continuing pursuit of promoting faculty development and instructional resources, Crestmont developed and implemented a Faculty In-Service Program in 2008 to address the needs of the faculty in strengthening the educational teaching and learning process. Crestmont administration has committed to monthly faculty in-services in the areas of classroom pedagogy and faculty development, use of technology in instruction, providing instruction to Cadets of diverse cultural and language backgrounds, and training sessions in the use of information literacy exercises throughout the curriculum.

The following topics have been addressed in required CFOT faculty in-services since the adoption of this policy in the spring 2008 quarter:

- How to set up and use Faculty Web-pages
- Basics of Information Literacy
- Understanding and Responding to ESL Writers
- Using Rubrics
- How to Prepare Annotated Bibliographies
- What the Best Teachers Do – a series based on the book of the same title by Ken Bain
- Informational Literacy - Identifying Sources of Information
- Using Visio (IT)
- The Development of Student Learning Outcomes” (three sessions)
- Program Review Policies and Processes
- Strategic Goals Revisited

Training in each of the following categories is presented every academic year:

- Informational Technology
- Library and Cadet Support Services
- Multicultural Resources and Instruction to ESL Cadets
- Classroom Pedagogy
- Assessment, Program Review and Planning

Policies and Procedures for Life-Long Learning Higher Education
Specific Topics
Various faculty development topics have been addressed in the CFOT faculty/staff in-service program over the last five years by faculty and staff, as well as outside consultants and faculty from other two-year colleges. Dr. Frederick P. Trapp, consultant, has been helpful in presenting training sessions and recommending other experts. CFOT continues to work closely with him in improving the assessment of classroom teaching at CFOT. Through an on-going commitment to faculty training in the areas of assessment, program review and institutional planning, CFOT is confident that it can and is providing a solid, academic experience for all Cadets, with evidence provided through its established assessment, review and planning activities.

Employee Development Program
This program is under the auspices of the Employee Development Committee and has sponsored quarterly programs on a host of topics designed to support this staff and to complement the training received in their individual departments. The training includes benefits and personnel presentations, multi-cultural training programs, strategic planning activities, nutrition and fitness, decision-making features, updates from the Director of Business, profiles on employees and Cadets, employee recognition, technology updates, Fact Book, presentations, goal-setting, campus survey presentations, retirement planning, program review processes, budget process for the campus, volunteer opportunities in the local TSA Corps, Silvercrest Program profiled in Santa Monica, safety training, etc. Employees also have access to information on a wide variety of topics via CFOT’s Employee Assistance Program as well as other topical training options through the THQ HR department. The Information Technology THQ staff provides a robust inventory of training topics tied to the needs of CFOT and the needs of employees. The employee meetings are a time for training as well as a time for celebrating employee birthdays and for profiling new employees.

Actionable Improvement Plans
CFOT meets this standard.

A.5b. With the assistance of the participants, the staff at the College systematically evaluate professional development programs and use the results of these evaluations as the basis for improvement.

Descriptive Summary
Teaching and Cadet evaluations are used to show adequate professional development. Seminar attendance requires a conference report from Officers. If a department head attends a conference, a report is provided to the employees of that department. Faculty and staff who participate in the Faculty/Staff development program provide annual feedback about future needs, and these are accommodated in scheduling programs.

In the September session of the Faculty/Staff Professional Development meeting, attendees were asked to identify future programs, and encouraged to conduct their own presentation or

57 Specific Training Topics
58 Employee Committee Meeting Minutes Samples
invite a speaker. Their suggestions are then incorporated into the program. The Steering Committee for the Employee Program engages in a similar process.

**Self-Evaluation**

Because of the Officer turnover rate, CFOT is committed to robust training programs that give new instructors the tools to teach and the administrative skills to manage the classroom. In addition, employee staff needs to be informed about the support needed and the ways they can be increasingly effective in their support roles. Greater discussion of training needs and opportunities needs to occur.

**Actionable Improvement Plans**

CFOT, guided by the Director of Institutional Planning and Accreditation, will document and articulate for all staff its multiple approaches to training via THQ, CFOT, the employee and faculty training programs and departmental training so all constituents are clear about programs available and on an annual basis feature the training programs that were the most useful to employees or the most helpful to CFOT. The goal here is better communication about all extant and any new training options available to faculty, staff and employees. This will be implemented during the 2013-14 academic year.

A.6. Human resource planning is integrated with institutional planning. The institution systematically assesses the effective use of human resources and uses the results of the evaluation as the basis for improvement.

**Descriptive Summary**

CFOT continues to work hard to maintain a level of qualified staff to meet the demands of the increasing attendance of the Cadet body. There is always dialogue with the Training College Principal, key faculty and HR staff to insure that staffing needs are met in a proper and timely manner. In the structure of The Salvation Army when additional Officer staffing is needed, communications between the Training College Principal, the Crestmont Council and the Executive Officers at the Territorial Headquarters is planned in advance of the new academic school year.

The need for new positions and program resources is a key element in the planning and budget process. New positions are put into the strategic plan and then funded.

**Self-Evaluation**

Human Resources Planning is done as part of the three year strategic planning process and the annual budget request process where strategic plans are reviewed and implemented using available resources. The Command Finance Council works with the other campus Councils, the Executive Council and the Crestmont Council Finance Committee to integrate the planning, decision-making, resource allocation and follow-through on strategic budget matters. This process pattern, because of CFOT’s size and communication pattern, is effective. Departmental chairs and department heads are expected to solicit guidance from their staff in putting together
their original budget request, as well as guidance regarding new positions and the need for any new resources. Starting in January, CFOT begins to receive information as to the size of the new session. These numbers tend to increase over the next six months. The number of those Cadets who are in their second-year of training usually remains the same. From this projected Cadet body count in late February, the Territorial Appointment Council convenes and with the recommendation from the Training Principal Officer staff appointments to CFOT are made. After Officer staff appointments are made, areas that will need additional staffing at CFOT are requested by Executive Council and HR is alerted as to posting of positions.

**Actionable Improvement Plans**

CFOT meets this standard.

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59 Example of Integrated Budget/Strategic Plan
B. Physical Resources

Physical resources, which include facilities, equipment, land, and other assets, support student learning programs and services and improve institutional effectiveness. Physical resource planning is integrated with institutional planning.

Introduction

The Salvation Army College for Officer Training (CFOT) occupies 42 acres of the rolling hills of the Palos Verdes Peninsula in southwestern Los Angeles County, entirely within the city limits of Rancho Palos Verdes.

The history of Salvation Army corporate allocations provides evidence of investment in campus maintenance, even during periods of economic decline. CFOT is also a safe place to learn, work, and live as the campus enjoys proximity to local schools, libraries, public safety offices, and shopping and entertainment destinations. Geographical features and Cadet demographics result in no neighbor complaints regarding noise, lighting, or other nuisance issues.

CFOT ties to the local community are significant, with staff representation in local service and civic organizations, and community leaders on Crestmont Council. In the event of a disaster, the CFOT campus is a gathering place for shelter, food, and medicine, and The Salvation Army’s disaster response network includes members of the CFOT community and a dedicated on site disaster service response vehicle.

CFOT is the singular training hub for all Salvation Army Officers in the western United States, and, by direction of International Headquarters, must remain highly functional in order to train the best Salvation Army leaders. Facilities planning and maintenance directly supports the overall CFOT mission by ensuring safe, reliable infrastructure upon which the organization can rely without question.

Construction and maintenance cycles are directed by local personnel, with oversight and support of the Territorial Executive Council (corporate Board of Directors); local personnel perform annual readiness reviews, serve on the membership of the Crestmont Council, and who allocate funds as needed for locally recommended building and maintenance projects.

B.1. The institution provides safe and sufficient physical resources that support and assure the integrity and quality of its programs and services, regardless of location or means of delivery.

Descriptive Summary

Campus Buildings

Of the eight campus buildings (see Table III.B.2), two are dedicated to Cadet family housing and two dedicated to family care and recreation. Most Cadets and their families live in fully furnished apartments, which offer living spaces with full kitchens, washer/dryer units, and additional amenities.

Due to increased enrollment, during Summer 2012, the 48-unit Richard E. Holz Conference Center was closed to the public and reconfigured to offer extra housing to Cadets. CFOT
remains committed to ensuring the needs of its Cadet body remains its highest priority, as evidenced by the 2011 Property Program Review recommendation to plan for this very scenario and its fulfillment exactly according to plan.  

CFOT maintains an assertive capital improvements calendar, and recently renovated its decades-old learning and living spaces with modern technology, appropriate seating and study space, and the infrastructure to empower learning.

Dedicated space for all facets of Cadet life protect the interests of personal development, recreation, family time, Cadet learning, and health and fitness.

<table>
<thead>
<tr>
<th>Space Type</th>
<th>Rooms/Areas</th>
<th>Descriptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Group Learning</td>
<td>Chapel, Terrace Room, Soldiers Hall, Garden Room, Administration Building Meeting Rooms, Boardroom A, Crestmont Commons, Main Lounge.</td>
<td>All spaces may be reserved in advance or used without notice if available. No charge is assessed for room use, setup requests, or use of equipment. All resources that facilitate learning are available to everyone.</td>
</tr>
<tr>
<td>Individual Study</td>
<td>Library, Academic Achievement, Classrooms, etc.</td>
<td>Cadets are permitted to use any available space, including unoccupied classrooms, for private study. Community culture promotes a respect for private study time even in public places. Musical instruments (most notably pianos and drums) are permissible for personal use for rehearsal and practice.</td>
</tr>
<tr>
<td>Living Quarters</td>
<td>Private apartments in Buildings D and E.</td>
<td>Residential amenities include washer/dryers, refrigerators, dishwashers, and garbage disposals in all family apartments. Every Cadet apartment comes fully furnished, and additional furnishings are available upon request to accommodate the varying needs of the Cadet population.</td>
</tr>
<tr>
<td>Personal Fitness</td>
<td>E Building Fitness Center, D Building Fitness Center, Basketball Court, Grass Lawns, public hiking and running trails in proximity to CFOT</td>
<td>CFOT maintains the highest quality personal fitness equipment available, with five treadmills, three Stairmasters, three Bowflex machines, free weights, and additional fitness equipment. The 2012 Wellness Program Review triggered the creation of a second fitness center (Building D). Additionally, CFOT is a community partner in granting easement land to the City of Rancho Palos Verdes to develop hiking and running trails to further augment an existing top notch trail system, both of which (existing and planned) are within mere feet of CFOT property.</td>
</tr>
</tbody>
</table>
Table III.B.1: Cadet Life Space

Where the table above represents usage scenarios, the table below serves as an inventory of campus buildings, with summaries of major uses.

<table>
<thead>
<tr>
<th>Building</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Building A</td>
<td>Chapel, Terrace Room, Soldiers Hall, Garden Room. (Serve as meeting/fellowship spaces)</td>
</tr>
<tr>
<td>Building B</td>
<td>Education Building. (Houses formal classrooms, library, and lecture hall)</td>
</tr>
<tr>
<td>Building C</td>
<td>Administration Building</td>
</tr>
<tr>
<td>Building D</td>
<td>Residences (Formerly Richard E. Holz Conference Center)</td>
</tr>
<tr>
<td>Building E</td>
<td>Residences (Includes newly added Siemon Hall)</td>
</tr>
<tr>
<td>Building F</td>
<td>Family Care Center</td>
</tr>
<tr>
<td>Building G</td>
<td>Crestmont Commons (Study and play areas, coffee shop)</td>
</tr>
<tr>
<td>Building H</td>
<td>Maintenance</td>
</tr>
</tbody>
</table>

Table III.B.2: CFOT Buildings

Vehicles and Transportation

The Officer training experience includes a significant component of offsite training and practical experience modules, including site visits, internships, field training outings, evangelistic outreach events, and tours. A dedicated fleet of vehicles ensures safe, reliable transport of Cadets and children to these offsite training facilities.

This “Field Training Fleet” is comprised of 38 vehicles with seating capacities of between five and eight persons each (as of March 2013). All maintenance is proactive when possible, and immediately addressed when a maintenance issue is reported by a user. Maintenance reports are filed currently with usage logs, which are submitted daily for each used vehicle. Vehicles
operators are required to undertake annual driver safety training and review of DMV driver history reports.

Purchased vehicles are replaced within seven years or 100,000 mile limits to help ensure the highest standards of transportation safety. Enterprise leasing arrangements managed by Enterprise Fleet Management are currently being used. This is a fairly new concept in fleet management for The Salvation Army. Instead of purchasing vehicles, CFOT signs four or five year lease agreements (depending upon vehicle type and usage scenario), which allows for earlier replacement at a reduced cost.

**Renovations and Repairs**

All large-scale property projects (by dollar value, generally projects costing in excess of $10,000) are placed on the five-year forecasted Capital Needs Schedule by the Property Sub-Committee and approved by the Command Finance Council.

Areas of need are identified through various means and reported to the CFC Property Sub-Committee directly or through the representative parties from each CFOT department and the Cadet body.

Forecasted projects are informed by overriding strategic goals (by direction of the approved Strategic Plan), and project funding is allocated on a dynamic ranking system with due consideration to safety, stability, and serviceability of each physical resource.

**Property Maintenance**

Frequent inspections of all physical spaces reflect CFOT and Salvation Army practices of ensuring the safety, adequacy, and serviceability of all resources, prompted by the underlying corporate ethos of proactive maintenance as a conservative position on protection of investments.

<table>
<thead>
<tr>
<th>Physical Resource</th>
<th>Responsible Parties</th>
<th>Scheduled Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Individual Cadet Apartments</td>
<td>Director of Personnel</td>
<td>Quarterly inspection of living spaces; report all known maintenance issues to Property Officer</td>
</tr>
<tr>
<td>Individual Cadet Apartments</td>
<td>Director of Campus Services</td>
<td>Annual inspection of living spaces to ensure adequate furnishings, appliances, and suitability for living</td>
</tr>
<tr>
<td>Individual Cadet Apartments</td>
<td>Property Officer</td>
<td>Biannual inspection of living spaces to ensure proper function of all fixed and moving parts, including: air filtration and ventilation, fire safety, serviceability of appliances, physical security, general cleanliness and adequacy of installed furnishings and equipment.</td>
</tr>
<tr>
<td>CFOT Fleet</td>
<td>Transportation Officer</td>
<td>Weekly inspection of all vehicles to ensure scheduled maintenance, cleanliness, safety equipment and documentation is intact.</td>
</tr>
<tr>
<td>Campus Common Areas</td>
<td>Maintenance Supervisor</td>
<td>Weekly inspection of campus common areas to ensure visible safety and maintenance issues are addressed quickly.</td>
</tr>
<tr>
<td>Classrooms</td>
<td>Director of Campus Services; Faculty Members</td>
<td>Daily inspection of learning spaces to ensure safety and adequacy of all equipment and other physical resources.</td>
</tr>
<tr>
<td>Fire Suppression Systems</td>
<td>Property Officer</td>
<td>Annually scheduled inspections of campus wide fire suppression systems performed by Palos Verdes Fire Department Station #11</td>
</tr>
</tbody>
</table>
Standard III: Resources

<table>
<thead>
<tr>
<th>Physical Resource</th>
<th>Responsible Parties</th>
<th>Scheduled Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>HVAC Systems</td>
<td>Property Officer</td>
<td>Quarterly contracted maintenance for replacement of filters, evaluation of systems efficacy and safety, and necessary repairs of campus wide HVAC systems.</td>
</tr>
</tbody>
</table>

Table III.B.3: Schedule of Facilities Inspections

Each component of the facilities maintenance inspection schedule is an entry component into overall facilities maintenance planning, and generates actionable work orders or long-term capital improvement goals as appropriate.

Work orders generated through facilities inspections are entered into the Archibus work order system, assigned to appropriate technicians, and closed only when completed. Inspection-generated work orders are reported at the monthly Property Sub-Committee meetings and tracked as inspection-generated work orders in Archibus reports.

Reappropriation of Resources

All CFOT resources, including personnel, facilities and transportation, are committed to fulfillment of mission priorities; these resources may be reappropriated as needed and without delay when deemed appropriate.

A case in point is the realignment of Conference Center apartments, which are typically used for outside guests, to their current use as full time Cadet residences.

The command structure is such that regular evaluations of need are performed, leading to immediate and appropriate response to resolve known issues.

House Duties: A Unique Approach to Facilities Maintenance

One portion of The Salvation Army approach to the training curriculum is to include stewardship of physical resources as a component of the overall curriculum. Each Cadet is assigned a daily work responsibility, contributing four-and-a-half hours per week of scheduled “House Duties” time. House Duties are primarily directed toward general cleaning responsibilities. Some notable House Duty assignments fitting these criteria are as follows:

<table>
<thead>
<tr>
<th>House Duty Crew Name</th>
<th>Area of Responsibility</th>
</tr>
</thead>
</table>
| Terrace Room         | • Thoroughly clean all tables, chairs, floors, windows and bathrooms in the Terrace Room.  
                        • Support regularly scheduled and special setup requests for table arrangement.                                                                 |
| Building B           | • Thoroughly clean Building B classrooms, bathrooms, copy room, lectorium, and hallways.  
                        • Support occasional special setup requests.                                                                                                     |
| Van Crew             | • Clean all fleet vehicle interiors and check fluids and tire pressure levels by maintaining a distributed cleaning schedule each week.  
                        • Refuel FCC vehicles when needed. Wash all vehicle exteriors each Wednesday during Major House Duties.  
                        • Perform weekly safety maintenance inspections on all fleet vehicles.                                                                              |
Other House Duty assignments are directed more toward service roles than cleaning and maintenance. The A/V Crew, for instance, maintains the inventory of CFOT Audio/Visual Equipment and provides technical support to staff and fellow Cadets in the use of this equipment. The Cadet Center Services Crew operates a coffee house style canteen for fellow Cadets and their families to purchase near-cost snacks, amenities, and freshly brewed coffee and other hot and cold drinks.

A comprehensive list of all House Duty assignments, assignment times, crew sizes and responsibilities are included in the CFOT Property Officer Brief.62 Each House Duty assignment benefits CFOT by offsetting cleaning and maintenance expenses, and benefits Salvation Army mission by promoting the values of personal investment in operational goals and good stewardship of organizational resources.

Self-Evaluation

CFOT’s insistence upon ensuring the very best maintenance of its physical resource nets an exemplary record of fulfillment in its commitment to providing adequate learning spaces. 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 the administrations concern for safety. Safety is a significant concern and all such matters are to be reported to the Property Officer and remedied as soon as possible by the property and maintenance staff.

CFOTs approach to janitorial services is uniquely suited to its purpose to create Officers dedicated to stewardship and service; while simultaneously ensuring the highest standards of property upkeep, and reducing the financial burden of cleaning and general maintenance budgets. To date, as evidenced in the 2012-13 Cadet Services Survey, 93 percent of Cadets were satisfied with their House Duties and janitorial obligations.

In addition, to accommodate a higher volume of Cadets, Soldiers Hall and Classroom K were renovated to increase the number of spaces in which Cadets from both sessions could be seated. While some improvement in efficiency might benefit CFOT, its dedication to thorough inspection of every committed resource and meticulous attention to detail result in consistent delivery of resources for every scheduled event. CFOT operates a viable system of intentional redundancy to maintain its high standard of property maintenance.

The Cadet Services Survey could also assess Cadet satisfaction with learning spaces.

Actionable Improvement Plans

CFOT, guided by the Research Analyst, will include in the Cadet Services Survey questions regarding satisfaction with learning space. This will begin with the 2013-14 survey.

Table III.B.4: Sample House Duties Assignments

<table>
<thead>
<tr>
<th>House Duty Crew Name</th>
<th>Area of Responsibility</th>
</tr>
</thead>
</table>
| Family Care          | • Clean all FCC interior areas, including classrooms, bathrooms, offices, common areas, and kitchen.  
|                      | • Sanitize all toys (throughout a weekly rotation). |

62 CFOT Property Officer Brief
B.1a. The institution plans, builds, maintains, and upgrades or replaces its physical resources in a manner that assures effective utilization and the continuing quality necessary to support its programs and services.

Descriptive Summary

The College maintains a life cycle replacement inventory that identifies the usual predicted life, and the College maintenance staff routinely checks and replaces building equipment in sync with the replacement schedule.

Cadet Services Surveys help guide summer project priorities, as they indicate areas of concern that might go unnoticed by CFOT staff. Data from the Cadet Services Survey\(^63\) show a lower than expected sense of “personal safety/security on campus.” Although responses averaged 4.3 out of 5.0, the fact that five Cadets reported a “1” ranking precipitated an immediate review of CFOT’s contracted security services provider and directly resulted in a termination of the existing contract in favor of a company with a higher reputation for diligence and accountability.

Additional Cadet Services Survey responses (condition of lounges and recreation spaces, conduct of maintenance department personnel, condition of grounds, etc.) are annual self-evaluation benchmarks for mission impact.

As noted above, projects reflect overriding strategic goals and are placed on the five year Capital Needs Schedule by the Property Sub-Committee, with approval by the Command Finance Council and the Crestmont Council.

Self-Evaluation

CFOT leadership communicates a priority on physical resources serviceability, and dedicates significant funding to the rehabilitation and expansion of living, working, and teaching space on campus.

The items listed above show only the most recent improvements, but the trend extrapolates backward to define a consistent CFOT investment in maintenance, improvement and expansion of physical resources.

One significant unlisted expansion project new to CFOT since the last accreditation review is the $26 million residential housing upgrade.\(^64\) Following this investment, all campus housing has been remodeled or is brand new. In addition, consistent with the program review recommendations, efforts have been made to clarify what amenities are provided by CFOT, optional room configurations for families, outside recreational space, modified parking arrangements and space for Cadet prayer and reflection as well as study in all facilities. CFOT housing was developed in concert with the rising enrollment goals.

CFOT response to facilities planning assessments for the 2011-12 academic year prompted the following capital improvements, all of which were recommended, approved, and completed, or which are currently underway.

---

\(^{63}\) 2012 Cadet Services Survey
\(^{64}\) CFOT Midterm report, page 14
<table>
<thead>
<tr>
<th>Physical Resource</th>
<th>Assessment</th>
<th>Completed Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Room</td>
<td>Insufficient meeting space for classroom use; was considered to be “wasted space.” Recommendation: Convert to classroom.</td>
<td>Removed built-in risers and desks; installed drywall throughout while also building false wall to create separate storage area from classroom area. Installed Smart Board and digital display monitors. Replaced blinds and purchased desks and chairs. Renamed space “Classroom K.” (Spring 2012)</td>
</tr>
<tr>
<td>Soldiers Hall</td>
<td>Lighting, carpet, and walls need replacement or refurbishing. Outdated technology for modern use. Recommendation: convert to class and multipurpose room with updated standards.</td>
<td>Replaced flooring and lighting; covered brick with drywall; installed projector, screen and sound system. (Spring 2012)</td>
</tr>
<tr>
<td>Terrace Room</td>
<td>Carpet is aged, worn, and irreparably stained. A/V options are out of date. Ceramic tile is unsafe when wet.</td>
<td>Replaced carpet with commercial grade modular carpet tiles. Purchased and installed two long-throw lens projectors and 20’ projection screens; system is configurable to any room orientation. Replaced unsafe smooth ceramic tile with non-slip ceramic tile. (Summer 2012)</td>
</tr>
<tr>
<td>Administration Building</td>
<td>Wallpaper, paint, and carpet are aged and worn; asbestos remediation is necessary.</td>
<td>Remediated contaminants and replaced carpet and paint. (Summer 2012)</td>
</tr>
<tr>
<td>Cadet Commons</td>
<td>Carpet is old and worn; furniture is inappropriate for a proper study and recreation area, especially with high use by people of all ages.</td>
<td>Plans currently underway to replace furnishings and carpet to create a “coffee house” look and feel. (October 2012)</td>
</tr>
<tr>
<td>Main Parking Lot</td>
<td>Pavement is broken, unsightly, and dangerous.</td>
<td>Resurfaced all Main Parking Lot and Conference Center Parking Lot areas, including access roads. (Fall 2011)</td>
</tr>
</tbody>
</table>

Table III.B.5: 2011-12 Capital Improvements
**Standard III: Resources**

**Actionable Improvement Plans**

CFOT meets this standard.

B.1b. The institution assures that physical resources at all locations where it offers courses, programs, and services are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.

**Descriptive Summary**

The CFOT campus is almost entirely original to its 1975 acquisition, but recent investments in infrastructure upgrade (See Table III.B.5, above) deliver significant improvements in access, safety, security, and a healthful learning and working environment.

Assessments continue beyond the physical plants to include systematic reviews of users perceptions, policies, procedures, and other resources. Cadet surveys from Spring 2012 prompted an assessment of CFOT’s security services vendor, and revealed that CFOT standards exceeded the level of service provided. Immediate consultation and assessment with competing security service providers quickly resulted in a Fall 2012 security service overhaul, with incoming provider Securitas delivering digital post management and reporting tools, updated watch protocols, and increased training for security guards.

Every member of the CFOT community (Cadets, Officers, employees, guests) is empowered to report concerns to the Property Officer, with additional notification to Director of Business Administration and Director of Campus Services to ensure action and accountability.

Reports are entered into the Archibus work request tracking system, assigned to appropriate Maintenance Department employees, and final action notification reported to all parties concerned.

Business Department priorities for 2012-13 include a thorough review of the Archibus work order tracking system, and subsequent work (if necessary) to replace it with a newer system, possibly with digital upload capabilities and mobile device reporting and tracking.

The table below summarizes roles and responsibilities and indicates the chain of command for processing and recommending newly generated facilities maintenance concerns:
## Table III.B.6: Delineation of Responsibility

<table>
<thead>
<tr>
<th>Organizational Entity</th>
<th>Facilities Maintenance Function</th>
<th>Supervising Authority</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maintenance Supervisor</td>
<td>Supervision of facilities maintenance team; oversight of facilities maintenance and upkeep; direct contact with outside vendors responsible for routine cleaning and maintenance of physical resources.</td>
<td>Property Officer</td>
</tr>
<tr>
<td>Working Foreman</td>
<td>Supervision of grounds keeping team; oversight of campus grounds maintenance and upkeep.</td>
<td>Property Officer</td>
</tr>
<tr>
<td>Property Officer</td>
<td>Supervision of all grounds and facilities maintenance personnel; oversight of all physical safety and security concerns; supervision of all outside agencies performing work on CFOT property; review and recommendation of all property related matters forward to Command Finance Council; chairperson of the Property Sub-Committee.</td>
<td>Director of Business Administration</td>
</tr>
<tr>
<td>Transportation Officer</td>
<td>Oversight of CFOT fleet vehicles maintenance and record keeping; responsibility for assuring the safe and legal operating status of all CFOT vehicles and drivers.</td>
<td>Director of Business Administration</td>
</tr>
<tr>
<td>Director of Business Administration</td>
<td>Oversight and direction of all staff members responsible for human resources, finance, property, transportation, facilities and grounds, as well as supervision of receptionist and graphic designer/webmaster.</td>
<td>Training Principal</td>
</tr>
<tr>
<td>Director of Campus Services</td>
<td>Oversight of all “CFOT Life” resources and responsibilities, including suitability of Cadet apartments, appearance of campus décor, operations of the Richard E. Holz Conference Center</td>
<td>Training Principal</td>
</tr>
<tr>
<td>Property Sub-Committee</td>
<td>Review selected plant/property matters and make recommendations to the Command Finance Council; these matters include general maintenance, plant replacement, capital improvement projects and master plan considerations.</td>
<td>Command Finance Council</td>
</tr>
<tr>
<td>Command Finance Council</td>
<td>Review and approve property/plant matters within the delegation of responsibility guidelines published in The Salvation Army Western Territory Policies and Procedures. Delegate matters for review and recommendation by the Property Sub-Committee, as appropriate.</td>
<td>Crestmont Council</td>
</tr>
<tr>
<td>Property and Finance Committee of the Crestmont Council</td>
<td>Institutional planning and direction of CFOT finance and property matters; oversight of long range capital planning and prioritization of recommendations.</td>
<td>Crestmont Council</td>
</tr>
</tbody>
</table>

### Safety and Security

In addition to posting evacuation routes and instructions, and including them in the Personnel Manual, CFOT conducts two annual fire drills for all Cadet housing areas. A biannual fire drill (scheduled for odd years, as in 2011, 2013, etc.) includes all campus working
areas. The CFOT Property Officer’s Brief provides a detailed review of fire drill procedures and added supporting documentation.

Security services are by contract with global security services leader Securitas, Inc. Cadet Surveys from Spring 2012 prompted this change of security services provider, and the new system includes revised Post Orders as well as Securitas’ unique “Vision Post Management (VPM) System.” The VPM System uses digital post orders and a tablet computer, and offers unparalleled accountability in that rounds are tracked by a series of bar code stickers scanned into the tablet, each of which can be programmed to launch a location-based task, such as ensuring a door is locked or a room is unoccupied.

Physical safety and security concerns are shared concerns throughout the campus, with each Officer assuming personal responsibility for recognizing, reporting, and correcting safety or security concerns. The Property Officer’s dedicated role and Brief of Appointment includes accountability for campus safety and security, and uses budget resources to ensure areas of concern are addressed quickly.

Official notification to the Property Officer of safety and security concerns is recognized as valid when delivered via email, in Property Sub-Committee meetings, in Command Finance Council meetings, or in person.

Hazardous Waste

CFOT generates minimal hazardous waste, apart from those isolated instances of construction when hazardous waste remediation is performed by contracted, bonded, and licensed remediation specialists. The Maintenance Department disposes of hazardous waste in the form of CFC bulbs and fluorescent tube lamps by shipping waste in prepaid mailing containers to lamp recyclers or universal waste handlers.

Access

Access considerations are an important priority. While some spaces (residential, classrooms, some restrooms) have been remodeled to facilitate increased access, more remain undeveloped. A Property Sub-Committee study of access compliance determined that additional efforts to assure access can quickly address remaining ADA code compliance issues and that no future expansions project should be proposed without due consideration for access compliance.

Self-Evaluation

The oversight and maintenance of the physical plant are a consistent area of pride for CFOT; the organization values the maintenance of a safe and productive environment, including campus buildings, gardens, recreation and fitness areas, furnishings, and vehicles.

Areas under continuing development include rehabilitation of some of the oldest buildings to modern technology and lifestyle standards. Another assessment underway is standardization of janitorial supplies procurement, including reduction of chemical use and LEED standard achievement with regard to cleaning products.

CFOT will continue to evaluate facilities needs as scheduled, and will maintain an active role in identifying campus needs and securing the necessary resources to preemptively address areas of concern.

65 The CFOT Property Officer’s Brief
66 Property Sub-Committee Minutes, October 8, 2012
CFOT must place a greater priority on increasing access, ensuring modern code compliance in all public restrooms, learning facilities, and recreation and dining areas. Proactive investment in eliminating access restrictions is included in the Capital Needs Schedule and no future expansion project should be proposed without due consideration for access compliance. The $286,000 currently allocated will address immediate access issues, but the organization will continue to emphasize this priority for all future endeavors.

**Actionable Improvement Plans**

CFOT, guided by the Director of Business Administration, will use available funds to bring public restrooms, learning facilities, and recreation and dining areas into access compliance and will place a high priority on the elimination of access restrictions as directed by the Capital Needs Schedule. Efforts in this regard will begin during the 2013-14 academic year.

**B.2. To assure the feasibility and effectiveness of physical resources in supporting institutional programs and services, the institution plans and evaluates its facilities and equipment on a regular basis, taking utilization and other relevant data into account.**

**Descriptive Summary**

All educational and field training Student Learning Outcomes (SLOs) are supported indirectly by providing necessary facilities, vehicles and equipment, thereby eliminating property-related distractions for both teachers and Cadets. The Property Officer and the Director of the Physical Plant work together to evaluate use of the facilities and the need for any upgrades. The Director of Business Administration, the Director of Campus Services, and the Training Principal routinely review faculty needs.

Regular evaluations of all physical resources are conducted by the assigned personnel, with weekly property status reports delivered to the Command Finance Council and entered into those meeting minutes (See Table III.B.3 for schedule of assessments). Monthly reports are delivered to the Property Sub-Committee of the Command Finance Council and entered into those meeting minutes.

Command Finance Council drives the recommendation and funding of property projects. Membership of this council includes the Property Officer, the Director of Business Administration, and the Director of Campus Services (all of whom share responsibilities for facilities maintenance oversight), as well as the Director of Personnel and Assistant Training Principal (who share responsibility for Cadet and family life), the Director of Curriculum and Assistant Training Principal (who share responsibility for the oversight of the learning environment), and the Director of Institutional Research and Accreditation and the Training Principal (who share responsibilities for overall institutional programs and services).

This council approves funding for projects recommended by any of those listed parties, and recommends projects based on discussion prompted by needs assessments as discussed.

**Self-Evaluation**

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67 Capital Needs Schedule
68 Executive Summary from Property Department Program Review
CFOT has a solid record of funding every facilities maintenance and capital project recommended by its designated stewards of these resources, and responds quickly to Cadet surveys, internal audits, and institutional research data, funding projects related to technology, infrastructure, transportation, and property.

The single “Property-Maintenance & Operations” budget⁶⁹ is the largest of any departmental budget, and the three combined budgets directly related to physical resources account for over 35 percent of the entire CFOT annual budget.

Expenses include those proposed, reviewed and approved by the various committees and councils tasked with stewardship of physical resources, but also include a number of smaller projects handled with discretionary funds as approved through Salvation Army Policies and Procedures (P&P).

For instance acquisition of furnishings is guided by Part One, Section 05-02.01:

“Purchases of equipment in excess of $1,000.00 by all units reporting to a command, (Corps and institutions) must have prior approval of the Command Finance Council by written requisition. Purchases under the $1,000.00 limitation may be made provided the item appears on the approved list of furnishings and equipment and does not exceed the maximum price shown on that list. It must be understood however, that availability of funds, operating within the budget, etc., do not automatically authorize or justify unlimited purchases that fall under the $1,000.00 limit.”

The delegation of authority for property maintenance further demonstrates instances in which committee or council participation may not be necessary to approve expenses related to property maintenance and repair, from P&P Part One, Section 03-03.01:

- Up to and including $3,500 per project from property maintenance funds when the property account has an adequate credit balance. No requisition or property proposal required.
- $3,501 up to and including $25,000 from property maintenance funds when the property account has an adequate credit balance. New construction and structural changes are excluded (i.e., additions to existing buildings, extensive remodeling of kitchens and bathrooms, etc.)
- $25,001 and Over (Approval: finance council and territorial property council)
- Routine replacement of roofs up to $75,000 may be approved by the Territorial Property Secretary and the Secretary for Business Administration. Funding may be either local or if Trust funds held by Territorial Headquarters, with the endorsement of the Territorial Financial Secretary.

Property and Maintenance personnel solicits the greatest amount of dialogue possible, and rarely initiates repairs without at least including the Property Officer, Director of Business Administration, and as the occasion warrants, the Director of Campus Services and the Training Principal. The authority to bypass these mechanisms is strictly indicative of the organization’s preparedness to rapidly respond to issues of safety, security, or stewardship, and is structured to promote accountability without compromising mission effectiveness.

**Actionable Improvement Plans**

CFOT meets this standard

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⁶⁹ Property-Maintenance & Operations budget
B.2a. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

**Descriptive Summary**

Total cost of ownership concerns reflect Territorial priorities to assure access to top notch training facilities for future Salvation Army leaders. To this end, investing in consultation with facilities engineers and architects reliably supports sound decision making and resource allocation from the corporate headquarters level of leadership. That capital funding is directly impacted by statements of need from CFOT leadership is a significant departure from the typical private college experience.

Notes received regarding work order trends, and follow up on summary reports generated after regular facilities inspections are areas of concern (See Table III.B.3).

**Self-Evaluation**

The Approved Strategic Plan 2012-15\(^70\) emphasizes “the need for additional Cadet housing [and] the conflicting need for added conference housing and classroom space.” This priority, other stated property-related institutional planning goals, and the three-to-six year outlook plan are the underpinnings of strategic development of CFOT physical resources. These strategic development plans consider enrollment trends, lifespan of existing CFOT buildings, and capital funding allocations from Territorial Headquarters.

The Capital Needs Schedule\(^71\) shows CFOT priorities at maximizing and conserving existing resources, and reflects institutional values of both conversation and investment.

The Strategic Planning Ranked Funding for 2012-13\(^72\) identifies the areas of capital need delineated in the Capital Needs Schedule, with priority ranking as assigned for disbursal of funds as they are allocated.

**Actionable Improvement Plans**

CFOT meets this standard.

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B.2b. Physical resource planning is integrated with institutional planning. The institution systematically assesses the effective use of physical resources and uses the results of the evaluation as the basis for improvement.

**Descriptive Summary**

Physical resource planning occurs on an institutional level and is incorporated into the Integrated Strategic Plan. Four year capital needs projections\(^73\) delineate projects of importance to institutional planning, after having been developed with input of all levels of property and maintenance oversight, including front line personnel, department management, and CFOT leadership.

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\(^70\) CFOT Integrated Strategic Plan 2012-15
\(^71\) Property Projects Schedule
\(^72\) Strategic Planning Ranked Funding for 2012-13
\(^73\) Capital needs schedule
Standard III: Resources

Contribution to plan development is instigated by regular use assessments, volume of work orders received, and year-end summaries of maintenance costs associated with specific areas of concern. Enrollment trends also contribute directly to plan development, with forecast data provided by the Territorial Headquarters Personnel Department.

The CFOT Annual Review from Territorial Headquarters is an annual onsite event with facility tours and evaluations conducted by Headquarters personnel, and performed by both observation and interview with CFOT staff. This opportunity to raise concerns and dialogue with leadership helps direct resources toward appropriate physical resource planning.

Additional physical resources evaluations are collected by Cadet annual surveys, staff evaluations of physical resources, and safety reviews by numerous outside entities, as in the case of Fire Department property walkthroughs and contracted HVAC evaluations by Pacific Mechanical Contractors (PMC).

Self-Evaluation

The decision-making process for allocation of resources includes an open solicitation of physical plant improvement recommendations. Improvement projects are developed in response to a stated need. For instance, 2011-12 Capital Improvements show projects originally identified and recommended by Curriculum, Campus Services, Administration, Cadet Council, and Facilities Maintenance. Improvements to the Family Care Center were scheduled in response to a direct request from the Family Care Director after a program review identified those improvements as beneficial to overall campus life.

One additional and more concrete example is the development of the Academic Achievement Center, a dedicated physical space developed specifically in response to a 2008 General Education Program Review.

Command Finance Council (CFC) approves and recommends resource allocation for physical resource planning, and the Executive Council reviews mission objectives, weighing heavily on CFC authority for decision-making. Both councils include representatives from the Property Officer as well as the Director of Business Administration, both of whom give knowledgeable counsel with regard to agenda items.

Institutional planning goals include developing methods by which physical resources planning can be projected further into the future and included in departmental budgeting processes.

Actionable Improvement Plans

CFOT meets this standard.
C. Technology Resources

Technology resources are used to support student learning programs and services and to improve institutional effectiveness. Technology planning is integrated with institutional planning.

C.1. The institution assures that any technology support it provides is designed to meet the needs of learning, teaching, college wide communications, research, and operational systems.

Descriptive Summary

The technology needs of CFOT are identified and monitored by the Information Technology (IT) Council, chaired by the Director of Business Administration and comprised of departmental representation from Territorial Headquarters (THQ) IT, Library and Information Services, Institutional Planning, Curriculum, Field Training, Finance, and Property, along with representatives from the Cadet body and other departments as needed. Recommendations and concerns of the IT Council are conveyed to THQ through the IT Liaison and to CFOT administration through the DBA, ensuring that the needs and initiatives are integrated into the development and implementation of the Institutional Strategic Plan\(^74\) and the Information Technology Plan.\(^75\)

CFOT’s technology needs are met through individually issued laptop and desktop computers, interconnected via a wired and wireless network of local and remote servers and routers. Classroom technology includes wireless Internet connection, video projectors, audio systems, and “Smart Board” interactive display systems. Enterprise-wide Lotus Notes software and file servers provide e-mail communication and file transfer. Voice communication is supported by a new integrated Voice Over IP (VOIP) telephone system. The IT voice and data infrastructure was modernized and upgraded in the summer of 2012 to add campus-wide support for new technology and to provide additional reliability and functionality.

The IT Council addresses technology needs and situations for the following purposes:

- to determine hardware and software technology requirements;
- to assess whether current hardware and software meets the needs of Cadets, faculty, and staff;
- to identify and document new technology needs and identify possible hardware, software, methods, and systems that may address those needs;
- to ensure that campus technology supports Student Learning Outcomes, Operational Outcomes, and Program Learning Outcomes; and
- to provide input to the annual budgeting process and to the Strategic Planning Council for consideration.

Self-Evaluation

Information technology is an integral part of the operational and educational functions of CFOT. Technology resources are broadly divided into the following categories:

\(^74\) CFOT Integrated Strategic Plan 2012-15
\(^75\) Information Technology Plan
Computer Hardware

All Cadets, Officers, faculty, and administrative staff have exclusive access to either a laptop or desktop computer. Non-administrative staff and employees also have either dedicated or shared computer access. Printers, scanners and FAX machines are easily accessible throughout the campus. All computer hardware is interconnected via both wired and wireless internal network connections. A 50M fiber-optic pipeline provides external networking and Internet access. Backup storage is provided both on-campus and off-site in Phoenix, Arizona.

Computer Software

The Salvation Army standard computer platform is a Compaq/HP laptop or desktop computer with Microsoft Windows 7 or above operating system. Microsoft Office suite is installed on all computers for business applications (word processing, spreadsheets, presentations, databases, graphics, and desktop publishing). Organization-wide communications are performed using Lotus Notes, and a Citrix application portal is used to access centralized programs and databases. Faculty and staff computers are equipped with additional applications and utilities as needed, and Cadets are provided with PC Study Bible and Media Shout.

Classroom Technology

All classrooms are equipped with technology to promote learning. Three large classrooms are equipped with SmartBoard interactive display systems. All other classrooms have video projectors and screens and are regularly used for projection of class notes, videos and graphics. Sound systems and wireless microphones are also used in all classrooms. Wireless Internet connection is available campus-wide to enable research and communication.

Communication Equipment

The primary means of communication in The Salvation Army is via a global Lotus Notes e-mail system, maintained and administered by the THQ IT Department. In addition to communication via Internet connection to e-mail and social networking, telephones are provided in each office and Cadet residence apartment. Electronic and hard copy telephone directories are maintained and published by the Business Department which lists contact numbers for all Cadets, Officers, and staff. A new voice-over-IP (VOIP) telephone system was installed in September 2012, for all offices, most meeting rooms, and selected classrooms.

IT Support

IT support is provided by on-site technicians and via an electronic Help Desk system. The details of this support system are described in the Assessment and Technology Plan and the Functions and Mapping of IT Responsibilities grid. On-site THQ support personnel handle immediate needs, and loaner equipment is provided whenever possible to minimize downtime and reduce inconvenience. The quality and responsiveness of IT support is monitored by the IT Council and assessed by annual surveys of all Cadets. This support method has proven to be effective as indicated in the IT support ratings documented in the 2011 Cadet Services Survey and 2012 Cadet Services Survey.

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76 Information Technology Plan
77 Functions and Mapping of IT Responsibilities
78 2011 Cadet Services Survey
79 2012 Cadet Services Survey
past, identified support deficiencies and the findings were used to improved service, as reflected in IT Council Meeting Minutes.\(^8^0\)

**Technology Planning**

The technology needs of CFOT are integrated into the strategic planning and budgeting process, as indicated in the CFOT Annual Budget.\(^8^1\)

The suitability and effectiveness of campus technology is regularly reviewed by the IT Council to ensure that CFOT’s educational needs are met, as reflected in the IT Council Meeting Minutes,\(^8^2\) and by all Cadets as indicated by the 2011 Cadet Services Survey\(^8^3\) and 2012 Cadet Services Survey.\(^8^4\) Recognized needs, along with needs identified by IT Council representatives, are monitored and addressed at subsequent IT Council meetings by identifying current hardware, software, methods, and systems that may address those needs and identify and document new technology that may be employed to improve IT operations and support. Recommendations from the IT Council are communicated to the THQ IT department through the IT Liaison and to the CFOT CFC by the Director of Business Administration (DBA) for consideration. These methods have proven effective. One example is the recent reconfiguration of wireless communication devices to improve campus-wide Wi-Fi coverage, as documented in IT Council Meeting Minutes.\(^8^5\)

The Crestmont Council and the Command Finance Council approve IT budgets to ensure that technology acquisitions are based on the strategic goals of CFOT. Evidence that these processes are effective may be seen in the high degree of satisfaction with technology as documented in the 2011 Cadet Services Survey,\(^8^6\) 2012 Cadet Services Survey,\(^8^7\) and the 2012 CFOT Self-Evaluation Survey Aggregated Data\(^8^8\) indicating 87.5 percent agreement among faculty, staff, and Cadets that technology supports Cadet learning, improves institutional effectiveness, and enhances teaching and Cadet achievement (questions 34 and 35).

**Actionable Improvement Plans**

CFOT meets this standard.

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\(^{8^0}\) IT Council Meeting Minutes  
\(^{8^1}\) CFOT Annual Budget  
\(^{8^2}\) IT Council Meeting Minutes  
\(^{8^3}\) 2011 Cadet Services Survey  
\(^{8^4}\) 2012 Cadet Services Survey  
\(^{8^5}\) IT Council Meeting Minutes  
\(^{8^6}\) 2011 Cadet Services Survey  
\(^{8^7}\) 2012 Cadet Services Survey  
\(^{8^8}\) 2012 CFOT Self-Evaluation Survey Aggregated Data
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.

To ensure efficient access and sharing of information between institution offices and staff, a network of local and remote servers and routers is used to interconnect all college laptop and desktop computers via both wired and wireless connections. Enterprise-wide Lotus Notes software and file servers provide file sharing and e-mail communication. An integrated VOIP telephone system supports voice communication and messaging services. CFOT modernized and upgraded the IT voice and data infrastructure in the summer of 2012 to add campus-wide support for new technology and to provide better reliability and functionality.

**Self-Evaluation**

The following Information Technology resources and processes are employed effectively to meet the operational and educational needs of CFOT as evidenced by the 2012 CFOT Self-Evaluation Survey Aggregated Data\(^{89}\) showing only 7.3 percent of respondents disagree that technology improves institutional effectiveness (question 34c). In addition the 2012-13 Cadet Services Survey showed and 88 percent satisfaction rate of IT Services. In addition CFOT is very diligent about ensuring that IT concerns are taken into account during discussion regarding the operation and effectiveness of the institution.

As stated above IT initiatives and plans are integrated into CFOT’s strategic planning and budgeting process, and the Crestmont Council and Command Finance Council approve IT budgets and expenditures to ensure that technology acquisitions are based on the strategic goals of CFOT.

Accessibility is high. Exclusive access to either a laptop or desktop computer is given to all resident and off-campus Cadets, Officers, faculty, and administrative staff, as specified in the CFOT Cadet Manual.\(^{90}\) Dedicated or shared computer access is provided to non-administrative staff and employees. Evidence of this hardware distribution is shown in the CFOT IT Computer Inventory\(^{91}\) Printers, scanners and FAX machines are located in offices, common areas, and workrooms throughout the campus and are easily accessible by all. All computer hardware is interconnected via internal network connections, and backup storage is provide off-site. Wired and wireless connections provide access for external networking and Internet access using a 50M fiber-optic pipeline. Off-campus Cadets are connected through a territory-wide Salvation Army network and via the Internet. A sophisticated, on-line technology “Help Desk” is used to provide rapid problem response and resolution, effective allocation of support personnel, detection and analysis of fault trends, and support time and cost metrics.

**Actionable Improvement Plans**

CFOT meets this standard.

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\(^{89}\) 2012 CFOT Self-Evaluation Survey Aggregated Data

\(^{90}\) CFOT Cadet Manual

\(^{91}\) CFOT IT Computer Inventory
C.1b. The institution provides quality training in the effective application of its information technology to students and personnel

Descriptive Summary

Cadets, faculty, and staff come to CFOT with a wide range of technology knowledge and skills. Therefore, it is important that training is available to ensure at least a basic level of proficiency required to meet job and educational requirements. CFOT technology training, coordinated by an on-site THQ IT Training specialist, is provided for faculty, staff, and Cadets in a variety of formats and venues. In-house learning opportunities include seminars, classroom instruction, on-line webinar events, faculty development sessions, and individual instruction. Additional training is available to faculty and staff through enrollment in off-site seminars, conferences, and training sessions. Training for specific technology products is provided by individual vendors.

Continuing education opportunities are encouraged and included in every department’s budget, and a full range of technology training opportunities is provided for faculty, staff, and Cadets, including:

- Incoming Cadets complete a test that determines whether their computer proficiencies are sufficient. Cadets who achieve a low proficiency rating are required to complete a Technology class in their first quarter.
- Initial training during college orientation to familiarize Cadets with basic operation of computers, file storage and access protocols, and applications including Lotus Notes, Turnitin, and Microsoft Office.
- Training for specific technology products including SmartBoard, Blackbaud, Turnitin, Life-size Teleconference System done for faculty and staff.
- On-line webinar events and training classes offered on a regular basis, covering subjects including Office Suite applications, electronic communications, digital data management, and Salvation Army applications including Social Services, Red Kettle Management, Corps Snapshot, Portfolio, Fleet Management, Inventory Control, and Statistics.
- “Technology Focus” presentations included in the faculty development program.
- Individual instruction provided as needed by the THQ IT training specialist.
- Off-site seminars, conferences, and training sessions covering various technology subjects.

Self-evaluation

Evidence of the availability of the above referenced training may be found in the CFOT 2012-13 Catalog\(^{92}\) courses BU059, BU161, BU162, and ENG190, as well as the annual Orientation Schedule\(^{93}\) and Faculty Development meeting agendas.\(^{94}\) The above training has been effective in providing necessary technology training, as evidenced by both the 2011 Cadet Services Survey\(^{95}\) and 2012 Cadet Services Survey,\(^{96}\) in which 85 percent of the Cadet body reported satisfaction with the availability of training services, and the 2012 CFOT Self-Evaluation Survey Aggregated Data\(^{97}\) indicating 74-80 percent agreement among faculty, staff, and Cadets that “CFOT provides the training needed in the use of its technology.” However, comments received informally from newly assigned faculty indicate a need for more intentional orientation to campus-specific technology tools including SmartBoard and Turnitin.

\(^{92}\) CFOT 2012-13 Catalog

\(^{93}\) Orientation Schedule

\(^{94}\) Faculty Development Topics 2008-13

\(^{95}\) 2011 Cadet Services Survey

\(^{96}\) 2012 Cadet Services Survey

\(^{97}\) 2012 CFOT Self-Evaluation Survey Aggregated Data
**Actionable Improvement Plans**

CFOT, guided by the CFOT Classroom Technology coordinator and the THQ IT Training Specialist, will design and schedule introductory training sessions for incoming faculty and staff. Content of the sessions will focus on the use of campus-specific technology tools and software, including Turnitin and SmartBoard. Completion of this plan is scheduled for June 2014.

C.1c. The institution systematically plans, acquires, maintains, and upgrades or replaces technology infrastructure and equipment to meet institutional needs.

**Descriptive Summary**

Due to the rapid advances in technology and the increasing dependence upon the benefits and capabilities provided by CFOT technology resources in the academic environment, these resources are continually maintained, monitored, and upgraded or replaced as needed to ensure effective and efficient application. Acquisition of technology considers the needs of the Cadets and personnel to ensure optimal resource allocation, and application of technology is provided in a planned, consistent, and intentional manner to ensure seamless integration and interoperability.

CFOT upgrades and/or replaces institutional computer hardware and software as needed to ensure efficient operational performance. THQ provides IT support to CFOT using both local and off-campus support professionals. Support issues are recorded, monitored and documented using a computerized Help Desk application. Loaner equipment and spare parts are retained on-site to provide maximum response time and minimum down time.

For example, computers and laptops are replaced at least every three years. Some older units are still in use and will be replaced during FY 2013-14. Other equipment is replaced as needed to ensure efficient system performance. Hardware and software support is provided by THQ using both local and remote support professionals, allocated and monitored by sophisticated Help Desk software. Three of these technology professionals are located on campus and are responsive to campus needs.

Recommendations and concerns of the IT Council are conveyed to THQ through the IT Liaison and to CFOT administration through the Director of Business Administration (DBA), ensuring needed enhancements and upgrades are integrated into the Educational Master Plan and the Information Technology Plan.

To summarize, CFOT’s computer technology consists of integrated VOIP telephone system, multiple laptop and desktop computers, video projectors, audio systems, “Smart Board” interactive display systems, and a wired and wireless network of local and remote servers and routers. Computers and laptops are replaced at least every three years. A few older units are still on-hand and will be replaced in FY 2013-14. Other equipment is replaced as needed to ensure efficient system performance. Monitoring, assessment, and recommendations for upgrade or replacement of infrastructure hardware and software is specified in the Functions and Mapping of IT Responsibilities grid. While CFOT does not have onsite servers of their

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*Functions and Mapping of IT Responsibilities*
own, they use virtual servers through the Western Territory’s co-location in Phoenix which hosts all user data, including emails, network file shares and user file backups. The servers use a backup technique called the Son, Father, Grandfather scheme, which allows for nightly incremental backups and weekly Friday full backups which are stored locally on a Netapp SAN. At the end of each month the latest full backup is copied to tapes at Territorial Headquarters in Long Beach, where they are stored for a year. Lastly, the final full backup is copied to tape each year and kept indefinitely.

**Self-Evaluation**

CFOT’s process and schedule for keeping technology equipment functional and up to date has shown a long track record of success. Evidence of periodic replacement and upgrade of technology equipment may be found in Command Finance Council (CFC) minutes,\(^9\) CFOT IT Council minutes,\(^10\) CFOT Annual Budgets\(^11\) and accounts payable financial records. For example, the 2013-14 Annual Budget\(^12\) reflects the purchase of replacement of Officer and staff computers that have exceeded their effective life expectancy.

**Actionable Improvement Plans**

CFOT meets this standard.

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**C.1d.** The distribution and utilization of technology resources support the development, maintenance, and enhancement of its programs and services.

**Descriptive Summary**

To ensure that technology is effective, it is made easily accessible and is efficiently allocated. Priority is given to mission-critical functions as established by the CFOT Mission Statement\(^13\) and the CFOT Strategic Plan.\(^14\) CFOT secures and allocates necessary funding for technology according to those priorities, and monitors resource allocation to ensure compliance with Salvation Army policies and procedures and in accord with established priorities.

**Self-evaluation**

Accessibility is high as described in C.1a, and allocation is strategic and sufficient. 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. IT budgets are approved by the CFC, Executive Council, and Crestmont to ensure that technology acquisitions are aligned with the strategic goals of CFOT. Evidence of this oversight and coordination may be

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\(^9\) Command Finance Council (CFC) minutes
\(^10\) CFOT IT Council minutes
\(^11\) CFOT Annual Budgets
\(^12\) 2013-14 Annual Budget
\(^13\) CFOT Mission Statement
\(^14\) CFOT Integrated Strategic Plan 2012-15
Standard III: Resources

found in the CFOT IT Council minutes,\textsuperscript{105} Command Finance Council minutes,\textsuperscript{106} Executive Council minutes,\textsuperscript{107} and Crestmont Council minutes.\textsuperscript{108}

**Actionable Improvement Plans**

CFOT meets this standard.

C.2. Technology planning is integrated with institutional planning. The institution systematically assesses the effective use of technology resources and uses the results of evaluation as the basis for improvement.

**Descriptive Summary**

To ensure that CFOT technology provides optimal usefulness and relevance, technology plans are integrated with institutional plans and goals. These plans are documented and widely disseminated, and the practicality of all technology is regularly monitored and assessed.

Based on information obtained from the CFOT Integrated Strategic Plan,\textsuperscript{109} the CFOT IT Council and the THQ IT Department establish the plans, processes, and equipment requirements needed to support CFOT’s mission. The resultant information is documented in the CFOT IT Technology Plan.\textsuperscript{110} 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 requested funds.

Once the Technology Plan is confirmed, the IT Council meets monthly to address technology needs and situations.

Results of the above processes are documented in the CFOT IT Tech Plan\textsuperscript{111} and in minutes of the CFOT IT Council.\textsuperscript{112} Technology related questions are incorporated into annual Cadet surveys to assess how effectively technology needs are being met. Information from these surveys is reviewed by the Director of Business Administration, the CFOT IT Liaison, and the IT Council to inform considerations for improvement and potential future technology needs. The IT Council also reviews the IT Program Review and any technology items from all other Program Reviews as needed.

Institutional needs are presented to the IT Council through the Director of Business Administration and departmental representation from Territorial Headquarters (THQ) IT, Library and Information Services, Institutional Planning, Curriculum, Field Training, Finance, and Property, along with representatives from the Cadet body and other departments as needed. Recommendations and concerns of the IT Council are conveyed to THQ through the IT Liaison and to Executive Council and the Strategic Planning Committee through the Director of Business Administration, ensuring that the needs and initiatives are integrated into the

\textsuperscript{105} CFOT IT Council minutes
\textsuperscript{106} Command Finance Council minutes
\textsuperscript{107} Executive Council minutes
\textsuperscript{108} Crestmont Council minutes
\textsuperscript{109} CFOT Integrated Strategic Plan 2012-15
\textsuperscript{110} Information Technology Plan
\textsuperscript{111} Information Technology Plan
\textsuperscript{112} CFOT IT Council minutes
development and implementation of the Institutional Strategic Plan\textsuperscript{113} and the Information Technology Plan.\textsuperscript{114}

Executive Council and the Strategic Planning Committee are also responsible for Property, Human Resources, and financial planning, so the integration of technology planning with the planning of the aforementioned areas is ensured.

\textbf{Self-Evaluation}

The above processes are being followed and have proven effective. Recent examples include upgrade of the technology infrastructure, campus-wide extension of Wi-Fi coverage, expansion of the on-site technology support personnel schedule, and increased participation of the IT Liaison. One project in particular, the technology infrastructure upgrade, documents how this process was effectively used to improve institutional technology support. The plan began as a joint recommendation from both the Property Sub-Committee and IT Council since the scope of the project involved both technology and property issues. The minutes of the Property Sub-Committee Meeting of November 1\textsuperscript{st}, 2010\textsuperscript{115} and the minutes of the IT Council Meeting of December 13\textsuperscript{th}, 2010\textsuperscript{116} indicate that recommendation was made to Command Finance Council (CFC) (then called the Business Administration Council or BAC). CFC approved allocation of funds to conduct an initial study to assess the need and prepare an upgrade plan if warranted as shown in the BAC Meeting Minutes of May 9\textsuperscript{th}, 2012\textsuperscript{117}. The IT Liaison provided the results of this study to the IT Council as recorded in the IT Council Meeting of March 14\textsuperscript{th} 2011.\textsuperscript{118} Preliminary estimates for needed funds for this project were presented to the Budget Subcommittee Meeting of May 9\textsuperscript{th}, 2011\textsuperscript{119} and to the Crestmont Council Finance/Property Committee Meeting of May 24\textsuperscript{th}, 2011.\textsuperscript{120} The budget was approved by the CFC\textsuperscript{121}, and Crestmont Council.\textsuperscript{122}

\textbf{Actionable Improvement Plans}

CFOT meets this standard.

\begin{itemize}
\item \textsuperscript{113} CFOT Integrated Strategic Plan 2012-15
\item \textsuperscript{114} Information Technology Plan
\item \textsuperscript{115} Property Sub-Committee Meeting Minutes of 11/1/10
\item \textsuperscript{116} IT Council Meeting Minutes of 12/13/10
\item \textsuperscript{117} BAC Meeting Minutes of 12/15/10
\item \textsuperscript{118} IT Council Meeting Minutes of 3/14/11
\item \textsuperscript{119} Budget Subcommittee Meeting Minutes of 5/9/11
\item \textsuperscript{120} Crestmont Council Finance/Property Committee Meeting of 5/24/11
\item \textsuperscript{121} CFC Minutes of 5/9/12
\item \textsuperscript{122} Crestmont Council Minutes of 5/21/12
\end{itemize}
D. Financial Resources

Introduction
Since 1921, CFOT has operated as a well-managed and fiscally responsible religious entity in the State of California. The parent organization (The Salvation Army Western Territory) designated an endowment valued in 2012 at $79,310,240 to CFOT in 2005 and continues to support CFOT during times of economic need and justified additional expenses.

Budget input is made at the departmental level based upon strategic plans and reviewed by the appropriate department heads. A summary of the requests is reviewed by the Command Finance Council (CFC), the Executive Council, the Training Principal, and senior staff, as well as the Finance Committee of the Crestmont Council. The THQ staff in response to the proposed budget makes all reasonable efforts to support the request. Fiscal planning is based on the mission and the goals and objectives of the Integrated Strategic Plan.

The approved operating budget was $6,673,373 for 2010-11, $8,386,371 for 2011-12, and $9,753,340 for 2012-13. Between these years, there was a major increase in enrollment and a major change in expense classification, whereby deferred maintenance expenditures previously treated as capital funds are now classified as operating and budgeted as such. CFOT has a strong record of operating within the levels of the budget. Given the non-profit status of The Salvation Army, it is incumbent on CFOT to use sound financial management and integrity based on the mission and goals.

CFOT manages, monitors, and allocates its financial resources to meet the operational needs as communicated in the Integrated Strategic Master Plan. Income, expenses, and assets are managed with integrity and accountability in strict compliance with both generally accepted accounting practices and Salvation Army Policies and Procedures (P&Ps) so that Training Staff and Cadets may focus on the mission and priorities of CFOT without the distraction of financial concerns. Resource allocation is determined using information from each department’s program review, assessment, and departmental recommendations. Financial planning is based upon projected Cadet enrollment, maintenance and operating costs, and capital improvement and replacement plans included in the multi-year Property Projects Schedule. Priorities for funding are reviewed by CFC and Executive Council. All strategic initiatives are finally ranked by the Executive Council and then reviewed by the Crestmont Council Finance Committee.

Effective management and allocation of resources has enabled CFOT to meet all operational needs of faculty and staff and to financially support the mission, goals, and objectives of its Integrated Strategic Master Plan.

D.1. The institution relies upon its mission and goals as the foundation for financial planning.

D.1a. Financial planning is integrated with and supports all institutional planning.

Descriptive Summary
The Integrated Strategic Plan incorporates the Three-year Strategic Plan, the Technology Plan and the Property and Plant Plans. All programs are reviewed thoroughly once during the accreditation cycle but are also reviewed annually in terms of changing needs. Program review
recommendations and annual review that have financial impact are considered on an annual basis. Therefore, academic and facility needs are linked to the budget process.

A comprehensive annual budgeting process ensures prioritized allocation of financial resources toward the mission and strategic goals of CFOT. New goals are developed by the Strategic Plan Committee and ordered by rank by the Executive Council for further approval by the Finance Committee of the Crestmont Council. Its scope includes all income, expenses, and financial resources used to meet the operational and educational needs of the faculty and staff. Financial planning is based upon projected Cadet enrollment, maintenance and operating costs, and capital improvement plans included in the Property Projects Schedule. In addition, the Strategic Plan and departmental operating requests are reviewed to confirm sufficient funding is requested for mission-critical operations. The CFOT Budget Process Timeline is updated and used annually to ensure adequate time for input, review, and approval by all appropriate individuals, committees and councils.

CFOT’s resource allocation process begins with input from Department heads, derived from each department’s review of departmental goals, program reviews and strategic goals. All department inputs are compiled into a draft budget proposal. In the case of resource needs conflict, prioritization is performed by the Command Finance Council (CFC) in alignment with CFOT’s mission and goals, overall guidance from the Executive Council, and input from the Crestmont Council. The division of financial planning responsibilities between CFOT and THQ is delineated in the Functions and Mapping of Financial Responsibilities chart.

During the fiscal planning process, the Executive Council reviews CFOT’s mission and goals, and identifies any specific goals for the upcoming budget cycle, as indicated in the Executive Council minutes. In addition, the process has been enhanced and refined over recent years, resulting in following improvements:

- Greater lead time to enable completion of the process within established deadlines
- Additional review and approval cycles to ensure integrated alignment with institutional goals
- Earlier issuing of the Principal’s Guidance Memo to enable better integration of administration’s priorities into the Budget

Self-Evaluation

The effectiveness of CFOT’s financial planning process is regularly reviewed by the Strategic Planning Committee, as well as by the entire staff during the end of year wrap-up meeting. This process has effectively supported the mission and goals of CFOT, resulting in an average score of nearly 87 percent to the prompt “improving institutional effectiveness” in the CFOT Self-Evaluation Survey Aggregated Data. A year-end Budget vs. Actual report is presented to the CFC showing the correlation between expenses and budgeted amounts, thereby providing evidence that fiscal expenditures have supported achievement of institutional plans.

The following recommendations made during the Crestmont Council Finance/Property Committee meeting of September 19, 2011, were implemented to improve the Budget Process Timeline:

123 CFOT Budget Process Timeline
124 Functions and Mapping of Financial Responsibilities
125 Executive Council Minutes
126 CFOT Self-Evaluation Survey Aggregated Data (pages 16-17)
127 Budget vs. Actual report
• By mid-May of each year, CFOT conducts a preliminary budget review involving the Committee, and notifies Crestmont Council members that the draft budget has been prepared and is ready for submission pending final review.
• Ranked strategic initiatives are specifically identified in the budget submission.
• By August 1, 2012, CFO T transmits the proposed budget (including a list of changes made after the May budget review) electronically to the Committee for final review and approval.
• CFO T notifies the Committee of subsequent budget revisions, including notes describing the changes and identifying specific budget line items affected. Evidence that these recommendations were implemented may be found in Crestmont Council Finance/Property Committee minutes\textsuperscript{128} and in the CFOT Budget Process Timeline\textsuperscript{129}.

**Actionable Improvement Plans**
CFOT meets this standard.

D.1b. **Institutional planning reflects realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

**Descriptive Summary**

Strategic goals and program review results are integrated into budget processes to ensure that prioritization is focused on meeting Cadet learning needs. CFOT can prioritize when there is a budget problem and allocate its resources accordingly to prevent any major disruption in accomplishing its mission. No expenses are encumbered or expended unless funding is available. CF\textsuperscript{C} and Executive Council discuss financial scenarios and any financial concerns. These councils also review the year to date on a monthly basis. Financial planning is driven by institutional needs and institutional planning, with Cadet learning needs given a high priority. A system of checks and balances is imposed on budgetary documents and financial plans.

Institutional Planning functions and processes, as described elsewhere in this report, are informed by current resources and realistic projections of future income and expenses. The Director of Business Administration is integrally involved in all planning that may potentially and substantively affect CFOT’s financial status. He is responsible for reporting such information to the Executive Council, CFC, and the Crestmont Council Finance/Property Committee. Departmental and institutional spending authorization limits are established. Expenditures above these limits must be approved, in advance, by the appropriate authorizing agent, providing an additional review for realistic assessment of financial resource availability. These lines of authority are documented in The Salvation Army Policies and Procedures\textsuperscript{130}.

Financial information and recommendations are provided to institutional planning participants through monthly budget status reports and as needed between meetings through membership of the Director of Business Administration on the Executive Council, and through membership of the DBA and Finance Officer on CFC.

\textsuperscript{128} Crestmont Council Finance/Property Committee Minutes
\textsuperscript{129} CFOT Budget Process Timeline
\textsuperscript{130} Salvation Army Policies and Procedures
During the budgeting process, the CFC and Executive Council establish funding priorities with attention given to ensure that sufficient financial resources are allocated to support student learning outcomes (SLOs). Throughout the year, these councils also monitor expenditures and budget status, and adjust fund allocation as needed to ensure CFOT’s mission and strategic goals are met. Annual surveys of Cadets, faculty, Officers, and staff are conducted and the results are reviewed by institutional planners to support this prioritization process.

**Self-Evaluation**

As evidenced by the table below CFOT’s institutional planning reflects a realistic assessment of financial resources available, and strict adherence to our expenditure requirements. With the exception of 2011, expenditures are less than the revenues and other designated funds distributed to CFOT. As stated in in standard III.D, the unfunded expenses in 2011 were due to a change in an expense classification and increase in enrollment; both were addressed in 2012.

<table>
<thead>
<tr>
<th>THE SALVATION ARMY - CRESTMONT COLLEGE FOR OFFICER TRAINING</th>
<th>Operations and Reserve Summary</th>
<th>For the Years Ending September 30</th>
</tr>
</thead>
<tbody>
<tr>
<td>Revenues</td>
<td>2012</td>
<td>2011</td>
</tr>
<tr>
<td>Unrestricted General Fund</td>
<td>292,686</td>
<td>424,003</td>
</tr>
<tr>
<td>Other - Board Designated Transfers</td>
<td>8,923,921</td>
<td>6,518,537</td>
</tr>
<tr>
<td>Total Revenues</td>
<td>9,216,607</td>
<td>6,942,540</td>
</tr>
<tr>
<td>Expenditures</td>
<td>8,554,837</td>
<td>7,604,311</td>
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<tr>
<td>Increase (Decrease) in Fund Balance</td>
<td>661,770</td>
<td>(661,771)</td>
</tr>
<tr>
<td>Beginning Fund Balance</td>
<td>(661,770)</td>
<td>-</td>
</tr>
<tr>
<td>Available Board Designated Endowment</td>
<td>-</td>
<td>(661,771)*</td>
</tr>
<tr>
<td>Annual Funded FTES</td>
<td>79,310,240</td>
<td>84,034,998</td>
</tr>
</tbody>
</table>

*Combination of enrollment increase and unfunded expenses then funded in 11-12.

Unrestricted Cash as a Percentage of Expenses                 | N / A | N / A | N / A |

Annual Funded FTES                                           | 106 | 92 | 72 |

Additional evidence that institutional planning reflects realistic assessment of financial resource availability can be found in CFC minutes and Crestmont Council minutes indicating approval of department budget requests with minimal adjustment. In other words, budget requests are rarely denied due to lack of resources.
Standard III: Resources

**Actionable Improvement Plans**

CFOT meets this standard.

D.1c. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies and plans for payment of liabilities and future obligations.

**Descriptive Summary**

CFOT’s funding structure, with endowment and THQ support, enables CFOT to minimize the impact of economic crisis. CFOT budgets conservatively – long-term projects are carefully planned for with full building costs usually in hand prior to construction start. CFC and the Executive Council play strong roles in planning. The College has no long-term debt or other long-term obligations and liabilities. The Western Territory makes provisions for healthcare, insurance benefits, and nets reserve levels based on needs documented by a licensed actuary.

As indicated in the Functions and Mapping of Financial Responsibilities, the annual budget recommended by Crestmont Council is approved and monitored at Territorial Headquarters (THQ) for compliance with projected resources for the current year and in sync with long-range plans for CFOT. Expenses incurred by CFOT are covered by the full faith and financial resources of The Salvation Army Western Territory, a California corporation.

**Self-Evaluation**

All expenditures and financial plans are made in compliance with both Territorial and National Policies and Procedures, ensuring that budgets and resources are not exceeded. Evidence of compliance is shown by the “Positive Compliance” rating documented in the 2013 Final Audit Report. Both short-term and long-term liabilities are monitored at CFOT, as well as at Territorial Headquarters (THQ), and reported to the Command Finance Council monthly to improve awareness and promote compliance, as evidenced by the CFC Minutes.

Operating expenses are not dependent upon donations or tuition income. The vast majority of CFOT’s funding is provided by accumulated interest from a designated trust fund. In recent years, due to a combination of increased enrollment and reduced proceeds from invested funds, expenses have exceeded this interest income. The principle balance of the trust was reduced to cover the deficit. THQ takes steps to replenish this principle to its original value, ensuring adequate funding for future years.

**Actionable Improvement Plans**

CFOT meets this standard.

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131 Functions and Mapping of Financial Responsibilities
132 2012 Final Audit Report
133 CFC Minutes 4-17-13
D.1d. The institution clearly defines and follows its guidelines and processes for financial planning and budget development with all constituencies having appropriate opportunities to participate in the development of institutional plans and budgets.

**Descriptive Summary**

CFOT’s participatory governance structure ensures appropriate consultation in the development of institutional financial plans and budgets. The Command Finance Council, in conjunction with the Executive Council and the Crestmont Council, makes recommendations to the THQ Finance and Property Councils on prioritizing capital improvement projects to support SLOs and CFOT’s mission and strategic goals, develops a proposed annual budget, and monitors expenditures for compliance to approved budgets. These councils provide representation of all College stakeholders, including administration, faculty, department heads, Director of Institutional Planning and Accreditation, Property and Finance Officers, Crestmont Council members, and Cadet representatives.

Established guidelines and processes for financial planning and budget development are documented in The Salvation Army Policies and Procedures and in minutes of the CFOT Executive Council, Command Finance Council (CFC), and Crestmont Council. Staff Officer responsibilities associated with these functions are described in the CFOT Staff Manual. The CFOT Finance Officer, in consultation with the THQ Finance Department, CFOT Administration, and CFOT department heads, provides a proposed budget to the CFC for approval and recommendation to the Crestmont Council Property and Finance Committee. This committee recommends the proposed budget to THQ Finance Council for approval. Throughout the budget year, the Finance Officer monitors expenses and provides a monthly budget status report to the CFC. The results of the Strategic Goals Walk-Through also inform the budget planning process.

**Self-Evaluation**

CFOT consistently follows the processes identified above, resulting in effective budget development, review, and approval, as can be seen in minutes of the CFC, Executive Council, Crestmont Council Property/Finance Committee, and Crestmont Council. The Self-Evaluation Survey documented that 95 percent of the Officers and staff perceived a clear connection between planning, budgets and allocation of financial resources.

**Actionable Improvement Plans**

CFOT meets this standard
D.2. To assure the financial integrity of the institution and responsible use of financial resources, the financial management system has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making.

D.2a. Financial documents, including the budget and independent audit, reflect appropriate allocation and use of financial resources to support student learning programs and services. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Descriptive Summary

To facilitate responsible allocation and control of financial resources, all purchase requests and contracts are reviewed and approved at the appropriate authority level, as specified in The Salvation Army Policies and Procedures. Administrative staff and all department heads receive monthly financial reports, and have on-line access at any time to current account balances. To ensure transparency and accountability, all budgets and other financial reports are available to faculty, Officers, and key personnel.

Requisitions for authorized purchases of equipment, supplies, educational material, and services are submitted for review and approval by the responsible department head to ensure sufficient funding is available and that the expense is an authorized and appropriate use of funds. Commitments over $1,000 must also be approved by the Command Finance Council. Commitments over $25,000 require review and approval by the THQ Finance Council and, for property-related expenses, the THQ Property Council. All requisitions are reviewed by the Business Administration Department to verify that proper procedures have been followed and sufficient funding is available.

The budgeting process involves stakeholder representatives and gives priority to mission-critical expenses to ensure that financial resources are allocated to support SLOs and CFOT's mission and strategic goals. Processes, procedures, and accounting records are audited annually by the THQ internal audit staff, and results and responses are disseminated to all department heads and key staff.

The budgeting process used at CFOT begins by allocating operating expenses such as support for Cadet learning programs and services, salaries and benefits, utilities, insurance, transportation, and other "overhead" expenses, including anticipated new personnel expenses, ISP goals, and any mandated expenses. Expenses for support of institutional objectives are then identified and documented by department heads, compiled and presented by the Business Department, analyzed and prioritized by the Command Finance Council (CFC), reviewed and approved by Crestmont Council, and transmitted to the THQ Finance Council for approval. This method involves representation from all stakeholders, introduces checks and balances to support budget integrity, and ensures appropriate and balanced allocation of resources to meet institutional objectives.

Approved budgets and financial statements are posted electronically by the THQ Finance Department and disseminated locally by the CFOT Finance Officer. College accounts are maintained at THQ and current status is available on-line for all administrative staff, department heads, and key personnel.

A procedural audit of CFOT is conducted annually by THQ. Results are provided to CFOT administration, the Director of Business Administration, and the Finance Officer in a preliminary Audit Report. The Finance Officer provides responses to THQ for any resulting issues and recommendations. These responses are included in the Final Audit Report, which is distributed along with a summary response summary to the CFC, Executive Council, and Crestmont Council by the Finance Officer.
**Self-Evaluation**

The requisition, budgeting, and audit procedures have been used for many years with minimal changes, and are working quite well for CFOT. One example of successful operation of this process is seen in the procedural audit conducted by THQ in April, 2013 which indicated the need for a few minor operational changes. Those matters were addressed as indicated in the Audit Response Summary dated January 31st, 2013. With the exception of those items, the audit indicated appropriate financial management and internal controls are in place at CFOT. The Final Audit Report and response summary were distributed to the CFC and Executive Council (see CFC Minutes of May 29, 2013 and Executive Council Minutes of May 29, 2013). The Procedural Audit Summary was presented to Crestmont Council Property/Finance Committee on June 3, 2013 (see Crestmont Council Property/Finance Committee Minutes, June 3, 2013).

The Audit Management Letter is issued to The Salvation Army Western Territory and affiliates on a whole. There have been no audit findings directly related to CFOT for the past three years.

**Actionable Improvement Plans**

CFOT meets this standard.

**D.2b. Appropriate financial information is provided throughout the institution.**

**Descriptive Summary**

Financial information is available on-line to all department heads and college staff with direct budget responsibility. On a monthly basis all year to date expenses are reviewed by the Finance Officer with all members of the Command Finance Council with attention to any potential over-spending or under-spending. On an annual basis the overall income and expense data are published in CFOT’s 2012-13 Fact Book, which is posted on CFOT’s website for all College constituents and the public. As a private college, CFOT’s practice is to make such financial information available upon request, but budget information is not routinely published on the website. Members of the Command Finance Council, the Executive Council and the Finance Committee of the Crestmont Council have access to all financial information needed to plan, assess financial progress and make financial decisions. The Crestmont Council via the Finance Committee is given regular updates with regard to any substantive financial changes (although CFOT’s relative stability, unlike public institutions, seldom requires such changes). On a quarterly basis the Property/Finance Committee of the Crestmont Council is given an update by the Finance staff and the Director of Campus Services.

Detailed accounting information is made available to department heads for budget purposes. Budgets are tied to departments and programs, and administrators are responsible

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134 Audit Report, April 2013.
135 Audit Response Letter
136 CFC Minutes, May 29, 2013
137 Executive Council Minutes, May 29, 2013
138 Crestmont Council Property/Finance Committee Minutes, June 3, 2013
139 2012-13 Fact Book
for working with the Finance Officer to develop a budget plan for their unit that incorporates essential operating expenses as well as funding for those ranked items on the Integrated Strategic Plans for a particular year. The budget process requires that department heads be comprehensive and inclusive in their approach to identifying anticipated expenses and budgeting them accurately. The Finance Officer works closely with the department heads to support them in the planning and budgeting activities by supplying data on enrollment and compensation. Given the overall size and stability of CFOT, such planning and budgeting is a manageable process. The reviews by the Command Finance Council and the Executive Council provide assurance to the Crestmont Council Finance Committee that financial planning and budgeting is done at a professional level.

CFOT holds an assembly each week where the Training Principal or the Assistant Training Principal can update the entire Cadet and Officer body on any matter. Routine updates are provided on informational and college progress matters. Cadets have close relationships with the staff, and any questions regarding the finances of CFOT are either answered or referred to the Director of Business Administration. The Crestmont Council is informed about all audit findings and any important financial matter.

CFOT completes its institutional and strategic planning activities in time for integration into the budget and timed to allow adequate input into the decision-making process and final budget confirmation for each year. In December of each year CFOT does a briefing with THQ that includes, among other things, references to any financial matters; this review provides a time for review of any needed changes in the financial functional delineation process between THQ and CFOT. The Training Principal, all department heads, and the Chair of the Crestmont Council participate in this Command Review.

**Self-Evaluation**

While CFOT has not surveyed Cadets, Officers, and staff regarding sharing of financial information specifically, the following ratings are documented in the CFOT Self-Evaluation Survey Aggregated Data: \(^{140}\)

- 87 percent agree that financial resources are sufficient to support Cadet learning (only 8 percent “don’t know”)
- 86 percent agree that financial resources are sufficient to improve institutional effectiveness (only 9 percent “don’t know”)
- Among Officers and staff, 90 percent agree that CFOT manages its financial resources ethically, and with integrity, fairness and transparency (0 percent “don’t know”)

These results imply a high degree of familiarity with financial information.

**Actionable Improvement Plans**

CFOT meets this standard.

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\(^{140}\) CFOT Self-Evaluation Survey Aggregated Data (pages 16-17)
D.2c. The institution has sufficient cash flow and reserves to maintain stability, strategies for appropriate risk management, and realistic plans to meet financial emergencies and unforeseen occurrences.

Descriptive Summary

The Salvation Army as an organization is called on during crises in the country’s history to deliver additional services to those in need. Donors who support the mission of The Salvation Army contribute significantly to The Salvation Army because it is a trusted non-profit organization that is effectively administered. This public trust serves the Salvation Army and CFOT well.

Over almost a century, CFOT has been able to weather financial uncertainties and periodic financial crises. CFOT makes every effort to not only live within its allocated budget but to find ways to reduce operating costs and save money. Cost containment and risk management measures are continuously reviewed and implemented, and the staff at CFOT holds back on expenditures when appropriate and necessary. The leadership at CFOT emulates the leadership at THQ in being cost conscious and committed to managing the cost.

The Risk Management staff at THQ, working with CFOT staff, have risk management plans in place to cope with risks such as theft of, damage to or destruction of assets. CFOT has invested in campus and community disaster planning services programs and recently acquired a mobile canteen used to train Cadets for emergency responses. The location of the campus is safe and secure, but at the same time CFOT is located in a region known for earthquakes and landslides. Risk management is an important element in the arsenal of CFOT structure and expense side of the budget in a very conscientious manner.

Self-Evaluation

CFOT has access to reserve funds within the annual designated CFOT budget backed up by endowment balance of $79 million dollars and the three billion dollar corporate balance sheet of THQ. CFOT is well-positioned in this regard. No separate Cash balances are set aside for CFOT operations.

Actionable Improvement Plans

CFOT meets this standard.

D.2d. The institution practices effective oversight of finances, including management of financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations or foundations, and institutional investments and assets.

Descriptive Summary

The Director of Business Administration, the Director of Campus Services, and the Training Principal ensure that all processes addressing college planning, including budget planning are tied to the mission and Integrated Strategic Plan of CFOT. The Crestmont Council is an active participant via its Property/Finance Committee in ensuring that the financial and budgetary processes are linked in addressing the goals identified for any given year. Departmental goals are explicit in the three-year plan and department heads based on committee recommendations, recommend which strategic goals are to be addressed and funded for any given year. The
funding of ranked strategic goals and indeed, all institutional priorities can be achieved in a logical, systematic and timely manner. CFOT has a stable funding base and sufficient cash flow revenues to maintain stability.

The need for oversight of financial aid programs and grants as well as externally funded programs is limited to Veterans and Native Americans. Auxiliary, endowment, contractual, and legal services are provided by THQ in consultation with CFOT. At the same time, CFOT is clear about its need to protect the assets of the institution and gives this a high priority.

Self-Evaluation

Financial resources of CFOT are managed with the care donors would expect to see in place. The campus has checks and balances internally, and the THQ has a clear role in not only working with CFOT on major expenditures, especially those related to plant and facilities, but also assisting CFOT with framing and responding to any financial challenges. The services provided in the financial area by THQ enhance the credibility and integrity of CFOT’s financial management.

CFOT is fortunate to have an endowment and supplemental support from THQ; CFOT is also not dependent on state and federal funding, as well as the reporting requirements and other accountability requirements that accompany that kind of funding. When small grants are received, they are coordinated for reporting and accountability purposes between the campus and THQ staff. CFOT does minimal fund-raising per se, so the income stream is predominantly endowment and supplemental resources when needed from THQ. This funding source arrangement, coupled with CFOT’s comparatively low tuition approach, contributes to stability in the finance area unlike most other colleges. This reality enables the Business staff at CFOT to focus primarily on facilitating the matching of resources with campus needs in an enabling, accountable and systematic way.

Actionable Improvement Plans

CFOT meets this standard.

D.2e. All financial resources, including those from auxiliary activities, fund-raising efforts, and grants are used with integrity in a manner consistent with the mission and goals of the institution.

Descriptive Summary

Financial resources consist mainly of funds that are provided by Territorial Headquarters that retains possession of the funds in bank accounts held in their custody. Fund raising is not a significant function of CFOT as most resources are provided by Territorial Headquarters. A small amount of funds are provided through donations and offerings that are received at CFOT. In addition, Cadets participate in small local fundraisers to provide donations for Salvation Army World Services (foreign missions). All of these funds are processed through CFOT’s business office and deposited into the bank account managed by Territorial Headquarters. No organizations hold funds independently. Internal controls are in place to ensure all funds received, for whatever purpose, are handled with integrity and used according to the mission and goals of CFOT.

All funds, including those raised by any group within CFOT, are deposited as received into the Territorial Headquarters bank account. Use of these funds must be authorized by
department heads or other authorized individual before they can be withdrawn. Such requests for withdrawal are submitted to THQ and reviewed for appropriate approval before being paid. THQ undertakes an audit annually by independent auditors. In addition, CFOT is periodically audited by internal auditors from THQ.

**Self-Evaluation**

CFOT follows Salvation Army Policies and Procedures meticulously, ensuring that all funds are handled with integrity, accountability, and transparency and used only for authorized and approved purposes. This can be verified by examination of budgets, financial reports, and audit reports. Approvals can be verified using signed requisition forms and, for larger amounts, CFC meeting minutes. Careful handling and receipting of all cash receipts is verified by at least two unrelated people.

**Actionable Improvement Plans**

CFOT meets this standard.

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D.2f. **Contractual agreements with external entities are consistent with the mission and goals of the institution, governed by institutional policies, and contain appropriate provisions to maintain the integrity of the institution.**

**Descriptive Summary**

CFOT has a variety of contractual agreements in place ranging from purchase orders, construction and consultant contracts, service and maintenance contracts, security services contracts, transportation leasing agreements, etc. All such contracts with external agencies follow a specific format and protocol established by THQ and documented in *The Salvation Army Policies and Procedures*, 141 and in concert with California’s procurement laws and regulations. To protect the interests of CFOT and THQ, all such contracts are reviewed by the Legal Services staff at THQ and then signed generally by the Director of Business Administration and the Training Principal. Included in all contractual agreements are sections covering termination of the agreement as well as the process for handling disputes. There is specific reference to situations where the contractor fails to perform in whole or part of its obligations. Also included in the contract is an appeal process where the contractor can present a case for reconsideration. Staff members at CFOT are limited in authority and would need the approval of the CFC and the Training Principal to enter into a contract. Contracts exceeding $100,000 and any contract that includes an indemnification clause must be approved at THQ. The department head or manager initiating the contract would be responsible for overseeing the contract to ensure that the contractor obligations are being fulfilled.

The small size of CFOT and the limited number of staff with authority in this area limit CFOT’s risk. CFOT’s approach to contracting is compatible with its mission and inherent sense of ethics. Since all such contracting is under the auspices of the Director of Business Administration, he is aware of needs and activities in this area. CFOT does not contract with any external entities to provide educational services. The Director of Business Administration and the Training Principal must obtain CFC approval and THQ legal counsel’s signature of approval of all contracts. New staff members with responsibilities for contracting are trained as

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141 *Salvation Army Policies and Procedures*
to their specific roles, responsibilities and limitations of authority, particularly for short-term contracts.

**Self-Evaluation**

The policies and procedures related to contracts are followed closely, as documented in CFC Minutes and submissions to the THQ legal department and approval boards. Training is provided by the Director of Business Administration to key staff with contract responsibilities to ensure compliance with all policies and procedures. Evidence that this process is effective is seen in the absence of any corrective notices or action by THQ.

**Actionable Improvement Plans**

CFOT meets this standard.

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**D.2g. The institution regularly evaluates its financial management processes, and the results of the evaluation are used to improve financial management systems.**

**Descriptive Summary**

The Executive Council and Command Finance Council (CFC) review the financial management processes used at CFOT as new needs and unusual situations arise. New processes are implemented locally within the framework of territory-wide standards established in The Salvation Army Policies and Procedures. In addition, feedback is provided by THQ as a result of annual audits. The effectiveness and accuracy of CFOT’s past financial planning is reviewed on an ongoing basis, as well as during the annual budgeting process.

**Self-Evaluation**

Communication and review of CFOT financial information has improved significantly over the past three years with the appointment of a Finance Officer and implementation of new reporting procedures. The Finance Officer provides a monthly finance report to the Command Finance Council and offers insight into the effectiveness of CFOT’s financial planning process by highlighting budget surpluses, deficits, and items of interest. During this time, training on how to read and interpret financial reports is provided, and items associated with future budgeting concerns are discussed. Evidence of this is documented in CFC meeting minutes.

The Finance Officer and Director of Business Administration propose new internal processes and procedures as needed. For example, when the Cadet Store was re-opened, as an administrative action, procedures for the handling of inventory purchases and cash and credit sales were implemented ensuring proper recording and accountability for all transactions.

This accountability is enhanced by feedback provided from both internal and external audits. THQ conducts an internal procedural audit of CFOT annually and documents their results in a Final Audit Report. CFOT’s financial accounts are examined as part of THQ’s annual external audit.

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142 Final Audit Report
Actionable Improvement Plans

CFOT meets this standard.

D.3. The institution systematically assesses the effective use of financial resources and uses the results of the evaluation as the basis for improvement.

Descriptive Summary

CFOT reviews the effectiveness of its use of resources in a variety of ways. These reviews are performed monthly during discussion of the budget reports presented by the Finance Officer to CFC. This function is also performed annually by department heads, CFC, Executive Council, and the Property/Finance Committee of the Crestmont Council during the budget preparation process, and is included as part of the periodic program reviews conducted by each department. The Finance Officer and Director of Business Administration provide recommendations to department heads, CFC, Executive Council, and Crestmont Council during the budget review process in the event that resource allocation modification is necessary to increase effectiveness. The Business Department is responsible for ensuring that such assessment is performed and documented. In areas where resource usage is deemed to be ineffective, recommendations are made to reduce or eliminate such expenditures, and adjust future budgets accordingly.

Self-Evaluation

To assess whether CFOT financial resources are used effectively, annual surveys of Cadets, Officers, faculty, and staff are conducted. Survey results are distributed to all governing councils, Officers, faculty, staff, and other interested parties. The CFOT Self-Evaluation Survey Aggregated Data\textsuperscript{143} indicates in a score of 86-87 percent in the assessment of whether financial resources are sufficient to support Cadet learning and improve institutional effectiveness.

Actionable Improvement Plans

CFOT meets this standard.

\textsuperscript{143} CFOT Self-Evaluation Survey Aggregated Data (pages 16-17)
Overview of Evidence

Standard IIIA

1. Course Staffing Assignments (2012-14)
2. Teacher Assistants and Cadet Support job descriptions
3. CFOT Organizational Chart
4. College For Officer Training – Minimum Qualifications Policy
5. Faculty/Staffing Chart for 2012-13
6. Faculty/Staffing Chart for 2012-13
7. Revised College Faculty Qualifications Protocol
8. 2012-13 Teaching Assignments
9. Sample Job Description
10. Sample of “Personal Action Notification”
11. Employee Handbook
12. Human Resources Committee Role and Membership
13. Functions and Mapping of HR/THQ Responsibilities (Campus Functional Delineation)
14. Sample Posting Notice
15. Orders and Regulations for the Training of Salvation Army Officers
16. Sample Employee Annual Review
17. Sample of Course/Instructor Survey
18. Sample of Faculty Peer Observation Program
19. National Policy on Confidentiality and Protection of Personal Privacy
20. National Policy of Conduct and Conflict of Interest Policy
21. Protecting the Mission – Policies for Work with Minors
22. Employee Handbook Acknowledgement Receipt
23. CFOT and Crestmont Council Code of Ethics
24. Employee Handbook Acknowledgement Receipt
25. Criminal Background Review, Guidelines & Procedures
26. Protecting the Mission – Policies for Work with Minors
27. Code of Ethics for Working with Minors and Vulnerable Adults
28. Confidential Notice of Concern Report
29. Family Care Internal Audit Report, 2012
30. Mission Confirmation Statement
31. Faculty Qualifications, Appointments and Employee Protocol policy
32. Audit Report for 2012
33. Employee Access to Personnel Records
34. Notice from Territorial Audit Secretary, 12/11/2012
35. Employee Documentation Sample Sheet
36. Booklet-Diversity in the Workplace: Challenge and Opportunity
37. Annual Diversity Weekend Training
38. The Salvation Army U.S.A. Western Territory Non-Discrimination in Employment Policy
39. Multi-Cultural Training for Employees
40. OFCCP/EEO Gender & Ethnicity Voluntary Self Disclosure Form
41. Annual EEO Report
42. Flyer for County Fair (from Campus Services)
43. Flyers promoting various events
Standard III: Resources

44. Sample - Crestmont News
45. Weight Watcher at Work Flyer
46. Women’s Fellowship Lunch Flyer
47. Bell Shelter Christmas Dinner information
48. Human Resources – Pay and Job/Status Change Paperwork Check List Sample
49. Employee Handbook – Grievances page 32
50. Employee Handbook – Harassment page 35
51. Employee Handbook – THQ Reporting Line page 41
52. Employee Handbook – Whistle Blower protection page 42
53. Employee Handbook – Modified Work Rights page 14 and 25
54. CFOT HR Survey
55. Employee Education Assistance Program
56. Policies and Procedures for Life-Long Learning Higher Education
57. Specific Training Topics
58. Employee Committee Meeting Minutes Samples
59. Example of Integrated Budget/Strategic Plan

Standard IIIB

60. Executive Summary of Property Department Program Review
61. Capital Improvements Calendar
62. CFOT Property Officer Brief
63. 2012 Cadet Services Survey
64. CFOT Midterm report, page 14
65. The CFOT Property Officer’s Brief
66. Property Sub-Committee Minutes, October 8, 2012
67. Capital Needs Schedule
68. Executive Summary from Property Department Program Review
69. Property-Maintenance & Operations budget
70. CFOT Integrated Strategic Plan 2012-15
71. Property Projects Schedule
72. Strategic Planning Ranked Funding for 2012-13
73. Capital needs schedule

Standard IIIC

74. CFOT Integrated Strategic Plan 2012-15
75. Information Technology Plan
76. Information Technology Plan
77. Functions and Mapping of IT Responsibilities
78. 2011 Cadet Services Survey
79. 2012 Cadet Services Survey
80. IT Council Meeting Minutes 2/16/11, 3/19/12
81. CFOT Annual Budget
82. IT Council Meeting Minutes 41613, 9/18/12
83. 2011 Cadet Services Survey
84. 2012 Cadet Services Survey
85. IT Council Meeting Minutes 9/18/12
86. 2011 Cadet Services Survey
87. 2012 Cadet Services Survey
88. 2012 CFOT Self-Evaluation Survey Aggregated Data
89. 2012 CFOT Self-Evaluation Survey Aggregated Data
90. CFOT Cadet Manual
91. CFOT IT Computer Inventory
92. CFOT 2012-13 Catalog
93. Orientation Schedule
94. Faculty Development Topics 2008-13
95. 2011 Cadet Services Survey
96. 2012 Cadet Services Survey
97. 2012 CFOT Self-Evaluation Survey Aggregated Data
98. Functions and Mapping of IT Responsibilities
99. Command Finance Council (CFC) minutes 12/15/10, 5/9/12, 8/15/12, 6/27/13
100. CFOT IT Council minutes 4/16/13, 9/18/12
101. CFOT Annual Budgets
102. 2013-14 Annual Budget
103. CFOT Mission Statement
104. CFOT Integrated Strategic Plan 2012-15
105. CFOT IT Council minutes 4/16/13, 9/18/12, 3/19/12, 2/16/11
106. Command Finance Council minutes 10/19/11, 4/17/13
107. Executive Council minutes 5/8/13
108. Crestmont Council minutes 6/3/13
109. CFOT Integrated Strategic Plan 2012-15
110. Information Technology Plan
111. Information Technology Plan
112. CFOT IT Council minutes 4/16/13, 9/18/12, 2/16/11, 3/19/12
113. CFOT Integrated Strategic Plan 2012-15
114. Information Technology Plan
115. Property Sub-Committee Meeting Minutes of 11/1/10
116. IT Council Meeting Minutes of 12/13/10
117. BAC Meeting Minutes of 12/15/10
118. IT Council Meeting Minutes of 3/14/11
119. Budget Subcommittee Meeting Minutes of 5/9/11
120. Crestmont Council Finance/Property Committee Meeting of 5/24/11
121. CFC Minutes of 5/9/12
122. Crestmont Council Minutes of 5/24/11
Standard IIID

123. CFOT Budget Process Timeline
124. Functions and Mapping of Financial Responsibilities
125. Executive Council Minutes – 5/8/13
126. CFOT Self-Evaluation Survey Aggregated Data (pages 16-17)
127. Budget vs. Actual report
128. Crestmont Council Finance/Property Committee Minutes 9/19/11
129. CFOT Budget Process Timeline
130. Salvation Army Policies and Procedures
131. Functions and Mapping of Financial Responsibilities
132. 2012 Final Audit Report
133. CFC Minutes 4-17-13
135. Audit Response Letter
136. CFC Minutes, May 29, 2013
137. Executive Council Minutes, May 29, 2013
138. Crestmont Council Property/Finance Committee Minutes, June 3, 2013
139. 2012-13 Fact Book
140. CFOT Self-Evaluation Survey Aggregated Data (pages 16-17)
141. Salvation Army Policies and Procedures
142. Final Audit Report
143. CFOT Self-Evaluation Survey Aggregated Data (pages 16-17)
Standard IV: Leadership and Governance
The institution recognizes and utilizes the contributions of leadership throughout the organization for continuous improvement of the institution. Governance roles are designed to facilitate decisions that support student learning programs and services and improve institutional effectiveness, while acknowledging the designated responsibilities of the governing board and the chief administrator.

**A. Decision-Making Roles and Processes**

The institution recognizes that ethical and effective leadership throughout the organization enables the institution to identify institutional values, set and achieve goals, learn, and improve.

**A.1. Institutional leaders** create an environment for empowerment, innovation, and institutional excellence. They encourage staff, faculty, administrators, and students, no matter what their official titles, to take initiative in improving the practices, programs, and services in which they are involved. When ideas and input for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective discussion, planning, and implementation.

**Descriptive Summary**

CFOT’s mission statement reflects The Salvation Army’s international pledge “to meet human needs within a Christian context” and to produce Officers who know God, know themselves and recognize their mission in the world. CFOT’s mission and the International Mission of The Salvation Army are posted throughout the campus. In addition, the mission statement appears on CFOT’s website and is referenced frequently in campus and committee deliberations.

In 2008-09, the Crestmont Council endorsed an Academic Excellence Commitment statement for CFOT; this commitment, developed by the members of the Curriculum Council, underscores the importance of mission, curriculum, instruction and Cadet assessments wrapped in the context of field training, spiritual formation and Officer development. It communicates a commitment to provide a curriculum and training activities that will maximize the learning and growth opportunities for Cadets.

Shortly thereafter, CFOT’s Crestmont Council also adopted nine core values for CFOT that reflect, which were developed with input from Cadets and faculty, and are used on the campus as mission guides and essential tenets:

- Love for God,
- Compassion and Respect for others,
- Faithfulness,
- Commitment to Salvation and Holiness,
- Responsibility to God and Man,
- Integrity of Character and Deed,
- Servant Ministry,
- Kindness and Humility, and

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1 CFOT Mission Statement
2 Academic Excellence Commitment
3 CFOT Core Values
• Stewardship of Resources.

These values have contributed to creating a campus culture of inclusivity which is displayed in the shared governance model at CFOT, with Cadet success as the ultimate goal.

The goals and values are understood by essentially all staff and Cadets as validated in the Spring 2012 Self-Evaluation Survey;\(^4\) in the area of “Institutional Mission and Effectiveness” all constituents ranked “CFOT demonstrates a strong commitment to the College mission” as strongly agree or agree. There were a very few Cadets and Officers who indicated they did not know. Similarly high percentages of Cadets, faculty and employees indicated “CFOT communicates the goals and objectives of the college well.” “The College mission directs institutional planning and decision-making” had an 86-100 percent ranking among these same constituents. At CFOT, the governance process, structure and decision-making policy are integrated and the faculty, staff and Cadets are committed to improving the college through the committee/council structures that exist.

Staff who participate in the governance/decision-making process do know their roles. As a result of the 2007 ACCJC visit, CFOT adopted a formal policy on decision-making,\(^5\) which is described more fully in standard IV.A.2a. As part of that process, CFOT updated and approved the role description of each committee and council. Those descriptions, which include committee definitions, description of membership and policies and procedures, are included in the Staff Manual.\(^6\) Position titles as well as faculty/staff committee members for each year are listed in the Manual. Cadets are appointed to each committee and also rotate onto the major approval committees. Appointments are updated on an annual and an as needed basis. Minutes of the key approval/action committees are posted regularly on Lotus Notes, the intranet medium for the campus.

CFOT’s leadership and governance structure is composed of an array of eighteen decision-making committees and councils focused on improving the campus learning environment to accommodate the varying needs and interests of the Cadet body. CFOT has intentionally integrated its various councils/committees into a campus structure that promotes input and thoughtful consideration of all ideas and suggestions. All items for action recommended by a committee are referred to the three major councils (Command Finance Council, Curriculum Council or Personnel Council) for action and, if approved, then to the Executive Council and the Crestmont Council as appropriate. The Crestmont Council has two Cadet class officers on its governing board, and the full Council meets with representatives from the graduating Cadets annually to have them assess their two years of experience at CFOT.

Materials used in planning generally include the annual Fact Book, Institutional Three Year Strategic Plan, the Crestmont Council Annual Focus Goals, Committee Meeting minutes (used to track decisions through the approval process), relevant all-campus surveys and their data, Cadet Achievement Data, SLO Data, Program Review data and the Campus Services Data collected each spring. These materials are on the web-site or are available from the Office of Institutional Planning and Accreditation.

CFOT’s planning efforts require support from various constituencies on the campus. These include Cadets, faculty, staff, members of the Crestmont Council, and employees. Both Three-year Master Plans (2009-12, 2012-15), were developed using inclusive “Strategic Plan Walk Throughs”\(^7\) which gave all constituents an opportunity to give direct input to the plan goals and to approaches for implementing such goals. Cadets and staff as well as employees and Council members are involved in this specific planning process and are updated on CFOT Strategic

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\(^4\) CFOT Self-Evaluation Survey  
\(^5\) Decision-Making Policy at CFOT  
\(^6\) CFOT Staff Manual  
\(^7\) Strategic Plan Walk Through Documents 2009-12 and 2012-15
Master Plan progress through regular articles in the Crestmont News and discussions in the committees that are part of the decision-making structure at CFOT. At the end of each year in the planning cycle, a report is published in the Crestmont News of the progress made that year.

Individuals with ideas to improve CFOT are referred to the appropriate committee or staff member charged with that responsibility. At the same time, program and academic unit directors also have a responsibility in their staff roles to identify and resolve problems in their respective academic or service areas. Ideas for improvement can be filtered through the governance decision-making structure process, and solutions or remedies can be recommended and implemented. In most cases such remedies are found quite quickly; in other cases, it can take longer. The Director of Personnel, Director of Curriculum and the Director of Field Training are crucial in reviewing both academic and non-academic matters and in facilitating progress in their respective academic and service areas.

The Research Analyst also works with various department heads to create surveys that review CFOT’s service areas on a cyclical basis, or if an idea to improve a certain area arises. The Research Analyst also works to create the annual Cadet Services Survey, and these data are disseminated to the Faculty and staff. Any improvements that need to be made based upon survey results are reviewed with the staff member that head that department, and is then forwarded to the appropriate council.

Self-Evaluation

The participatory governance structure has evolved and now enables members of the CFOT community to participate easily and freely in campus governance; the structure is designed to ensure all levels of decision-making are embraced and provides the mechanism for which individuals can bring forward their ideas for continuous improvement.

CFOT, in response to the Spring 2012 Self-Evaluation survey data, engaged the Cadet stakeholders in the Fall of 2012 to promote a more comprehensive understanding and recognition of the decision-making roles and expectations that committees and councils facilitate. The effort was also designed to underscore the important roles Cadets can and need to play in understanding and participating in the decision-making process. CFOT’s Assistant Training Principal and the Research Analyst in the Office of Institutional Planning addressed the Cadet body regarding this matter in September 2012, and in October the committees and their memberships were posted in the School Library for easy reference access by faculty, staff and Cadets.

In the 2012 Spring CFOT Self-Evaluation Survey, Cadets, Officers, and employees ranked their contributions to and role in the continuous improvement of CFOT at a high level. Officers and staff ranked the committee and council role in decision-making in the ninetieth percentile. Cadets ranked this same process in the eighty-third percentile. (Some Cadets did not know the degree to which committees and councils impacted decision-making.) The Cadet role in the campus decision-making process was ranked very high by Officers and employees, and in the eightieth percentile by Cadets, implying a few Cadets disagreed, and a few did not know what impact Cadets, indeed, had.

The Crestmont Council was viewed as a major contributor by 86 percent of the Officers and employees, but a few Cadets reported they did not know the role of the Council in decision-making. THQ’s impact on CFOT and its role in decision-making was ranked higher by Cadets, than by Officers and employees.

Leadership and role responsibilities were quite clear to almost all Cadets and Officers, but some staff members (20 percent) were not as clear about such responsibilities. Of the three

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8 Spring CFOT Self-Evaluation Survey
constituencies polled, almost seventy percent of the Cadets felt they had sufficient Cadet participation, with ten percent disagreeing and twenty percent undecided.

Eighty percent of Officers and staff were clear about the role of the Executive Council in institutional governance. Overall, the campus support for the decision-making structure is high. Cadets routinely rank CFOT high in linking mission with planning and decision-making as do Officers and employees.

The data suggest that CFOT may need to engage the Cadet stakeholders in a more comprehensive understanding of the roles and expectations that committees and councils are expected to play and to underscore the important roles Cadets can and need to play in the decision-making process. When Cadets become Officers, they will need to be effective in the decision-making process at their Corps location.

Improving Cadet learning is a backdrop against which the decision-making structure functions. Committees and councils use the decision-making process to assess and evaluate where the campus is succeeding and which areas need improvements in the instructional and operational areas to support student learning.

Because CFOT is a small college team, focused on ministry, conversations among constituents in the classroom and in the committees/councils are effective in identifying matters that need attention and need to be referred to the proper committee. There is a collaborative atmosphere on the campus in which members of all groups feel comfortable communicating their concerns; this reality, however, requires continuing nurturing, constant support and real reinforcement. Frequently, problems that arise are resolved very quickly and often do not require additional consideration.

**Actionable Improvement Plans**

CFOT, guided by the Director of Institutional Planning and Accreditation, will, each Fall, engage the Cadets in a more comprehensive understanding of the roles and expectations that committees and councils are expected to play and to underscore the important roles Cadets can and need to play in the decision-making process. This process will be evaluated in the next Cadet Services Survey.
A.2. The institution establishes and implements a written policy providing for faculty, staff, administrator, and student participation in decision-making processes. The policy specifies the manner in which individuals bring forward ideas from their constituencies and work together on appropriate policy, planning, and special-purpose bodies.

A.2a. Faculty and administrators have a substantive and clearly defined role in institutional governance and exercise a substantial voice in institutional policies, planning, and budget that relate to their areas of responsibility and expertise. Students and staff also have established mechanisms or organizations for providing input into institutional decisions.

Descriptive Summary

This standard requires that educational institutions have clearly articulated, assessed, and functional decision-making processes in existence. As mentioned above (IVA.1) the CFOT Decision Making Policy below was developed during the 2008-09 academic year in response to the 2007 visit. It articulates the present policy at CFOT, with attention to the organizational and decision-making structure, a communications protocol and a statement on leadership and governance role and definition.

Purpose and Process:

“CFOT is committed to promoting communication and information sharing among and between the various councils of the College to enhance the quality of decision-making. Informed decisions are a product of engaging people representing important functions and expertise at CFOT and providing an opportunity for input, discussion and review of important matters. At CFOT, there are in existence eighteen councils whose definitions, memberships and roles within the organization are detailed and updated annually in the CFOT Staff Manual.

The Crestmont Council serves as the official governing Board of CFOT. The Council’s official By-Laws refer to the Council as the “educational authority for the College,” an educational unit of The Salvation Army, whose responsibilities include the oversight of education and training at CFOT. The Council’s powers include approval of the curriculum and the training and field experience as well as being responsible for the overall quality, integrity and financial stability of CFOT. The Council is also required to ensure that the religious and moral content of CFOT’s programs and courses of study are consistent with Salvation Army beliefs and principles. The Council has an active role in assessing the performance of the Training Principal and in assessing on an annual basis its own performance.

CFOT’s Executive Council is the primary decision-making committee on the campus. The Executive Council has an additional responsibility in consultation with the Training Principal for determining those matters that need to be referred to the Crestmont Council for a decision. These are usually the more substantive issues and/or policies that require additions or revisions to mission, program, staffing or budget.

Matters involving the Curriculum Council, Personnel Council and the Command Finance Council are significant areas of decision making, and councils that

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9 CFOT Decision-Making Policy
routinely refer recommendations for action or consideration to the Executive Council. Every effort is made by the Crestmont Council and the Executive Council (as well as all other councils) to match meaningful and appropriate data with informed decision-making.

The goal of CFOT is to appoint Cadets, Officers, and staff to the councils who have an informed and genuine interest in such governance and program matters and have them use data and experience to make recommendations and decisions in support of CFOT and its Cadets. To date, the council process at CFOT is vital to the College’s effectiveness. The councils are active and engaged, meeting regularly to fulfill their responsibilities to CFOT and its Cadets.

Data collected through the surveys, assessment and program review processes are shared with councils and used to improve the quality of decision-making. Matters are referred back to a committee or council by the Executive Council if additional data or input is perceived to be needed to make a quality judgment.”

Communications Protocol:

“To promote communication regarding decision-making at CFOT, a summation of the actions and decisions of the Crestmont Council, Executive Committee, Curriculum Council, Personnel Council and the Command Finance Council are posted on the Crestmont Bulletin Board on a monthly basis. Minutes of each of these council meetings are screened by the Council Chair and Training Principal, and the non-confidential matters of consequence are posted at the end of each month during the regular academic year. Of note is the intention to communicate about any and all decisions of consequence that are under consideration or deliberation and of course, the outcome of the review and decision.

The many other councils at CFOT are encouraged to facilitate decision-making by recommending matters on a timely basis to the respective council responsible for their activities, e.g., the Library Council needs to act as a recommending body to the Curriculum Council on all matters pertaining to the operations and services of the Library. All councils at CFOT make recommendations to the Curriculum Council, the Personnel Council or the Command Finance Council. These recommendations then go to the Executive Committee for action or are returned to the proposing council if the matter requires additional consideration. It is then the judgment of the Executive Committee and the Training Principal in consultation as needed with the Crestmont Council chair as to whether a matter requires action by the Crestmont Council. Policy changes of consequence are usually referred to the Council for their approval as well as other information items that facilitate the work of CFOT.

A fundamental reality at CFOT is the need for effective decision-making in all components or work units (e.g. departments, work groups, service areas, etc.) of the College. Each department is responsible and accountable for ensuring that members have input and that decisions are given due consideration and review prior to consideration and approval by the department or program chair. Added efforts are being undertaken to promote an ethos at CFOT that encourages broad-based input, respect for the suggestions and opinions of others, an ability to differentiate between matters needing Council approval and those that are the jurisdiction of the immediate work group.

The college is committed to publicizing the campus approach to decision making and educating new Cadets and new faculty regarding the process for reviewing as well as developing if needed new campus policies to strengthen the campus. The
Personnel Office is committed to insuring that advisors and mentors refer Cadets to the proper committee/Council chairs and that he names of Cadet representatives on the committees are posted in the Library. Because of the size of the College and the relationships between Cadets and faculty/staff, many concerns are dealt with immediately and do not require additional discussion, review or intervention. At the same time those matters that are more complex or require additional resources need to be referred to the proper committee.

**Leadership/Governance Role and Definition:**

The role of the Crestmont Council is to provide effective fiduciary, strategic and generative leadership. The Council exists to provide a strategic asset and advantage to CFOT. It provides this value through meaningful participation in discussions and decisions. Its role is to engage Council members in a collective effort to provide balanced and insightful leadership to CFOT. Increasingly, the role of the Council is to facilitate the learning and training community at CFOT, to tap the collective wisdom of the Council, and to enrich the work of the Council in ensuring the continuing integrity and effectiveness of CFOT.

Fiduciary Mode: In its fiduciary mode the Council’s purpose is to steward the assets of CFOT, to ensure efficient and appropriate use of resources, to ensure legal compliance and fiscal accountability, to support the Training Principal in oversight of the operations, and to engage in assessing Council and Training Principal effectiveness.

Strategic Mode: The central purpose of the Council is to form a strategic partnership with CFOT staff in resolving priorities, reviewing and modifying the Strategic Plan, supporting assessment and outcomes activities, and generally monitoring the performance of the College.

Generative Mode: The Council has a role in policy, strategy and decisions from a macro perspective of the organization. It can invite questions, hypotheses, and place problems and opportunities in a new light. It can propose and approve policy, strategy and decisions. Generally, policies, plans and tactics are proposed by CFOT’s Executive Committee to the full Council for consideration.

Decision-Making Role and Scope: It is the role of the Council to integrate its perspectives on important college matters and to spend its time and resources on priority and policy concerns. To this end, the Training Principal and the Chair of the Council in communication with the Council’s Executive Committee identify substantive matters that require full Council discussion, review and vote. In contrast to this, other important program issues can be delegated to, discussed and voted upon by a standing Council committee and forwarded as an information item to the full Crestmont Council.

It is important that conscious and integrated judgments are being made at institutional and council levels about which issues warrant top priority by the full Council and those that are perhaps informational or programmatic. For example, strategic goals would generally be reviewed and approved by the full council, whereas program review goals would be reviewed carefully by the Council’s Academic Committee and approved at that level of governance with such approvals than being reported to the full Council. The Training Principal, Board Chair and the Executive Committee serve as watchdogs on these judgments regarding the review and approval roles of the Council.”
This comprehensive policy will be reviewed regularly to determine if it facilitates effective communication and data-driven information sharing needed to support the decision-making framework of the College.

The nature and size of the institution enable us to act and make decisions in a collegial manner. There is no apparent need for different structures for faculty, staff or Cadets. All constituents are represented on all the councils (with the exception of the Executive Council) and decisions that are made represent a consensus judgment by CFOT. All stakeholders are encouraged to contribute to and participate in the development of the governance structure. Officers and the two Cadet class chairs are represented on the Crestmont Council. Cadet governance is facilitated through the two Cadet Councils as well as the Cadet roles on all the committees of CFOT. The entire teaching faculty does participate in curricular review with the recommendations then going to the Curriculum Council for consideration. The Training Principal will, on occasion, after consultation with the Director of Curriculum, convene the faculty annually for a broad discussion and review of the curriculum.

The Executive Council of CFOT meets weekly as does the Command Finance Council. The Personnel Council and the Curriculum Council meet on a monthly basis. The Institutional Strategic Master Planning Committee meets monthly and often such planning items appear on the Executive Council agenda for discussion. Faculty/Staff Development meetings are held each month. All-campus employee meetings are scheduled each quarter. Departmental meetings are held as needed and tend to be on a monthly schedule. The Cadet Councils meet monthly, and the numerous other committees meet on a monthly or bi-monthly schedule throughout the year. The Crestmont Council holds three all-council meetings each year, and the Executive Committee of the Council holds a special meeting each November. CFOT does an annual briefing and College assessment for the Territorial Board the first week of December every year.

Most decisions that affect CFOT are made at the campus level. These decisions may involve budgetary, instructional and staffing issues as well as the development of policies and procedures. Typically, planning begins at the departmental level as part of the program review, strategic planning, SLO and institutional effectiveness planning. If constituents determine that resources are needed to implement a program, they may request such funding through the normal budget process. All such items are prioritized by the Executive Council and then integrated into the campus budget plan as appropriate.

In those cases where a top-down decision seems necessary because of regulations, accreditation requirements, etc., the rationale for the decision is communicated and the campus community works together to respond in a constructive and helpful mode.

Self-Evaluation

All members of the College community can make suggestions for change to any of the areas under the jurisdiction of committees or councils. The size of CFOT and the sense of community facilitate this strategy, and the committees and their dynamic memberships promote effective decision-making. All constituents are encouraged to use the decision-making structure for getting feedback on their ideas and suggestions for improvement.

In the 2012 Spring CFOT Self-Evaluation Survey (previously referenced in standard IV. A.1) Cadets, Officers and employees ranked their contributions to and role in the continuous improvement of CFOT in the ninetieth percentile.
Actionable Improvement Plans
CFOT meets this standard.

A.2b. The institution relies on faculty, its academic senate or other appropriate faculty structures, the curriculum committee, and academic administrators for recommendations about student learning programs and services.

Descriptive Summary
As provided by the processes emanating from the aforementioned CFOT Decision Making Policy, the Director of Curriculum and the Department Chairs, in consultation with the Director of Field Training and the Director of Personnel at CFOT, are charged with the responsibility for recommendations regarding student learning programs and services. As a college, CFOT is committed to participatory governance, and all committees with the exception of the Executive Council have Cadet representatives as well as members from the staff, faculty, and employees and in some cases Crestmont Council members. The committees are inclusive and receive input from faculty, staff, Cadets and alumni.

CFOT schedules a Program Review for each academic program once every three years and administrative program reviews once every six years or more frequently as needed. Faculty members and staff collaborate with each other to evaluate all available data as they consider how well there departmental or program mission, goals and strategies reflect the mission of CFOT. Such program review plans are shared with the Strategic Planning Committee for consideration. Integrated into the single Three Year Strategic Plan are the plans for the enrollment, curriculum, technology, administration, field training, capital projects and Cadet service needs.

The Curriculum Council is an interdepartmental council that meets to review and recommend curriculum policy and procedure changes to the Executive Council, discuss changes in educational trends and pedagogy and the means of addressing the issues within the context of the CFOT curriculum, as well as facilitate the scheduled Institutional Program Review process. The Curriculum Council currently consists of:

- The Director of Curriculum (Chair)
- The Assistant Training Principal
- Three Curriculum Officers
- The Director of Field Training, and a Field Training Officer
- A Personnel Officer
- A Transportation Officer
- The Director of Library & Museum Services
- The Research Analyst
- The English Development Specialist
- The Educational Specialist
- The Territorial Secretary for Education
• A Cadet Representative from each session\textsuperscript{10}

Policies and Procedures in CFOT’s Organizational Structure:

• The Curriculum Council meets twice each month during the academic school year. Currently the schedule time is the second and fourth Tuesday of each month at 2:00 p.m. in Boardroom A.
• Agenda items are generated from members, recommendations from Curriculum Staff Meetings, Field Training Department, IT Council, Library Council, Curriculum Council, and Program Review/Curriculum Review submissions.
• Recommendations made and approved in the Curriculum Council are sent to the Executive Council for consideration and approval.
• Policies and/or procedures approved in the Executive Council will be incorporated into the Manual for Instructors for the College for Officer Training. Items requiring College governance action, will be forwarded by the Executive Council to the Crestmont Council for consideration and approval.
• Executive Council approval of matters that are not policy and procedures or part of the Program and Curriculum Review process will be followed through by members in the Curriculum Department.
• All actions and recommendations of the Curriculum Council are to be recorded in minutes and conveyed to the Executive Council for appropriate action.

The faculty has been very involved since the last ACCJC visit in 2007 working to update curriculum documents and to develop SLOs for all courses and programs as well as the institution. Examples of topics on the agenda in 2012-13 of this committee are:

• Revised CORs and SLOs,
• New English Sequence
• Library Hours
• Proposed Changes to the Homiletics Sequence
• New Course Proposal Form
• Institutional Assessment Schedule
• Curriculum Review in Homiletics and Changes to SLOs
• Review of College Mission
• Proposed Academic Freedom Policy
• Faculty Qualifications, Appointments, and Employment Protocol
• Orientation Schedule
• Syllabus Submission Checklist
  • Revised Academic Department Overview
  • Course Evaluations Surveys
  • SLO Assessment Due Dates
  • Developmental Course in English and New Configuration of English Courses
• Curriculum Review Forms
• Critical Thinking Course
• Policy on Final Make-Up Grades
• Grade Distributions
• Potential Academic Calendar Change
• Transfer of Credit.

\textsuperscript{10} CFOT Staff Manual
Because the number of faculty and administrative staff is small, many staff play dual roles. CFOT’s Training Principal is an active and dedicated member of the teaching faculty. This reality results in campus involvement in the teaching enterprise as well as the administrative area. These roles are both demanding and satisfying, given the degree of engagement and the proximity to the academic and administrative reality of CFOT. The teaching staff does experience more frequent turnover than other colleges, with Officers reassigned to the field after an average three-year assignment at CFOT. This reality requires well established and effective procedures and continuous and vigilant training in all areas. The Officers, employee faculty, employees and Cadets relate to each other often and effectively.

**Self-Evaluation**

The Curriculum Council is the primary structure for faculty and staff input on academic matters. Their minutes and recommended items are sent to the Executive Council for consideration, and document that this role is being facilitated by this group. The Curriculum Council Minutes also annually document that current matters of importance to CFOT are being discussed and that any major motions enacted go to the Executive Council of CFOT routinely for consideration. The Director of Curriculum attends Curriculum Council and Executive council, and is a member the Academic Committee of the Crestmont Council. The membership of the Curriculum Council is large and representative of the entire academic program.

**Actionable Improvement Plans**

CFOT meets this standard.

**A.3.** Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. These processes facilitate discussion of ideas and effective communication among the institution’s constituencies.

**Descriptive Summary**

CFOT has a commitment to ensuring that the Officer and employee faculty work together to maintain a strong commitment to a sense of community and shared governance. CFOT is a private institution with strong support from the Western Territory of The Salvation Army. Survey data presented in IV.A.1 document the high levels of satisfaction with constituent roles in decision-making, clarity about the roles of decision-makers including the Executive Council and Crestmont Council, and satisfaction with the linkage between planning and decision-making.

CFOT has recently completed a successful functional delineation mapping project with the Territorial Headquarters in the areas of admissions, finance and budget, human resources, Officer appointments process, technology and property matters. CFOT is using this assignment of responsibility to assess the shared responsibilities of Officers, staff, and students within the context of shared governance.¹¹

¹¹ Functional Delineation Documents
CFOT has invited all constituents including Crestmont Council members, Cadets, Officers and employees prior to the adoption of a new three year Strategic Plan to participate in the Strategic Goals Walk-Through, a strategic conversation about potential directions for CFOT and an exercise in which participants can help to shape direction and to assign resources to the strategic priorities for Strategic Plan consideration. More than eighty-five participants in six groups walked through the six sections of the plan and talked to faculty, staff and Cadets about mission-based goals and strategies to enhance the College. This “Walk-Through” was conducted in 2008 prior to the adoption of the 2009-12 Plan and in 2011-12 just prior to the recently adopted 2012-15 Strategic Plan. The Crestmont Council has adopted six to eight focus strategic goals each year and does this to monitor the progress of the campus in meeting new strategic needs and in facilitating a successful implementation of the Plan. Progress on these goals is reported out annually to the Crestmont Council and to the full CFOT community.

**Self-Evaluation**

Those who participate in the governance and planning processes rate them as very effective. Those who are unfamiliar with the process or doubtful about its access or its authenticity tend to be a bit more skeptical. Please refer back to the survey evidence cited in IV.A.1 that documents a high percentage of satisfaction with the governance and decision-making processes/practices.

**Actionable Improvement Plans**

CFOT meets this standard.

**A.4.** The institution advocates and demonstrates honesty and integrity in its relationships with external agencies. It agrees to comply with Accrediting Commission standards, policies, and guidelines, and Commission requirements for public disclosure, self-evaluation, and other reports, team visits, and prior approval of substantive changes. The institution moves expeditiously to respond to recommendations made by the Commission.

**Descriptive Summary**

The progress CFOT has made during the last six year period, going from “Show Cause“ to good standing, is evidence of the commitment and ability of the College to deal with very challenging situations. Everyone has pulled together to meet this challenge including THQ. CFOT has been able to reach consensus on a whole host of matters in recent years, and such consensus is a testimony to the processes, practices and governance that facilitates effective discussion and communication, hallmarks of an effective college.

CFOT recognizes the importance of integrity, openness and honesty in communications and actions. It certainly understands the value of accreditation and the need to be in compliance with such regulations and standards. Since the last Self-Evaluation in 2007, CFOT has made

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12 Strategic Goals Walk-Through 2008
13 Strategic Goals Walk-Through 2011
14 Crestmont Council Focus Goals
15 Crestmont Council Focus Goals Progress Report
16 Value of Accreditation
focused and intensive efforts to educate constituents about the importance and the value of high standards for the College. CFOT is the only one of The Salvation Army colleges that is currently accredited by a regional accrediting body.

Self-Evaluation

Since being placed on “Show Cause” as a result of the last self-evaluation, the college has added professional staff in Institutional Planning and Research, and has focused on working with ACCJC to strengthen the institution and maintain a high standard of excellence and collegiality. CFOT is represented at essentially all of the relevant training and information sessions sponsored by ACCJC, and CFOT staff has maintained an active dialogue with the staff at ACCJC. With the acceptance of the 2010 Mid-Term Report by the Commission, CFOT is recognized without sanction by the Accrediting Commission for Community and Junior Colleges.

The Training Principal has recruited additional higher education professionals to the governing board, including current and retired representatives from Azusa Pacific University, Bitola University (the Provost) and the California community colleges. A good number of Council members have extensive experience in higher education and K-12 accreditation processes.

CFOT’s Training Principal and the Director of Institutional Planning and Accreditation are active members of the Rotary Club of the Palos Verdes Peninsula and Rotary International and are involved in numerous community service projects as well as the local Educator of the Year program which recognizes outstanding public and private school/college teachers. Each year a member of the teaching staff at CFOT is honored via this program. The community is very supportive of the College and respectful of its mission. The Crestmont Council has representation from the immediate community as well as the entire Territory; local members who reside near the campus, have been especially helpful in providing insight and advice regarding College matters.

CFOT communicates its quality and effectiveness to the general public primarily through ACCJC and its articulation agreements for curriculum because it is a private institution. Because CFOT does not have a loan default rate, it has no track record with USDE. In addition the Cadets and Officers who graduate from CFOT demonstrate the quality of their education and training when they interact with community members, local governments, media, and private and public community organizations throughout the Western Territory.

Actionable Improvement Plans

CFOT meets this standard.

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17 2012 Crestmont Council Membership
18 2012 Educator of the Year Program
A.5. The role of leadership and the institution’s governance and decision-making structures and processes are regularly evaluated to assure their integrity and effectiveness. The institution widely communicates the results of these evaluations and uses them as the basis for improvement.

Descriptive Summary

This comprehensive decision-making policy was reviewed by the Executive Council of CFOT and the Crestmont Council during the 2012-13 academic year to determine if it facilitates effective communication and data-driven information sharing needed to support the decision-making framework of CFOT. Information regarding the committee structure and memberships is posted on the network.

Self-Evaluation

In its September meeting, the Council committees reviewed the policy and the Council unanimously approved an addendum to the communication section policy which states that “The College is committed to publicizing the campus approach to decision-making and educating new Cadets and new faculty regarding the process for reviewing as well as developing new campus policies to strengthen the campus if needed. The Personnel Office is committed to insuring that advisors and mentors refer Cadets to the proper committee/council chairs and that the names of Cadet representatives on the committees are posted in the Library. Because of the size of CFOT and the relationships between Cadets and faculty/staff, many concerns are dealt with immediately and do not require additional discussion, review or intervention. At the same time, those matters that are more complex or require additional resources need to be referred to the proper committee.”

CFOT has an effective and functioning decision-making policy supported by the Committee structure and the Councils of the College. Data collected from constituents on role in decision-making, responsibilities for making decisions, role of the Executive Council, role of the Crestmont Council, and linkage between planning and decision-making were quite positive for the institution. Officers and staff ranked the committee and council role in decision-making in the ninetieth percentile. Cadets ranked this same process in the eighty-third percentile. The Cadet role in the campus decision-making process was ranked very high by Officers and employees, and in the eightieth percentile by Cadets.

One of the best examples of CFOT’s systematic participative processes was the development of two Institutional Strategic Master Plans incorporating the “Strategic Plan Walk-Throughs,” designed to solicit input on plans and funding from all constituents.

At the fall, 2012 September meeting of the Crestmont Council, all committees reviewed the decision-making policy of CFOT and recommended an expanded communications protocol to ensure that Cadets are fully informed about the committee/council structure and that the purposes and memberships are publicized adequately. This review was in response to the data collected last spring in the Self-Evaluation survey, which suggested more focus was needed on publicizing the policy and the committee assignments of Cadets.

Actionable Improvement Plans

CFOT meets this standard.
B. Board and Administrative Organization

In addition to the leadership of individuals and constituencies, institutions recognize the designated responsibilities of the governing board for setting policies and of the chief administrator for the effective operation of the institution. Multi-college districts and systems clearly define the organizational roles of the district/system and the colleges.

B.1. The institution has a governing board that is responsible for establishing policies to assure the quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. The governing board adheres to a clearly defined policy for selecting and evaluating the chief administrator for the college or the district/system.

B.1a. The governing board is an independent policy-making body that reflects the public interest in board activities and decisions. Once the board reaches a decision, it acts as a whole. It advocates for and defends the institution and protects it from undue influence or pressure.

Descriptive Summary

The Crestmont Council, while not fully typical of a governing board for a public or private college, functions as that for CFOT. As indicated later, the CFOT Training Principal is the CFOT CEO, having reporting responsibility to both the Council and THQ.

At the Fall, 2012 meeting Council members were asked to review CFOT’s current decision-making policy and suggest any needed improvements. The Council approved the policy in 2008-09, and in 2012, the policy was modified to strengthen the campus communications to Cadets regarding the committees and the committee memberships.

The Crestmont Council has formally approved “By-Laws” jointly developed and reviewed once every accreditation cycle by the College and The Salvation Army Territorial Headquarters.19 The general powers of the Council are detailed in Article I of the By-Laws and represent a relationship not unlike those of a Board of Trustees of a public or private community college. The Council has a broad range of authority encompassing the oversight of college training and education, accreditation, approval of the curriculum and field training programs, the responsibility to ensure that the religious and moral content of programs and courses are consistent with Salvation Army beliefs and principles, implementation of policies and procedures of The Salvation Army Western Territory as they impact the educational program, and mission-based responsibility for the fiscal policies and practices of CFOT. A summary of

The selection of the Principal includes a review by a delegated committee of the Council of the qualifications possessed by the candidate for appointment to the position, recognizing that the position will be filled by a commissioned Officer in The Salvation Army, able to oversee the education and preparation of Cadets for future service as commissioned Officers in The Salvation Army. Upon review by the Council, it shall transmit his response to its presiding officer, and the presiding officer than consults with the executive leadership of The Salvation Army, namely, with the Chief Secretary, recognizing the internal process of The Salvation Army that such leadership appointments for training colleges throughout the world are ultimately made by the General of The Salvation Army in London, United Kingdom. Nevertheless, the substantive discussion that takes place between the Council and the Salvation Army leadership

19 By-Laws Review by Crestmont Council
is intended to assure the appointment of a capable and qualified individual for the position. The Council provides annual evaluative feedback to the Training Principal and the Territorial Board regarding the performance of the Chief Executive of CFOT. A copy of the evaluation process is footnoted below.

The By-Laws also detail a statement of ethical conduct, membership, terms of membership, removal of a member, resignation, vacancies, regular and special meeting attendance, notice, waiver of notice, action without meeting, voting, order of business, conflict of interest, Officers for the Council to include executive officers, elected officers, duties, records and reports, committees, administrative officers, indemnification, and a final section dealing with conditions for amending the By-laws.

The Territorial-wide membership of the Council includes not more than twenty-four members of the Council including the Chief Secretary of the Western Territory and five members appointed by the Territorial Commander. There is a balance in the membership of local and territorial representatives and a diverse mix of public and private professionals, higher education faculty/staff, Officers and employee staff who serve The Salvation Army. Members are usually appointed to three year terms that can be extended or modified by action of the Executive Committee of the Council and/or in consultation with the Chief Secretary. A full summary of members and their credentials are listed in the Eligibility section of the report.

In addition, the two Cadet presidents elected by each Cadet class serve one year terms on the Crestmont Council effective early in the fall term through the end of the spring term. Job descriptions for the Cadet representatives are contained in the Personnel Manual.20

Self-Evaluation

At the May, 2012, meeting of the Crestmont Council, the Council reviewed its own By-Laws with CFOT legal counsel, engaging in a section by section review with time for questions and answers from Council members. The exercise resulted in greater clarity and understanding of the By-Laws and a consensus that the current By-Laws governing CFOT and adopted in 2006 were not at this time in need of any change other than the re-naming of committees. These By-Laws relate primarily to governance but also to decision-making since the Council has a critical role in the decision-making process.

In addition, the Crestmont Council recognized as a result of the By-Laws review that term limits needed to be more effectively communicated; a term rotation document was developed, and it is reviewed regularly to sustain the vitality of the Council. An assessment was also made of the skills-sets of Council members as a means for ensuring that such categories can be monitored on a continuing basis. In addition, the Council revised its committee structure to include an Academic Committee, a Finance and Property Committee, a Cadet Life Committee, a Planning and Accreditation Committee, a Nominating Committee and an Executive Committee.

The Council has provided excellent leadership and a stable source of support and guidance. Since the 2006 creation of the Council and the adoption of the By-Laws, the Council has made steady and considerable progress in promoting open dialogue and effective consideration of issues relevant to CFOT as contained in Board agendas. Time is allowed in the morning for Council Committee meetings, and these committees report out their progress at the plenary session in the afternoon.21 The Council Chair works closely with the Training Principal and key staff at CFOT in developing agendas and prioritizing matters for Council consideration. The Council has a genuine interest in assessment and accreditation matters as evidenced by a standing committee on planning and accreditation22 and has been very involved in goal setting.
integrated strategic planning, meeting with Cadets from each graduating class interact with them regarding assessment issues, and in evaluating their effectiveness in providing the support needed by CFOT. The Council committees have been reconfigured to strengthen the focus on Cadet life and academics as well as on planning and assessment matters. The Council does a self-evaluation each spring and the results are presented to the full Council for their consideration of next steps. Many improvements to the Council have resulted from this assessment, including the meeting schedule, committee roles and vitality, clarity on term assignments, role of the Executive Committee, etc.

The Council membership has been strengthened in the last two years with appointments of strong representatives from the higher education community coupled with new members with expertise in learning assessment, accreditation processes, and administrative and management areas. Selected Council members are also active with various local Salvation Army Corps level organizations. Campus visitation dates have been formalized for Council members and the term/appointment process is working effectively. Two years ago the Council changed from a four full meeting schedule each year to a revised annual schedule of three full Council meetings and an Executive Committee only meeting in November.

**Actionable Improvement Plans**
CFOT meets this standard.

**B.1b.** The governing board establishes policies consistent with the mission statement to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them.

**Descriptive Summary**
The Council is an active participant in reviewing and approving CFOT policies and procedures consistent with the institutional mission to ensure quality, integrity and continuous improvement. For example, the Council has been involved in the development and approval of CFOT’s Academic Commitment Statement and its Core Values. The Council, in response to the mission of CFOT, has been very active in developing and assessing the Integrated Strategic Plans covering the 2009-12 and the 2012-15 periods. The structure of the Council, with separate committees dealing with Academics, Cadet Life, Planning and Accreditation, Finance and Property and the Executive Committee, promotes extensive communication and discussion between staff and Council members about academic programs, student learning outcomes, the Cadet experience, Cadet services, academic and personal support programs, accreditation and finance matters. The Council, in its educational governance role, has the authority to amend and/or develop new policies needed to ensure continuous improvement; the Council is

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23 Walk-Through Planning Sessions
24 Cadet Panel Session
25 Cadet Panel at Crestmont Council Overview
26 Revised by-laws on committee designations.
27 Crestmont Council Self-Evaluation Survey Data
28 Campus Visitation Dates
29 Term Appointment Process
30 Approval of Academic Commitment Statement and Core Values
31 Assessment of 2009-12 Strategic Plan and Development of 2012-15 Plan
32 Example of Academic Achievement Center as a Continuous Improvement in Meeting Developmental Needs
structured to be in a position to fulfill that role in the quest for quality, integrity, improvement and resource support. Key policies include those on Crestmont Council by-laws and committee structure, integrated three-year planning and budget process, program review processes, process for evaluating the work of the Principal and Crestmont Council, and the assessment and review of Cadet achievement.

CFOT and the Crestmont Council recognize the broad training needs required for the College’s mission and make efforts to accommodate these diverse needs in the curriculum and field training through credit courses, seminars and field training assignments. Officers are prepared in a general way at CFOT to serve as ministers at the Corps level and/or to serve in social services, adult rehabilitation centers, emergency disaster services, hospital and maternity home records ministry, missing persons services, youth programs, older adult ministries, the Kroc Corps Community Centers, housing, human trafficking, correctional services and sponsoring children overseas. Crestmont Council members and College staff play a key role in facilitating the growth in scope and quality of CFOT policies and programs to meet real student learning needs in sync with the mission of CFOT and The Salvation Army.

CFOT offers only a single degree in Ministries and a certificate confirming the commissioning as an Officer. This facilitates the commitment and focus of all constituents on mission. The mission of The Salvation Army is paramount on the campus. Understandably, pursuit of its mission is a significant commitment of the Council. Several Council members are Salvationists, and those who represent Corps from the Southern California region and from the extended Territory have a vested interest in the quality of CFOT’s graduates.

A major goal of the Council since 2007 has been to forge more informed relationships with key staff on the campus, and that has occurred. College support staff and Officers are assigned to the Council committees to assist with information and data sharing and also to get to know Council members and their needs. The communications are now increasingly informed, and the key staff assigned to a committee help draft the agendas for Council committee meetings.

Self-Evaluation

The Council is engaged in ongoing review of process, policies, programs and services. Demonstrable progress has been made in refining the role of the Council in the finance and budget process and the approval of the annual budget. These meetings are held in conjunction with the regular Council meetings. One shortcoming in the mission area is the need for a standardized and regular time to review the mission and related key policies described above. What is needed is a common understanding that such a review by the Crestmont Council will be accomplished in a three year cycle, and the campus can then plan and act accordingly.

Actionable Improvement Plans

CFOT, guided by the Director of Institutional Planning and Accreditation, will develop a schedule for periodic review of critical policies, (e.g. the mission statement, the decision-making policy, council by-laws and committee structure, integrated three-year planning and budget process, the process for integrating strategic goals into the budget, program review processes, process for evaluating the work of the Principal and Crestmont Council, etc.) by the Crestmont Council and institutionalize that schedule on the College and Crestmont Council calendars. This will be implemented during the 2013-14 academic year.

33 College Staff Assigned as Support to Crestmont Council Committees
34 Agenda of Typical Crestmont Council Meeting
B.1c. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity.

Descriptive Summary

The Crestmont Council has greatly strengthened the relationship between CFOT and THQ over the last three years by working in a collegial relationship with THQ on the functional delineation projects, revision of Crestmont Council by-laws, clarity of the Training Principal selection process and a host of matters with the Chief Secretary, Colonel David Hudson. Effective communications and good relations between the Chief Secretary, the Training Principal and the Chair of the Crestmont Council Board are key elements in this relationship.

CFOT’s By-Laws state that the Crestmont Council is the educational authority for CFOT for Officer Training and details the educational and financial responsibilities of the Council. By implication, the Council and Territorial Board have the responsibility to provide and support educational offerings of the highest quality. Council policy does not specifically address the Council’s authority in legal matters, but in this arena it is assumed under the general authorization given to any Boards of Trustees via state policies and regulations. Depending on the nature of the legal matter, CFOT may have access to the general counsel for the Western Territory of The Salvation Army. Each Council member is indemnified as an agent of The Salvation Army, and the performance of his/her duties is insured under the directors and Officers liability insurance carried by the corporation.35

Self-Evaluation

The Council accepts responsibility for educational quality, legal matters and financial integrity and does so working in a collegial manner with THQ. By example, CFOT By-Laws were reviewed under the direction of the Executive Committee and The Salvation Army General Counsel in a full Council meeting on campus in February of 2012, and the By-Laws upon review were supported by unanimous vote in their present form with the exception of changing the names of the Council committees.36 In addition, the Council in approving the annual budget, takes steps to ensure strategic projects are being funded, and that financial matters, including audits are handled with care.37 The Crestmont Council in the last few years has been able to forge a strong and interdependent relationship with THQ that benefits all parties.

Actionable Improvement Plans

CFOT meets this standard

35 Crestmont Council By-Laws (Indemnification)
36 Revised Crestmont council By-Laws
37 Finance Committee Agenda for June 3, 2013
B.1d. The institution or the governing board publishes the board bylaws and policies specifying the board’s size, duties, responsibilities, structure, and operating procedures.

Descriptive Summary

The policies in the By-Laws address the general powers of the Council, its call for ethical conduct, its membership requirements and stipulations, membership terms, grounds for removal, resignation, vacancies, attendance at regular and special meetings, meeting notice requirements, actions without a meeting, voting, order of business, conflict of interest, elected officers, duties of officers, records and reports, standing committees, CFOT Chief Administrative Officer, process for selecting and evaluating the Training Principal, and finally, a section on indemnification. These By-Laws are referenced frequently and updated regularly as needed.

One of the challenges with the membership is the balance between territorial-wide appointments and local appointments. The appointments are done carefully with regard to geography and with regard to Officer and lay person representation. In addition, areas of skill and professional background are given due consideration. Within the last few years, representation from the academic community has been strengthened significantly. The Council does an annual evaluation of its work on behalf of CFOT, and uses that feedback from members to continue to improve the structure and operating procedures of CFOT.

Self-Evaluation

During the last five years, data collected in the annual Crestmont Council evaluations have assisted the Council in refining and strengthening its role. Improvements include a better understanding of indemnification of Council members, an enforcement of term limits and clarity on terms by members, improved orientation and visitation activities, clarity on action items at the meetings, increased interaction regarding financial and accreditation-related issues at CFOT, a more vital and revised committee structure, a viable meeting schedule, greater interaction with council, staff and Cadets, and improved relationships with THQ.

Actionable Improvement Plans

CFOT meets this standard.

B.1e. The governing board acts in a manner consistent with its policies and bylaws. The board regularly evaluates its policies and practices and revises them as necessary.

Descriptive Summary

The By-Laws, which have been referenced in earlier parts of this section, are distributed to Council members in the Crestmont Council Manual each September at its scheduled meeting. The By-Laws were developed in 2006 and re-evaluated and confirmed in 2012 by the Crestmont Council and the Legal Counsel representing the Western Territory of The Salvation Army. They

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38 Decision-Making Policy at CFOT
39 Annual Crestmont Council Evaluations (2008-12)
are comprehensive and understandable and have protected as well as guided the Council in their work.

CFOT and the Council do indeed act in a manner consistent with the By-Laws. Last year, the Board Chair requested that the terms of office be monitored more carefully and communicated more effectively to Council members.\textsuperscript{40} In the latest manual, terms are clearly specified to members, and members have been informed about the process for requesting reappointment by the Nominating Committee of the Council. Such reappointments are the purview of the Nominating and Executive Committees, and such reappointments are not automatic.

CFOT By-Laws were reviewed under the direction of the Executive Committee and The Salvation Army General Counsel in a full Council meeting on campus in February of 2012,\textsuperscript{41} and upon review were supported by unanimous vote in their present form. No changes were perceived as being needed, and none were proposed.

**Self-Evaluation**

There is an on-going compliance effort in this area, as supported by evidence cited above, and a scheduled review of the By-Laws in each accreditation cycle. The review is done in conjunction with Crestmont Council, the THQ staff counsel and THQ, and the Crestmont Council approves all such changes in recommendations back to the Territorial Board. CFOT’s by-laws are up-to-date and are guiding the Council processes and actions.

**Actionable Improvement Plans**

CFOT meets this standard.

**B.1f. The governing board has a program for board development and new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

**Descriptive Summary**

The Crestmont Council has a formal process for the recruitment and appointment of new members; eight members each year have terms that expire. The Nominating Committee of the Council has the role of encouraging nominations and recruiting new members to the Council as well as facilitating the retention of members who are contributing and express a desire to continue. Current members are contacted by the Training Principal or by The Director of Institutional Planning and Research, staff liaison to the Crestmont Council, regarding their intentions for the future and then either replaced or continued.\textsuperscript{42}

The orientation program consists of a campus visit, a personal meeting with the Chair of the Crestmont Council, the option of attending a Council meeting and an opportunity to review the Crestmont Council Manual.\textsuperscript{43} The Council has a member job description which details duties and responsibilities and attendance expectations. CFOT invites Council members to visit the campus at any time and schedules 2-3 specific visitation options which enable members to visit

\textsuperscript{40} Crestmont Council Meeting Minutes of September, 2012 Meeting
\textsuperscript{41} Crestmont Council Minutes from February/2012 Meeting
\textsuperscript{42} Crestmont Council Membership Term Matrix
\textsuperscript{43} Crestmont Council Manual re Orientation
classes, lunch with staff and/or Cadets, attend a Cadet-led chapel service and attend an assembly with all the Cadets. Council members are encouraged to attend the graduation ceremony on the campus, and they have an opportunity at the June Council meeting to interact with Cadets and learn about their experiences and training at CFOT.

The Council members have all received a copy of the latest Guide to Accreditation for Governing Boards, and it was reviewed in the Plenary Session of the June 3rd, 2013, Council meeting.

**Self-Evaluation**

The current Chair of the Council has elevated the importance of the recruitment of new members, by clarifying number of openings, skills areas, etc. This focus has facilitated improvements in this area; the information regarding terms and the tracking is shared with members at each Council meeting in the Council materials. Council members are helpful in nominating new candidates with skill sets that complement the members on the Council; members of the Nominating Committee are charged with the task of monitoring the balance and skill sets so the Council can continue to maximize its effectiveness. The Council members have all received a copy of the latest Guide to Accreditation for Governing Boards, and it was reviewed in the Plenary Session of the June 3rd 2013, Council meeting.

**Actionable Improvement Plans**

CFOT meets this standard.

**B.1g. The governing board’s self-evaluation processes for assessing board performance are clearly defined, implemented, and published in its policies or bylaws.**

**Descriptive Summary**

Members are actively encouraged to promote continuous improvement in the work of the Council and CFOT, especially in the committee work that interfaces them directly with College faculty/staff and Cadets. The annual evaluation process provide data to the Council and College regarding perceptions of the effectiveness of the structure of the Council and CFOT, feedback on the roles the Council is playing, the finances of CFOT, the policies and procedures of CFOT, the integrated planning process, assessment of Strategic Plan progress, assessments of member orientation and training and feedback on the overall performance of the Council. The Council evaluates CFOT’s progress annually in strategic planning by defining and tracking specific focus goals selected by the Council for review and consideration. Of course, the Council also monitors the goals and progress of the Training Principal as part of its annual evaluation of the work of CFOT’s Executive Officer.

The Council has a very definite and specific role in assessing the governance, planning and decision-making policies of CFOT, and a role in assessing the institutional effectiveness of CFOT generally.

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44 Member Visitation Schedule
45 June 3, 2013 Council Meeting Agenda
46 June 3, 2013 Council Meeting Agenda
47 Training Principal Evaluation Process
The Crestmont Council does an annual survey of its members regarding the overall leadership and effectiveness of the Council; such data have been collected for the last five years. The first category of the questionnaire consists of questions regarding College purpose and structure, and there is also a survey section that deals with Council purpose and structure. The Council in its role over the last six years has played an increasingly important role in the leadership and governance at CFOT.

Self-Evaluation

CFOT adequately defines, implements, and publishes the self-evaluation process for assessing board performance. Changes have, indeed, been made in relation to earlier recommendations. Last year the Cadet Life Committee was separated from the Academic Committee and that has resulted in clearer definitions and more effective planning being done in these two areas.48 The Finance/Property Committee has made progress in the budget process by working closely with the Finance staff and the Territorial Headquarters finance leadership staff to refine resource needs and matching enrollment growth with the costs structure of CFOT.49 The Institutional Planning and Accreditation committee has been able to focus on integrated strategic planning and become more grounded in the process of continuous improvement and the relationships between Cadet learning assessments and their impact on courses, programs and outcomes.50

A high degree of consensus exists among members regarding CFOT’s mission, academic commitment, organizational structure, the role and duties of the Training Principal and the role of the Council in providing guidance and leadership.

The annual 2012 Self-Evaluation Survey completed by members of the Council indicated an increased understanding of the budget (88 percent), a strong consensus that the Council structure was effective and that the committees were engaged in valuable and meaningful work (94 percent).

Actionable Improvement Plans

CFOT meets this standard.

B.1h. The governing board has a code of ethics that includes a clearly defined policy for dealing with behavior that violates its code.

Descriptive Summary

CFOT has a published Code of Ethics that Council members receive annually in their Council member manual.51 This policy and others including the Conflict of Interest Policy and the Confidentiality Agreement are highlighted at each Fall Council meeting; Council members sign an annual statement renewing their compliance in these areas. The Code of Ethics addresses the expectations and contributions expected by Council members and also details those actions or behaviors that are not acceptable as Council members. There is also a section in

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48 Revised Committee Structure
49 Minutes of the Crestmont Council Finance Committee
50 Minutes of the Planning and Accreditation Committee
51 Code of Ethics
the By-Laws that references removal of Council members by a vote of two-thirds of the Council’s membership. A vacancy is announced when a Council member has been declared of unsound mind by a final order of the court, or has been convicted of a felony, or has been found by a final order or judgment of the court to have breached any duty arising under Chapter 2, Article III of the nonprofit Public benefit Corporation Law or has failed to serve as a Council member in accordance with standards for attendance and service as established by the By-Laws.\footnote{By-Laws Removal Section}

**Self-Evaluation**

CFOT has had historically very few, if any, problems in this area, probably because of the mission and the policies CFOT has in place. A high ethical standard is expected for Council members since CFOT has a similarly high standard for all other constituents.

**Actionable Improvement Plans**

CFOT meets this standard.

**B.1i. The governing board is informed about and involved in the accreditation process.**

**Descriptive Summary**

Since CFOT was placed on “Show Cause” as a result of the ACCJC Comprehensive Evaluation Visit in October 2007 and the subsequent Commission action in January 2008, the Council has been engaged in a major campus-wide commitment to reaffirm its compliance with the accreditation standards. The CFOT Training Principal at that time sought guidance from the Crestmont Council who recommended creating an accreditation position and recruiting an individual to the campus who had the skills and knowledge to serve on the teaching faculty while directing the strategic planning and accreditation compliance activities. A Director of Institutional Planning and Accreditation was hired in August of 2008. The current Training Principal was appointed in 2010-11, and his continuity on the campus and his direct involvement since 2006 as the Assistant Training Principal of CFOT further strengthened the momentum to reaffirm accreditation. In 2011, CFOT, with Crestmont Council support, hired a Research Analyst to strengthen the research and data support for compliance. The Research Analyst, a member of the CFOT faculty with skills and interest in this area, works closely with the Director of Institutional Planning and Accreditation and the Training Principal in advancing the accreditation efforts.

Both Director of Institutional Planning and the Research Analyst serve in staff support roles to the Planning and Accreditation Council Committee of Crestmont Council for the specific purpose of direct communication of accreditation matters and involvement in the process at the Council level. The other committees of the Council are also involved since policy approval and implementation is delegated to the respective Council committee. The Director of Institutional Planning also works closely with the Training Principal and the Council Chair in planning Council meeting agendas to ensure that the accreditation role of the Council is meaningful, real and sustainable.
The current Training Principal has recruited new Council members with specific expertise and experience in accreditation processes, including the Provost at Biola University, a retired California community college executive who chaired the 2007 Comprehensive Visit and subsequent Follow-up Visits, and a Superintendent from Pasadena Christian School who has extensive experience in K-12 accreditation activities. At the same time, CFOT has also been able to retain on the Council a California community college dean who was formerly an Accreditation Liaison Officer and a ministry graduate faculty member at Azusa Pacific University who has been especially helpful in advising CFOT in developing policies congruent with its mission and the standards.

The Crestmont Council, including the THQ Officers on the Council, is committed to the accreditation process and to advancing CFOT in its training and education areas. A review of the Council agendas over the last five years will confirm that in every meeting, some assessment or accreditation matters are listed for information, discussion and/or a decision.\(^53\)

**Self-Evaluation**

The Council is knowledgeable about the value and implications of accreditation. Council members are assigned strategically to the Accreditation Standard Committees and are engaged in the institutional review process. Council members gain knowledge of their roles in the overall process by consistently encouraging and receiving input at Council meetings, reading articles from campus and Territorial publications, participating in the campus “Strategic Planning Walk-Through,” campus and classroom visitations and ACCJC articles shared with Council members. The Council uses the accreditation framework as a basis for assessing how well CFOT is meeting its educational and societal mission. Council members are all aware of the Standard statements in IV.B related to accreditation as a result of an orientation at the June 3\(^{rd}\) meeting of the Crestmont Council.\(^54\) During this last six-year period, the Crestmont Council has had stable and effective leadership from council members committed to the process, CFOT and The Salvation Army. The Council championed the need for a Fact Book and in 2010 CFOT published its first data/information source for the campus.

The board is informed about and involved in the accreditation process. They are made aware of institutional reports to ACCJC, and they are knowledgeable about the standards. The Self-Evaluation Survey indicated that 90-93 percent of Officers, staff, and employees, and 78 percent of Cadets recognized the role of the Crestmont Council in quality improvement. Further, 89 percent of Faculty and staff indicated that the Crestmont Council policies were reviewed and revised as necessary, 84 percent of Officer staff and 90 percent of employees agreed that the Council was providing effective governance in support of the mission and functions of the College.

**Actionable Improvement Plans**

CFOT meets this standard.

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\(^{53}\) Example of Crestmont Council Agenda  
\(^{54}\) Orientation by Dean Colli on Accreditation and the Crestmont Council
B.1j. The governing board has the responsibility for selecting and evaluating the district/system chief administrator (most often known as the chancellor) in a multi-college district/system or the college chief administrator (most often known as the president) in the case of a single college. The governing board delegates full responsibility and authority to him/her to implement and administer board policies without board interference and hold him/her accountable for the operation of the district/system or college, respectively. In multi-college districts/systems, the governing board establishes a clearly defined policy for selecting and evaluating the presidents of the colleges.

Descriptive Summary

In accordance with The Salvation Army Orders and Regulations for the Training of Salvation Army Officers, the Chief Administrative Officer of the College for Officer Training is the Training Principal. The Training Principal is selected by appointment of the Territorial Commander of the Western Territory in the United States. CFOT, in conjunction with THQ, has formalized language regarding the selection of the Training Principal, and this policy was approved at the June 3rd meeting of the Crestmont Council.

“The selection of the Principal includes a review by a delegated committee of the Council of the qualifications possessed by the candidate for appointment to the position, recognizing that the position will be filled by a commissioned Officer in The Salvation Army, able to oversee the education and preparation of Cadets for future service as commissioned Officers in The Salvation Army. Upon review by the Council, it shall transmit its response to its presiding officer, and the presiding officer then consults with the executive leadership of The Salvation Army, namely, with the Chief Secretary, recognizing the internal process of the Salvation Army that such leadership appointments for training colleges throughout the world are ultimately made by the General of The Salvation Army in London, UK. Nevertheless, the substantive discussion that takes place between the Council and the Salvation Army leadership is intended to assure the appointment of a capable and qualified individual for the position.”

The Crestmont Council has a formal documented policy and process for evaluating the Training Principal upon the end of the first year and then on a continuing basis every other year. The Executive Committee that includes the THQ Chief Secretary (Vice-Chair of the Crestmont Council) makes an assessment of goals progress and shares that review with the Training Principal and the Executive Committee. In addition, the Council retains the prerogative, with cause, to review performance matters at any time with the Principal and with THQ and, as needed, with the full Council.

When the Principal is appointed, his appointment delegates full responsibilities and authority to administer Board policies and accountability for the full operation of the College. Standard B.II addresses the governing board’s delegation of authority to the Training Principal.

Self-Evaluation

These policies clearly delineate the role of THQ and the Crestmont Council in the appointment of an Officer to the Training Principal role, and they also define the role of the Crestmont Council in assessing the performance and goals progress of the Training Principal.

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55 Role of Crestmont Council in the Training Principal Selection Process
56 Evaluation Process for Training Principal
All parties are in agreement that these processes are functional and effective for the College for Officer Training.\textsuperscript{57}

**Actionable Improvement Plans**

CFOT meets this standard.

\textbf{B.2.} The president has primary responsibility for the quality of the institution he/she leads. He/she provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.

\textbf{B.2a.} The president plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution’s purposes, size, and complexity. He/she delegates authority to administrators and others consistent with their responsibilities, as appropriate.

**Descriptive Summary**

The Training Principal is the Chief Executive Officer and is delegated full authority by THQ and the Crestmont Council to manage CFOT and serve as a liaison between the THQ, Crestmont Council, and CFOT.\textsuperscript{58} He participates in developing campus and college policies and makes recommendations on College issues related to admissions, enrollment, finance, personnel and policy.\textsuperscript{59} The Training Principal keeps the Council and the Chief Secretary at THQ informed about the financial condition and the needs of CFOT.\textsuperscript{60} He is responsible for efficient and effective use of institutional resources and for the formation of reports to outside agencies. He oversees and evaluates CFOT’s administrative structure and assures that educational programs meet the training and accreditation standards. He serves on THQ/College committees with responsibilities for Cadet admissions and Officer appointments.\textsuperscript{61}

When appropriate, the Training Principal delegates responsibilities to his immediate report staff and other managers and staff. He encourages and supports them in their involvement in campus decision-making, the faculty/staff development program, field training, chapel services, mentoring, spiritual formation, the Academic Achievement Center, Cadet life, assessment training, etc.

The current Training Principal assumed his position in March of 2011 after more than thirty years of experience as a Salvation Army Officer. He previously served as a member of the CFOT faculty and as Assistant Training Principal. Reporting to the Training Principal are the Assistant Training Principal, Director of Campus Services, Director of Curriculum, Director of Personnel, Director of Business Administration, Director of Field Training and the Director of Institutional Planning and Accreditation. The Training Principal serves on the Command Finance Council and chairs the Executive Council which meets weekly and which also serves as the Strategic Planning Committee for CFOT. The Executive Council includes all direct report positions to the

\textsuperscript{57} Selection and Evaluation Processes for Training Principal
\textsuperscript{58} Job Description for Training Principal
\textsuperscript{59} Role on Executive Committee
\textsuperscript{60} Role on Command Finance Council
\textsuperscript{61} Letter of Appointment to THQ Committees
Training Principal as well as the Director of Family Care, and a Personnel Officer with responsibilities for the spiritual formation program and related duties.

**Self-Evaluation**

The Training Principal and his staff have done a very effective job in managing the increase in Cadet enrollment. The increase this year to 125 Cadets required the closing of the Richard E. Holz Conference Center and its conversion to Cadet housing as well as conversion of unused space to classrooms and expansion of existing classrooms to accommodate the Cadet enrollment. He was also involved in expanding Cadet enrollment on the Crestmont Council and the effort to ensure that Cadets knew who their Cadets representatives are on all college committees and councils.

**Actionable Improvement Plans**

CFOT meets this standard.

B.2b. **The president guides institutional improvement of the teaching and learning environment by the following:** 1) establishing a collegial process that sets values, goals, and priorities; 2) ensuring that evaluation and planning rely on high quality research and analysis on external and internal conditions; 3) ensuring that educational planning is integrated with resource planning and distribution to achieve student learning outcomes; AND, 4) establishing procedures to evaluate overall institutional planning and implementation efforts.

**Descriptive Summary**

The Training Principal communicates the mission, institutional values and College goals on and off the campus. CFOT’s mission, academic commitment statement and international mission are posted throughout the campus. The core values are posted strategically in the auditorium used for Cadet assemblies and larger classes. The Training Principal submits a self-report at every Crestmont Council meeting and apprises members of the condition of CFOT’s financial, educational, institutional and operational status. These reports keep the Council informed and updated on campus issues and needs.62

The Training Principal meets once a week with the Command Finance Council and the Executive Council to address and review the status of various matters and developments. The Training Principal has access to all Crestmont Committee meeting minutes, and his staff post all major Council minutes on Lotus Notes for all constituents to review. The team will have access to Lotus Notes during the Team Visit. Confidential/personnel matters are deleted from these posted minutes.

The Training Principal is a member of the Territorial Appointments Board, the Territorial Candidates Council and the Territorial Executive Council.63 He is the major spokesperson for CFOT at THQ and in this role he represents the goals and needs of CFOT. He reports to the Chief Secretary assisting THQ with College and Western Territorial needs. The Training Principal speaks at all College welcoming and public events honoring the Cadets, meets with

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62 Example of Training Principal Updates at Crestmont Council Meeting
63 Letter of Appointment
each new Cadet unit (husband and spouse) to get to know them and similarly to each unit graduating from CFOT to review their experiences. He is an active participant and presenter in the Faculty/Staff Development Program and has taken an active role in chairing the Ministry Department and in chairing their most recent Program Review.

The Training Principal was an advocate for strengthening the institutional research area and for adding the research analyst position at CFOT. He also has extensive communication with the Officer staff at CFOT, interacting with them on a regular basis. He participates in all quarterly Cadet reviews conducted by the Personnel staff for the purpose of monitoring Officer development. In addition to assessing campus undertakings, he is involved directly in reviewing the work involved in updating student learning outcomes, the program review processes at CFOT, the agendas of the Curriculum Council and the integration of the Strategic Plan with the annual resource allocation process.

The Training Principal is currently enrolled in a doctoral program in Ministry at the Gordon-Conwell Seminary in Boston, Massachusetts and is a frequent contributor to National and Territorial Officer development programs. Every summer he is on the faculty for The Salvation Army’s National Brengle Holiness Institute in Chicago, a by-invitation conference dedicated to spiritual enrichment, useful instruction and personal challenge. He is currently serving as Chairperson of the National Training Commission, which is a co-op of Salvation Army training colleges in the United States and Canada. The National Training Commission meets annually to discuss matters on a national scale that affect The Salvation Army’s Officer training programs. The Director of Campus Services, and the Training Principal’s spouse, is a frequent presenter at campus and territorial events and has a national reputation as a consultant to the Salvation Army Kroc Community Center projects throughout the country.

Self-Evaluation

The Training Principal is focused on establishing a collegial process that incorporates values, goals and planning in line with the mission and in support of Cadet learning. He has been effective in working with staff and the Crestmont Council to obtain new resources from THQ for CFOT (positions and operating funds) and he has been an advocate for integrating the Strategic Plan with CFOT’s budget. He takes steps to assure that new Cadets, Officers, staff and employees to the campus get training in teaching and assessment activities.

The campus Institutional Strategic Master Plan is a means for the Training Principal to implement new initiatives and to assess the progress of strategic initiatives. He works with the accreditation staff and CFOT directors to track academic and administrative SLO progress and use of SLO data in program reviews. SLO data in the first few years of this accreditation cycle necessitated improvements in the expected outcomes to generate more meaningful data. The Training Principal has supported the culture of assessment and doing whatever is necessary to sustain continuous improvement at CFOT.

The Training Principal proposes annual goals for his own work to the Crestmont Council; these goals incorporate priorities of the Strategic Plan and provide evidence of joint College/Council efforts to develop priorities and tracking of the Training Principal’s contributions to Strategic Plan progress. The Training Principal has emphasized the importance of imagination, inspiration and innovation in the administration of CFOT; this personal mantra is communicated regularly in classes and meetings to Cadets, Officers and staff. It is a positive affirmation and strategy for progress. He encourages honest assessments of the planning
progress and rewards efforts to redefine or reframe goals to make needed progress. The CFOT annual Scorecards report to the academic community the progress made on Council Strategic Goals that are adopted by the Training Principal in his goals statements.

Decisions on resource allocation usually are made by consensus at the Command Finance Council; on some occasions the Training Principal may not support a specific decision because of other competing needs of greater priority or a need due to health, safety or security reasons. The growth of CFOT has required reallocation of resources to meet the expanded Cadet enrollment, e.g. Family Care, Personnel, Food Services, etc. The Training Principal chairs the Strategic Planning Committee and gives leadership to the annual Integrated Strategic Plan budget that guides planning and budgeting at CFOT.

**Actionable Improvement Plans**

CFOT meets this standard.

**B.2c.** The president assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies.

**Descriptive Summary**

The Training Principal is knowledgeable and committed to the implementation of statutes, regulations, The Salvation Army Training School Guidelines and Crestmont Council policies, and he assures that the practices at CFOT are consistent with mission and policies. Serving as the principle liaison between CFOT and the Western Territorial Headquarters, he provides ongoing oversight to assure alignment of practices and policies.

In the role of educational leader for the campus, the Training Principal is charged with assuring that practices in the academic area are aligned with CFOT’s mission and policy directives. As a leader of a private two-year college the, Training Principal must be guided by selected public and private community college policies and practices. The Training Principal’s office serves as an important conduit for information and communication of matters that require Crestmont Council and/or Territorial Headquarters approval. Typically, the Training Principal will confer with the Chief Secretary, the Council Chair and/or have the Director of Institutional Planning and Accreditation confer with ACCJC and/or peer private two year colleges.69

**Self-Evaluation**

Regular meetings and sessions with key staff enable the Training Principal to be aware of potential problems and to assign such matters to the appropriate committee or council.70 CFOT works at making sure all constituents are aware of the decision-making structure and the need to have key policies approved by the Executive Council. The Executive Council advises the Training Principal on whether a policy requires additional approval by the Crestmont Council and/or the Territorial Headquarters.

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69 E-mails to Colonel Dave Hudson and Mr. William Flinn
70 Executive Committee Minutes

The Salvation Army College for Officer Training at Crestmont
Actionable Improvement Plans

CFOT meets this standard.

B.2d. The president effectively controls budget and expenditures.

Descriptive Summary

The Training Principal is ultimately and primarily responsible for the integrity of the financial budget, including both allocation and expenditures. Implied in the above statement is a corresponding responsibility for matching resources to mission-based priorities. At the weekly Command Finance Council meetings the Finance Officer reports on any matters that need to be addressed with approved and ongoing budgets in all the units at CFOT. At the same time, any needs for additional resources or projected overspending are highlighted and discussed. Essentially, almost all expenditures are reviewed and approved or returned if not approved.\(^{71}\) New positions or changes to a position require approval by this body. The Training Principal monitors all travel requests on a continuing basis to contain resources and to use these funds as wisely as possible. The Command Finance Council ranks one-time proposals in terms of merit, safety and overall priority at CFOT. Cadets on a rotating basis are assigned to this committee;\(^ {72}\) it is a training opportunity for them in their Officer preparation.

Self-Evaluation

The Training Principal works conscientiously and carefully to make sure budgets are being monitored and that all staff are giving a high priority to the monitoring and conserving functions. CFOT has a reputation for the effective use of resources, and every effort is made to sustain that tradition.\(^ {73}\) Every effort is made to expend the valuable support received from The Salvation Army with extreme care and dedication to the overall mission. The table below reflects extent to which CFOT adheres to their budget and effective use of resources. As stated in standard III.D, the unfunded expenses in 2011 were due to a change in an expense classification and increase in enrollment; both were addressed in 2012.

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\(^{71}\) Executive Council Meeting Agenda

\(^{72}\) Cadet Rotations on Command Finance Council, 2012

\(^{73}\) Weekly Agenda for Command Finance Council
### The Salvation Army - Crestmont College for Officer Training

#### Operations and Reserve Summary

<table>
<thead>
<tr>
<th></th>
<th>2012</th>
<th>2011</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Unrestricted General Fund</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Revenues</td>
<td>292,686</td>
<td>424,003</td>
<td>400,766</td>
</tr>
<tr>
<td>Other - Board Designated Transfers</td>
<td>8,923,921</td>
<td>6,518,537</td>
<td>6,295,237</td>
</tr>
<tr>
<td>Total Revenues</td>
<td>9,216,607</td>
<td>6,942,540</td>
<td>6,696,003</td>
</tr>
<tr>
<td><strong>Expenditures</strong></td>
<td>8,554,837</td>
<td>7,604,311</td>
<td>6,768,362</td>
</tr>
<tr>
<td>Increase (Decrease) in Fund Balance</td>
<td>661,770</td>
<td>(661,771)</td>
<td>(72,359)</td>
</tr>
<tr>
<td>Beginning Fund Balance</td>
<td>(661,770)</td>
<td>-</td>
<td>72,359</td>
</tr>
<tr>
<td>Ending Fund Balance</td>
<td>-</td>
<td>(661,771)*</td>
<td>-</td>
</tr>
<tr>
<td>Available Board Designated Endowment</td>
<td>79,310,240</td>
<td>84,034,998</td>
<td>85,016,218</td>
</tr>
</tbody>
</table>

*Combination of enrollment increase and unfunded expenses then funded in 11-12.

<table>
<thead>
<tr>
<th>Unrestricted Cash as a Percentage of Expenses</th>
<th>N/A</th>
<th>N/A</th>
<th>N/A</th>
</tr>
</thead>
</table>

| Annual Funded FTES | 106 | 92  | 72  |

**Actionable Improvement Plans**

CFOT meets this standard.

**B.2e.** The president works and communicates effectively with the communities served by the institution.

**Descriptive Summary**

At CFOT, the primary role of the Training Principal is to serve the broader community of the Western Territory. This is accomplished primarily through our field training programs, which send Cadets out into the Territory to serve at local Salvation Army Corps and Community Centers for assignments ranging from two days to six weeks. Major Foley is well known in Salvation Army circles, because he is effective at maintaining good relationships with others, and those relationships are critical to the success of CFOT. CFOT depends on effective
field supervision, and feedback from field-based Officers is critical to the effective assessment of the program. He also works well with the THQ staff and the campus faculty and staff. His appointment to chair the national group of Training School Principals is a testimony to his collaborative approach.

The Training Principal in his role as chief community spokesperson works closely with the City Manager of Rancho Palos Verdes regarding the role of CFOT in local disaster services and when CFOT is involved with a zoning, traffic or construction matter. Major Tim Foley works with other local ministers in the area to sponsor an Easter Sunrise Service for the community, and Cadets work with community leaders and merchants to get support for their World Services contributions. Major Foley is also an active Rotarian, and in that capacity has developed relationships with members who now serve on Crestmont Council and those who support needed services at CFOT. For example, the increased number of children has dramatically increased the costs of Christmas activities at CFOT; Rotarians have given funds and solicited funds from others to subsidize this program.

**Self-Evaluation**

The summary of the Training Principal’s involvement provides significant evidence of his engagement with communities served. In addition, Cadets participate in the following field training programs:

- Summer Intensives (territory-wide)
- Fall Blitz
- Christmas Assignments (territory wide)
- Spring Campaigns (territory-wide)

Cadets are also placed in Corps throughout Los Angeles each Sunday as part of their two-year field-training rubric. Major Foley is very involved in this outreach and visits Cadets at several of the locations. He also takes steps to ensure a member of CFOT staff visits each Cadet when feasible.

The communities served by CFOT go way beyond the local community and the local Corps to the Territorial Corps throughout the Western United States, to U.S. Trust Western Territory Corps and to territories around the world who send their Cadets to be trained at CFOT. CFOT has broad “Western States” and “global” elements in its mission. Cadets have recently been assigned to Barbados and Guam for their summer assignments.

**Actionable Improvement Plans**

CFOT meets this standard.

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74 Easter Sunrise Service Program
75 Donor Documentation on Christmas Gifts to Children
76 Field Training Program Summary
77 Field Training Visitation Schedule by Training Principal
B.3. In multi-college districts or systems, the district/system provides primary leadership in setting and communicating expectations of educational excellence and integrity throughout the district/system and assures support for the effective operation of the colleges. It establishes clearly defined roles of authority and responsibility between the colleges and the district/system and acts as the liaison between the colleges and the governing board.

B.3a. The district/system clearly delineates and communicates the operational responsibilities and functions of the district/system from those of the colleges and consistently adheres to this delineation in practice.

Descriptive Summary

CFOT is not within a multi-college district or system but has a reporting relationship with THQ, similar to that of a college campus to a District Office. CFOT and the Territorial Headquarters staffs have just completed a functional map that delineates the institutional and territorial responsibilities for admissions and enrollment planning, finance/budget, human resources, property, technology and Officer appointments. Key stakeholder representatives at CFOT and at the Territorial Headquarters are expected to be familiar with their roles and responsibilities in this regard. This delineation is reviewed and revised by CFOT and the Territorial Headquarters on a three-year cycle unless major changes in services occur or are required.

Self-Evaluation

The Training Principal, the Assistant Training Principal and other Officer staff serve on key committees at THQ, including the Appointments Council and the Admissions Committee. The Training Principal reports to the Chief Secretary, who is also Vice Chair of the Crestmont Council. The Director of Finance is also a member of the Crestmont Council, and he plays a key role in matching the resource needs of CFOT with resources from THQ. There is continuous interaction between the Territorial Headquarters and CFOT.

CFOT is fortunate to operate in an environment of significant support and general autonomy. The Western Territory, in response to the growing Cadet population, has been responsive to CFOT’s needs for added resources. The interdependent relationship forged with care for the training of Cadets “to service the needs of The Salvation Army in the Western Territory” allows for significant opportunities for Cadets while enrolled and a commissioning as an Officer upon graduation. This opportunity for employment that comes with an Officer appointment strengthens the linkage between CFOT and its alumni who return to CFOT for reviews of their training at the end of their first year and fifth year to provide feedback to the faculty and staff at CFOT.

Support from The Salvation Army Western Territory has been consistent and responsive for CFOT’s Associate of Arts in Ministries degree program. The THQ staff members visit the campus frequently for meetings, services, providing seminars and lectures, and the key leaders speak regularly at chapel and assembly programs. The Territorial Education Department is also located on the campus, and their staff provide instructional and committee support to CFOT.

78 Functional Delineation Document
79 CFOT participation/representation on THQ Councils.
80 Crestmont Council Membership
81 CFOT Budget for 2012-13
82 THQ guest speaker/lecturer overview
Standard IV: Leadership and Governance

Actionable Improvement Plans
CFOT meets this standard.

B.3b. The district/system provides effective services that support the colleges in/their missions and functions.

Descriptive Summary
THQ offices were on site when the early functional delineation was done originally. To date, the relationships, information and knowledge shared between campus and Territorial staff in these areas is informed, interdependent and supportive. The enrollment planning and admissions activities provided by THQ have had a very positive impact on CFOT’s enrollment. High quality support in the human resources area is available consistently. Finance staff has been especially helpful to CFOT’s funding and monitoring of resource support.

Self-Evaluation
The services that have been delineated for both entities appear to be delivered in a very effective manner. As CFOT reassess these areas based on the delineation of functions and responsibilities, it will continue to further strengthen any areas of concern. To date, CFOT has had continuous and consistent support and effective services from all parties.

Actionable Improvement Plans
CFOT meets this standard.

B.3c. The district/system provides fair distribution of resources that are adequate to support the effective operations of the colleges.

Descriptive Summary
CFOT has an endowment that provides partial support for College operations. THQ provides the additional resources to fund CFOT’s budget. The Crestmont Council Finance Committee works with the Finance staff and the Training Principal to finalize a budget plan that is reviewed with THQ staff. Once there is support for the plan from the Territorial Finance Board, the Crestmont Council then recommends approval of the final budget for that year.

Self-Evaluation
This resource allocation strategy has facilitated a budget that is workable under constantly changing enrollments at CFOT; the College has consistently underspent the approved budget.

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83 Support from the HR Department at THQ
84 Endowment of TSA
85 Final Approval of Budget
CFOT enrollment has ranged from 40 to 125 full-time equivalent Cadets over the last five years. The financial support from THQ has facilitated effective services and educational programs during times of constant change and varying resource needs.

**Actionable Improvement Plans**
CFOT meets this standard.

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**B.4. The district/system effectively controls its expenditures.**

**Descriptive Summary**
THQ does, indeed, control its expenditures and uses its overall resources very carefully. A professional audit of Territory finances and College finances is done annually, and the Territory as a whole is in good financial health.\(^8\) CFOT typically ends each year with a positive balance. In those cases where a financial problem would arise with either entity, the Training Principal and the Chief Secretary would communicate regarding potential solutions and would assess the need for input from the Crestmont Council and/or College staff.

**Self-Evaluation**
The Training Principal is empowered to act in the best interests of CFOT; he also is expected to work closely with the Chief Secretary to anticipate and solve financial challenges. During times like these, CFOT’s expectation regarding construction and potential plant projects and other capital improvements are realistic, and few such projects are requested. CFOT works with the Crestmont Council and the Chief Secretary if there is a need for reductions in staff or program at any substantive level. Because CFOT is privately funded, there is a greater amount of stability in finances. Likewise, there is a real commitment from the Territory to recruit, enroll and prepare additional Cadets who are called to support the needs of the organization. CFOT is, indeed, fortunate to have the financial support needed, and is conscientious about using the support in a prudent and judicious manner.

**Actionable Improvement Plans**
CFOT meets this standard.

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\(^8\) Latest CFOT Financial Audit
B.5. The chancellor gives full responsibility and authority to the presidents of the colleges to implement and administer delegated district/system policies without his/her interference and holds them accountable for the operation of the colleges.

Descriptive Summary

While the Training Principal is granted college level authority, in the case of The Salvation Army, the Training Principal reports to the Chief Secretary at Territorial Headquarters. THQ gives the Training Principal full responsibility and authority to implement and administer delegated policies. Under that circumstance the Chief Secretary on behalf of the Territorial Commander may delegate special assignments to the Training Principal or initiatives appropriate to the mission of CFOT.

Self-Evaluation

The reality is that the Training Principal serves as the Executive Officer for CFOT and acts in accord with the best interests of the College. The issue of the appropriate balance between campus autonomy and the THQ role, is on occasion, a matter of discussion, but essentially never a cause for concern because of the mutual interests shared by the two entities.

Actionable Improvement Plans

CFOT meets this standard.

B.6. The district/system acts as the liaison between the colleges and the governing board. The district/system and the colleges use effective methods of communication, and they exchange information in a timely manner.

Descriptive Summary

There are no other colleges under the purview of THQ. There is continuous communication between THQ and CFOT and the same level of communication between CFOT and the Crestmont Council. Once a year in early December CFOT staff and the Crestmont Council Chair meet with the Territorial Board to highlight accomplishments and needs of CFOT. This meeting is a good time to assess the functional delineation project and identify any matters in the opinion of the Territorial Board that need to be resolved by CFOT and the Crestmont Council or if there are any concerns by CFOT or Council that need to be addressed by THQ.\(^\text{87}\)

Self-Evaluation

Since CFOT is only one college reporting to a higher-level entity and has a common mission and cause, the communication problems are minimal. It would be helpful, in terms of full communication, if results of the annual evaluation of the Council were shared with all members of the Territorial Board.

\(^{87}\) Command Review by THQ
Standard IV: Leadership and Governance

**Actionable Improvement Plans**

CFOT, guided by the Director of Institutional Planning and Accreditation, will take steps to share the annual Council Evaluation with the Territorial Board so they have information on the growth and development of the Council. This will be implemented during the 2013-14 academic year.

**B.7.** The district/system regularly evaluates district/system role delineation and governance and decision-making structures and processes to assure their integrity and effectiveness in assisting the colleges in meeting educational goals. The district/system widely communicates the results of these evaluations and uses them as the basis for improvement.

**Descriptive Summary**

At each meeting of the Crestmont Council there is an agenda opportunity for the Chief Secretary to update the College Council on items of interest and/or concern. This time is currently being used effectively and the topics are always interesting because the Chief Secretary is so knowledgeable about CFOT and its role. There is regular communication between THQ and certainly the Business and Technology Offices of CFOT; many of the THQ staff are called on as guest lecturers in the classes at CFOT. Overall, CFOT is afforded the autonomy it needs and deserves to function on its own in an environment of interdependence in terms of the services CFOT receives from THQ.

**Self-Evaluation**

Problems that occur because of the interdependence of CFOT are almost always identified and resolved very quickly. CFOT is an asset to The Salvation Army; the ease with which the functional delineation was accomplished is a testimony to the support. Obstacles in this relationship in terms of substantive matters would be resolved by the Chief Secretary and the Training Principal.

**Actionable Improvement Plans**

CFOT meets this standard.

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88 Agenda Section for Chief Secretary
Overview of Evidence

Standard IVA
1. CFOT Mission Statement
2. Academic Excellence Commitment
3. CFOT Core Values
4. 2012 CFOT Self-Evaluation Survey Data
5. Decision-Making Policy at CFOT
6. CFOT Staff Manual
7. Strategic Plan Walk Through Documents 2009-12 and 2012-15
8. 2012 CFOT Self-Evaluation Survey Data
9. CFOT Decision-Making Policy
10. CFOT Staff Manual
11. Functional Delineation Documents
14. Crestmont Council Focus Goals
15. Crestmont Council Focus Goals Progress Report
16. Value of Accreditation
17. 2012 Crestmont Council Membership
18. 2012 Educator of the Year Program

Standard IVB
20. Council Cadet Job Description
21. Crestmont Council Meeting Agendas
22. Crestmont Council Committee Structure
23. Walk-Through Planning Sessions
24. Cadet Panel Session
25. Cadet Panel at Crestmont Council Overview
26. Revised by-laws on committee designations.
27. Crestmont Council Self-Evaluation Survey Data
28. Campus Visitation Dates
29. Term Appointment Process
30. Approval of Academic Commitment Statement and Core Values
31. Assessment of 2009-12 Strategic Plan and Development of 2012-15 Plan
32. Example of Academic Achievement Center as a Continuous Improvement in Meeting Developmental Needs
33. College Staff Assigned as Support to Crestmont Council Committees
34. Agenda of Typical Crestmont Council Meeting
35. Crestmont Council By-Laws (Indemnification)
36. Revised Crestmont council By-Laws
37. Finance Committee Agenda for June 3, 2013
38. Decision-Making Policy at CFOT
40. Crestmont Council Meeting Minutes of September, 2012 Meeting
41. Crestmont Council Minutes from February/2012 Meeting
42. Crestmont Council Membership Term Matrix
43. Crestmont Council Manual re Orientation
44. Member Visitation Schedule
45. June 3, 2013 Council Meeting Agenda
46. June 3, 2013 Council Meeting Agenda
47. Training Principal Evaluation Process
48. Revised Committee Structure
49. Minutes of the Crestmont Council Finance Committee
50. Minutes of the Planning and Accreditation Committee
51. Code of Ethics
52. By-Laws Removal Section
53. Example of Crestmont Council Agenda
54. Orientation by Dean Colli on Accreditation and the Crestmont Council
55. Role of Crestmont Council in the Training Principal Selection Process
56. Evaluation Process for Training Principal
57. Selection and Evaluation Processes for Training Principal
58. Job Description for Training Principal
59. Role on Executive Committee
60. Role on Command Finance Council
61. Letter of Appointment to THQ Committees
62. Example of Training Principal Updates at Crestmont Council Meeting
63. Letter of Appointment
64. Schedules of Pre-School and End of the Year Cadet Meetings with Major Tim Foley
65. Staff Luncheon Schedule with Major Tim Foley
66. Training Principal Participation in Cadets Reviews
67. Training Principal Role in Accreditation
68. Training Principal Annual Goals
69. E-mails to Colonel Dave Hudson and Mr. William Flinn
70. Executive Committee Minutes
71. Executive Council Meeting Agenda
73. Weekly Agenda for Command Finance Council
74. Easter Sunrise Service Program
75. Donor Documentation on Christmas Gifts to Children
76. Donor Documentation on Christmas Gifts to Children
77. Field Training Program Summary
78. Field Training Visitation Schedule by Training Principal
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82. CFOT Budget for 2012-13
83. THQ guest speaker/lecturer overview
84. Support from the HR Department at THQ
85. Endowment of TSA
86. Final Approval of Budget
87. Latest CFOT Financial Audit
88. Command Review by THQ
89. Agenda Section for Chief Secretary
Summary of Actionable Improvement Plans
Standard I: Institutional Mission and Effectiveness

A: Mission
A. No Actionable Improvement Plans
A.1. No Actionable Improvement Plans
A.2. No Actionable Improvement Plans
A.3. CFOT, guided by the Assistant Training Principal, will review the Mission Statement and Academic Excellence Commitment Statement on a cyclical basis (every three years) as well as all other major policies of the College and councils. With input from the major Councils, Executive Council, such recommendations will be reviewed by Crestmont Council. The first of these reviews will occur during the 2015-16 academic year.
A.4. No Actionable Improvement Plans

B: Improving Institutional Effectiveness
B.1. No Actionable Improvement Plans
B.2. CFOT, guided by the Assistant Training Principal, will enhance the continuing planning process by facilitating the engagement of all constituents and ensuring that there is a clear understanding of roles and expectations among all Cadets and staff. It is anticipated that this will be implemented in the 2013-14 academic year.
B.3. CFOT, guided by the Training Principal, will clarify and institutionalize the strategic goals assessment process for campus constituents to ensure a broad-based understanding of the goals and the progress towards completion. This will be developed and implemented during the 2013-14 academic year.
B.4. No Actionable Improvement Plans
B.5. CFOT, guided by the Institutional Research Committee will, formally assess the functional delineation documents to determine the effectiveness of the process and the communication between CFOT and THQ. The assessment will be conducted in 2015.
B.6. No Actionable Improvement Plans
B.7. CFOT will task the Institutional Research Committee with developing a more intentional and campus-wide process for assessing, documenting and reporting to constituents on the planning and outcomes progress at CFOT. This will include, but not be limited to, increased documentation on how survey and learning and unit outcome data have effected change and informed the strategic goal planning process. It is anticipated this will commence during the 2013-14 academic year.
Standard II: Student Learning Programs and Services

A: Instructional Programs

A.1. No Actionable Improvement Plans

A.1a. CFOT, guided by the Institutional Research Committee, will research the issues surrounding the academic preparedness of Cadets (pre-enrollment testing and preparations, and the effectiveness and sequencing of developmental classes etc.) and will develop more systematic and intentional measures for assessing the effectiveness of its developmental courses. This will be completed during the 2013-14 academic year.

A.1b. No Actionable Improvement Plans
A.1c. No Actionable Improvement Plans
A.2. No Actionable Improvement Plans

A.2a. CFOT Guided by the Institutional Planning and Accreditation Department will develop a manual on assessment to complement the existing guidelines for instructors and training provided through the Faculty Development Program

A.2b. No Actionable Improvement Plans
A.2c. No Actionable Improvement Plans
A.2d. No Actionable Improvement Plans
A.2e. No Actionable Improvement Plans
A.2f. No Actionable Improvement Plans
A.2g. No Actionable Improvement Plans
A.2h. No Actionable Improvement Plans
A.2i. No Actionable Improvement Plans

A.3. CFOT, guided by the Institutional Research Committee, will review CFOT’s general education objectives to ensure they accurately reflect the current philosophy and purpose of CFOT’s general education curriculum. This review is planned for the 2013-14 academic year.

A.3a. CFOT, guided by the Institution Research Committee, will continue work on refining and implementing frameworks for assessing Cadet achievement of learning outcomes at the departmental and institutional level. This will be completed during the 2013-14 academic year.

A.3b. CFOT, guided by the Academic Design Committee, will review the current offerings in mathematics and the natural sciences to ensure CFOT’s general education objectives are sufficiently supported in this regard. It is anticipated that this will be completed during the 2013-14 academic year.

A.3c. No Actionable Improvement Plans
A.4. No Actionable Improvement Plans
A.5. No Actionable Improvement Plans
A.6. No Actionable Improvement Plans
A.6a. No Actionable Improvement Plans
A.6b. No Actionable Improvement Plans
A.6c. No Actionable Improvement Plans

A.7. No Actionable Improvement Plans

A.7a. CFOT, guided by the Director of Curriculum, will develop a policy on professional ethics in the classroom for inclusion in the Fall 2013 edition of the Guidelines for Instructors. In addition, guided by the Institutional Research committee, questions addressing faculty adherence to this policy will be included in appropriate CFOT surveys as of the 2013-14 academic year.

A.7b. CFOT, guided by the Director of Curriculum will, explore online courses, tutorials and seminars related to plagiarism and academic honesty. Cadets who have violated the academic honesty policy will be required to complete the selected course, tutorial or seminar. This will be completed during the 2013-14 academic year.

A.7c. No Actionable Improvement Plans

A.8. N/A

B. Student Support Services

B.1. No Actionable Improvement Plans

B.2. No Actionable Improvement Plans

B.3. No Actionable Improvement Plans

B.3a. No Actionable Improvement Plans

B.3b. No Actionable Improvement Plans

B.3c. No Actionable Improvement Plans

B.3d. No Actionable Improvement Plans

B.3e. No Actionable Improvement Plans

B.3f. No Actionable Improvement Plans

B.4. No Actionable Improvement Plans

C. Library and Learning Support Services

C.1. No Actionable Improvement Plans

C.1a. CFOT, guided by the Academic Design Committee, will include a “recommended reading” section in each syllabus, beginning with the 2014-15 academic year, prompting each instructor to include a short list of titles that relate to curriculum content. This list could be used to generate recommendations for collection development. CFOT, guided by the Educational Specialist, will implement a peer tutoring system such as the Supplemental Instruction program that was developed by the University of Missouri at Kansas City, as a way to offer support in specific subject areas to the Cadets. Development of the system will take place during the Spring 2013 quarter, with the goal of implementing the program in Fall of 2013. The Educational Specialist will be responsible for coordinating the peer tutoring, but will work with a representative from the Curriculum department as well as the head of the Biblical Studies department.

C.1b. CFOT, guided by the Instructional Research Committee, will improve the design and validity of the pre and post-test for the Information Literacy & Research Skills course. The goal will be to include more objective and short answer questions that call for easily
identifiable and accurate responses. This will be completed by the Fall quarter of the 2013-14 academic year.

C.1c. CFOT, guided by the THQ IT Liaison, will develop web-based location for making handouts and available to Cadets at all times. This will be made available during the 2013-14 academic year.

C.1d. No Actionable Improvement Plans

C.1e. CFOT, guided by the Director of Library Services, will continually monitor potential changes to external resources and electronic collections on which the library relies. This effort will commence during the 2013-14 academic year.

C.2. CFOT, guided by the office of Institutional Planning and Accreditation and the Education Specialist, will amend the annual Cadet Services Survey to include questions that specifically address Cadet satisfaction and usage of the AAC. These changes will be made to the AY 2012-13 survey. In addition, SLOs for the AAC and several of its major workshops will be developed in time for the 2013-14 academic year.

Standard III: Resources

A. Human Resources

A.1. No Actionable Improvement Plans
A.1a. No Actionable Improvement Plans
A.1b. No Actionable Improvement Plans
A.1c. No Actionable Improvement Plans
A.1d. No Actionable Improvement Plans
A.2. No Actionable Improvement Plans
A.3. No Actionable Improvement Plans
A.3a. No Actionable Improvement Plans
A.3b. No Actionable Improvement Plans
A.4. No Actionable Improvement Plans
A.4a. CFOT, guided by the Institutional Research Committee, will research issues related to equity and diversity at CFOT. This should include (but not be limited to) improving Cadet and employee surveys to enable the disaggregation of survey data and providing opportunities for input/feedback from Black/African American and Latino/Hispanic Cadets on multicultural programs and seminars. It is anticipated that this research will begin during the 2013-14 academic year.
A.4b. No Actionable Improvement Plans
A.4c. CFOT, guided by Human Resources, will utilize the information gathered from the CFOT HR survey to guide better communications and overall effectiveness with employees. This requires a coordinated effort with employees and faculty/staff and needs to be done annually as a follow-up to the 2012 survey. The survey will be conducted again in January 2014.
A.5. No Actionable Improvement Plans
A.5a. No Actionable Improvement Plans
A.5b. CFOT, guided by the Director of Institutional Planning and Accreditation, will document and articulate for all staff its multiple approaches to training via THQ, the college, the employee and faculty training programs and departmental training so all constituents are clear about programs available and on an annual basis feature the training programs that were the most useful to employees or the most helpful to the college. The goal here is better communication about all extant and any new training options available to faculty, staff and employees. This will be implemented during the 2013-14 academic year.

A.6. No Actionable Improvement Plans

B. Physical Resources
B.1. CFOT, guided by the Research Analyst, will include in the Cadet Services Survey questions regarding satisfaction with learning space. This will begin with the 2013-14 survey.
B.1a. No Actionable Improvement Plans
B.1b. CFOT, guided by the Director of Business Administration, will use available funds to bring public restrooms, learning facilities, and recreation and dining areas into compliance and will place a high priority on the elimination of access restrictions as directed by the Capital Needs Schedule. Efforts in this regard will begin during the 2013-14 academic year.
B.2. No Actionable Improvement Plans
B.2a. No Actionable Improvement Plans
B.2b. No Actionable Improvement Plans

C. Technology Resources
C.1. No Actionable Improvement Plans
C.1a. No Actionable Improvement Plans
C.1b. CFOT, guided by the CFOT Classroom Technology coordinator and the THQ IT Training Specialist, will design and schedule introductory training sessions for incoming faculty and staff. Content of the sessions will focus on the use of campus-specific technology tools and software, including TurnItIn and SmartBoard. Completion of this plan is scheduled for June 2014.
C.1c. No Actionable Improvement Plans
C.1d. No Actionable Improvement Plans
C.2. No Actionable Improvement Plans

D. Financial Resources
D.1. No Actionable Improvement Plans
D.1a. No Actionable Improvement Plans
D.1b. No Actionable Improvement Plans
Standard IV: Leadership & Governance

A. Decision-Making Roles and Processes
A.1. CFOT, guided by the Director of Institutional Planning and Accreditation, will, each Fall, engage the Cadets in a more comprehensive understanding of the roles and expectations that committees and councils are expected to play and to underscore the important roles Cadets can and need to play in the decision-making process. This process will be evaluated in the next Cadet Services Survey.

A.2. No Actionable Improvement Plans
A.2a. No Actionable Improvement Plans
A.2b. No Actionable Improvement Plans
A.3. No Actionable Improvement Plans
A.4. No Actionable Improvement Plans
A.5. No Actionable Improvement Plans

B. Board and Administrative Organization
B.1. No Actionable Improvement Plans
B.1a. No Actionable Improvement Plans
B.1b. CFOT, guided by the Director of Institutional Planning and Accreditation, will develop a schedule for periodic review of critical policies, (e.g. the mission statement, the decision-making policy, council by-laws and committee structure, integrated three-year planning and budget process, the process for integrating strategic goals into the budget, program review processes, process for evaluating the work of the Principal and Crestmont Council, etc.) by the Crestmont Council and institutionalize that schedule on the College and Crestmont Council calendars. This will be implemented during the 2013-14 academic year.
B.1c. No Actionable Improvement Plans
B.1d. No Actionable Improvement Plans
B.1e. No Actionable Improvement Plans
B.1f. No Actionable Improvement Plans
B.1g. No Actionable Improvement Plans
B.1h. No Actionable Improvement Plans
B.1i. No Actionable Improvement Plans
B.1j. No Actionable Improvement Plans
B.2. No Actionable Improvement Plans
B.2a. No Actionable Improvement Plans
B.2b. No Actionable Improvement Plans
B.2c. No Actionable Improvement Plans
B.2d. No Actionable Improvement Plans
B.2e. No Actionable Improvement Plans
B.3. No Actionable Improvement Plans
B.3a. No Actionable Improvement Plans
B.3b. No Actionable Improvement Plans
B.3c. No Actionable Improvement Plans
B.4. No Actionable Improvement Plans
B.5. No Actionable Improvement Plans
B.6. CFOT, guided by the Director of Institutional Planning and Accreditation, will take steps to share the annual Council Evaluation with the Territorial Board so they have information on the growth and development of the Council. This will be implemented during the 2013-14 academic year.
B.7. No Actionable Improvement Plans
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2. Functions and Mapping of Officer-Faculty Appointments
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