



Institutional Self-Evaluation Report

In Support of an Application for Candidacy

Submitted by

**The Salvation Army College for Officer Training
USA Eastern Territory
201 Lafayette Avenue, Suffern, New York 10901**

to

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

January 2023

Certification

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

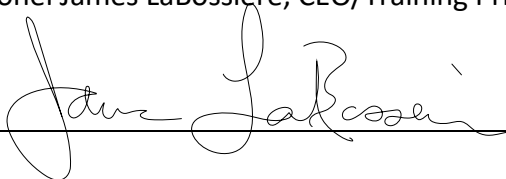
From: Lt. Colonel James LaBossiere, Training Principal
The Salvation Army College for Officer Training, USA Eastern Territory
201 Lafayette Avenue, Suffern, New York 10901

This Institutional Self-Evaluation Report is submitted to the ACCJC for the purpose of assisting in the determination of the institution's accreditation status.

I certify there was effective participation by the campus community, and I believe the Self-Evaluation Report accurately reflects the nature and substance of this institution.

Signatures:

Lt. Colonel James LaBossiere, CEO/Training Principal



January 3, 2023

Commissioner William A. Bamford, President, Board of Trustees



January 3, 2023

Colonel Philip J. Maxwell, Chair, Strategic Oversight Council



January 3, 2023

Dr. Dennis VanderWeele, Accreditation Liaison



January 3, 2023

Lorena Simmonds Lance, Accreditation Records Manager



January 3, 2023

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A. Introduction

College History

The Salvation Army is an international religious organization or church active in 132 countries worldwide. Founded as “The Salvation Army” in 1865 by William and Catherine Booth in London, England, its’ present-day mission statement asserts, “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.” As an “Army,” the members adhere to a military style, hierarchical structure with “soldiers” equating to members, “officers” to ordained ministers, and a worldwide leader as the “General” with headquarters continuing in London; worldwide, the membership lists over 1.85 million people (statistics provided from The Salvation Army Yearbook 2022).

Historically, The Salvation Army began as one of the many reform movements coming out of the 2nd great awakening in the 19th century. As the founder of the movement, Booth felt that the poor of the east end of London, who were often victims of alcoholism and other addictions, were being discriminated against by the city’s churches. He founded the Salvation Army Movement to help people climb out of their self-destructive lifestyle, get them saved, and into a welcoming church family. As one of the last surviving movements from this time, the Army’s basic goal has remained the same up to the present day. The Army would rapidly expand beyond the confines of east London and eventually become the largest non-profit humanitarian organization in the world with centers of operation around the globe.

The Salvation Army adopted a quasi-military language, dress, and organizational structure in 1878 to go along with its name and to encourage discipline, stewardship, and commitment to its mission. Such practices were felt very beneficial to the down-and-out members of society that made up much of the Army’s early members. The local Salvation Army churches were identified as Corps, modeled after England’s admired Victorian imperial army. The Salvation Army soldiers studying to become officers in the organization were identified as cadets in training, just like their military counterparts.

The Army is organized geographically into five zonal departments – Africa, Americas and Caribbean, Europe, South Asia and South Pacific, and East Asia. Within these broad zones of administrative leadership and organization, there are further breakdowns of responsibility into Territories and then Divisions. Within the United States, there are four Territories and currently 37 Divisions. Each of the four Territories in America has its own separate college for the education, spiritual development, and training of officers for the ministry. The Salvation Army’s Eastern Territory’s College for Officer Training (CFOT) serves the States of Connecticut, Delaware, Northeast Kentucky, Maine, Massachusetts, New Hampshire, New Jersey, New York, Ohio, Pennsylvania, Rhode Island, and Vermont, as well as Puerto Rico, and the U.S. Virgin Islands.

The Salvation Army officially commenced operations in the United States with the arrival of Commissioner George Scott Railton and the “Hallelujah Lassies” in New York on March 10, 1880. The training of officers proceeded informally from then until 1882 with the establishment of the first regular training program for the instruction of male cadets in the U.S. at the Brooklyn Lyceum. A National Training Home for Women opened in Brooklyn in April 1888, and a Training Home for Men opened in October of that year in Manhattan. Smaller Training Homes came to be called Training Garrisons. By 1905 “Officer Training Colleges” replaced these garrisons and were located in Chicago and New York City. A fire razed the New York College in 1918, but by 1919, the West Tremont and University place in the Bronx became the location for training in New York City until the move to Suffern, New York, in 1972. Formal education of cadets has proceeded continuously for over 140 years.

The designation of “Officer Training College” was in practice until 1960, when the State of New York mandated the change to “School for Officer Training.” The SFOT maintained this designation, eventually progressing toward state accreditation as a post-secondary educational institution. It became a degree-granting accredited educational institution in 2005. The College awarded the Associate in Occupational Studies degree for the next six years, when the application to upgrade to the Associate in Applied Sciences was accepted. This was awarded to graduating cadets commissioned in June 2012. In November of 2012, the New York State Board of Regents and the Secretary of State granted The Salvation Army’s petition to become “The Salvation Army College for Officer Training.” The CFOT was reaccredited by the New York State Board of Regents beginning in January 2015 for seven years.

The 30-acre campus in Suffern has allowed the steady expansion of The Salvation Army’s educational programs and work. To the original mansion and school building were added, Pepper Residence Hall (1979), Woodland Apartments for staff and faculty (1984), Davidson Residence Hall, gymnasium/auditorium, and maintenance centers in 1988, and an Administration Building with library and chapel, actually replacing the mansion in 1990. More recent projects included the renovation of the Mumford Cottage and the construction of the Rader Court Apartments. The expansion of the cadet dining hall, student center, Brengle Library, Davidson Hall gym, and a state-of-the-art lecture hall were completed in early 2001. These facilities were dedicated by the Chief of the Staff, Commissioner John Larsson, on February 17, 2001.

Most recently, additions to the campus physical facilities include the Major Florence King Education Wing (2005) and a new 16-unit apartment complex, the Colonel Milton S. Agnew Hall, dedicated in June 2006. The King Education Wing currently houses the administrative offices of the Curriculum Department, while the Agnew Apartments are used for cadet and staff housing, and fitness training.

The College continues today to offer a single degree, the Associate in Applied Sciences (ministry), and currently has an enrollment of 24 students (cadets).

Overview and Glossary of the College for Officer Training (CFOT)

As stated above, The Salvation Army has active programs, staff, and properties in 132 countries and currently maintains 17 colleges, four in the United States of America. The educational programs in the four American colleges are very similar, and each must meet the USA National Training Standards as a subset of the curriculum; individual variations within the remaining studies and classes reflect the cultural, historical, and traditional differences of the Army in that geographical area of America. However, the major distinctives and terminology of the education remain the same throughout the world. The following terms and labels will help one understand the educational approaches.

Officers in The Salvation Army are ordained ministers and make up the majority of teaching faculty in the colleges. Students accepted at the College are recruited and thoroughly reviewed as candidates first by a board of experienced officers after expressing a calling to lifetime ministry; once the candidate accepts the calling and the Candidates Board accepts the student, they are called cadets and begin their educational, training, and spiritual development programs at the College. The College or CFOT (henceforth) in the Eastern Territory, USA, offers only a single degree program – the Associate in Applied Science in Ministry – and all cadets work together through this curriculum.

The cadets at the College are composed of a varied and diverse population of ages (19 through 55), ethnic cultures (currently, the majority from Anglo, Hispanic and Korean families), and socioeconomic, occupational, and educational backgrounds. If married, both husband and wife are accepted as cadets, express a distinct individual calling to ministry in The Salvation Army, and will complete the same curriculum. Before entering the College, cadets sell, if applicable, furniture, cars, and homes, as these will be provided on the residential campus. Cadets must work out a budget for the two years of education such that they can complete their training and remain debt-free; the Army provides the essentials of transportation, study, and living on the campus in this budgeting process. In this financial planning and application process, any children of school age or younger in the family will be provided for; cadets live and learn together as a community of families and singles.

As stated above, all cadets study the same curriculum in our single residential campus, learning together, and will complete an Associate in Applied Science (in ministry) degree over a 22-month period. Housing can be either dormitory style or individual family units, and all may take meals in a cafeteria or “take-home” manner (most housing also maintains a shared or separate kitchen). Additionally, a licensed child-care center, fully staffed, exists on campus with programs for daily (infant) and “after” public school. Transportation is provided for family, educational, and other needs. The College provides 24/7 security for residents through a private security firm, and medical needs are provided at or through the Health Care Center, supervised by a registered nurse practitioner. Also, the College is adjacent to a full Hospital and Emergency Center with strong, positive reciprocating relationships in several areas. The most recent Campus Climate Survey observed a strong rating average (3.9 on a 4.0 scale) for residents and staff on the question of feeling “safe and secure” and on the question of feeling

“cared for/about” (3.5 on a 4.0 scale). Finally, the College is a wholly owned property and educational institution of The Salvation Army and, as such, is fully funded and maintained, privately endowed, with no tax money as support.

Service Area

The CFOT in the northeastern states, USA, is the Eastern Territorial educational center for full-time ministerial training. The Eastern Territory covers 12 northeastern states, the U.S. Virgin Islands, and Puerto Rico (from Ohio to Kentucky, Pennsylvania, New Jersey, Delaware, and all points north of these). The Salvation Army, Eastern Territory, was incorporated as a religious, charitable non-profit organization in New York state in 1899. It is qualified to conduct its affairs in all the states and countries in this Territory.



USA Eastern Territory

For administrative purposes, the Territory is divided into 11 Divisions, and the CFOT serves as the officer training center for all. The Divisions, alphabetically, and the areas included within them, are: 1) Eastern Pennsylvania and Delaware (two states); 2) Empire State (all of New York except for the greater New York City metropolitan area); 3) Greater New York (New York City metropolitan area); 4) Massachusetts (the state); 5) New Jersey (the state); 6) Northeast Ohio; 7) Northern New England (Maine, New Hampshire, and Vermont); 8) Puerto Rico and the U.S. Virgin Islands (the territory); 9) Southern New England (Connecticut and Rhode Island); 10) Southwest Ohio and Northeast Kentucky; and 11) Western Pennsylvania.

Division	Divisional Headquarters Location
Eastern Pennsylvania and Delaware Division	Philadelphia, Pennsylvania
Empire State Division	Syracuse, New York
Greater New York Division	New York, New York
Massachusetts Division	Boston, Massachusetts
New Jersey Division	Union, New Jersey
Northeast Ohio Division	Cleveland, Ohio
Northern New England Division	Portland, Maine
Southern New England Division	Hartford, Connecticut
Southwest Ohio and Northeast Kentucky Division	Cincinnati, Ohio
Puerto Rico Division	San Juan, Puerto Rico
Western Pennsylvania Division	Pittsburgh, Pennsylvania

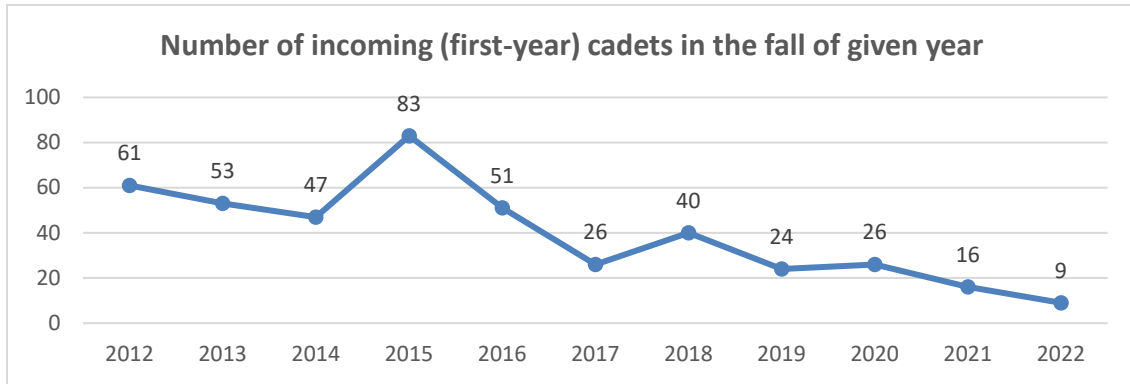
Student Enrollment Data

Enrollment at the CFOT is a shared process between our territorial offices and departments and the College itself. Because of this shared responsibility, the cadets are fully representative of the population, socioeconomic and cultural areas of this geographic region, and the cities and towns therein. The table below details the number of incoming (first-year) cadets in the fall of the given year by location:

State	2015	2016	2017	2018	2019	2020	2021	2022	TOTALS
Maine	2	1	1	1	0	3	0	0	8
New Hampshire	1	0	0	2	0	2	0	0	5
Vermont	0	2	0	0	2	0	1	0	5
Massachusetts	9	3	1	0	1	2	1	0	17
Connecticut	2	3	3	1	1	0	2	0	12
Rhode Island	1	0	0	2	0	0	0	0	3
New Jersey	3	4	1	5	4	4	1	1	23
Pennsylvania	7	6	6	16	7	5	6	3	56
Ohio	7	8	4	2	3	3	2	1	30
New York	35	18	10	8	5	8	6	3	93
Puerto Rico	8	3	0	2	2	0	2	1	18
Kentucky	1	0	0	1	0	1	0	0	3
U.S. Virgin Islands	0	0	0	0	0	0	0	0	0
Delaware	0	1	0	0	0	0	0	0	1

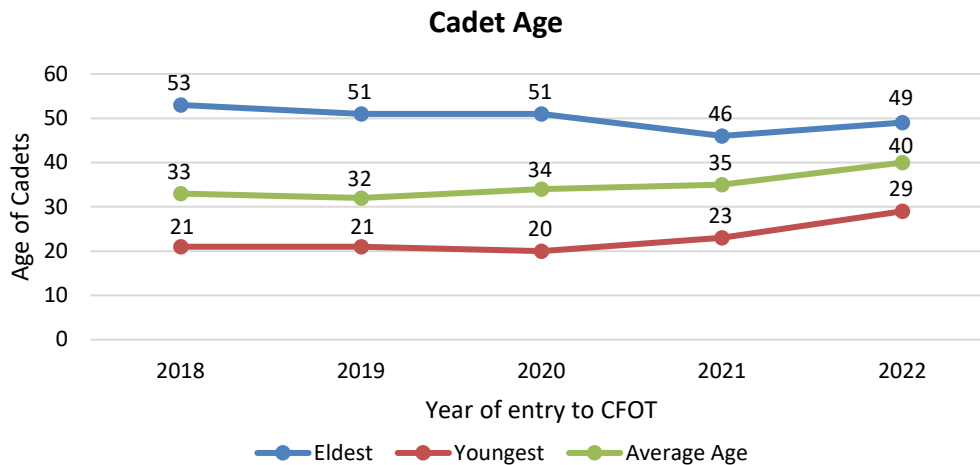
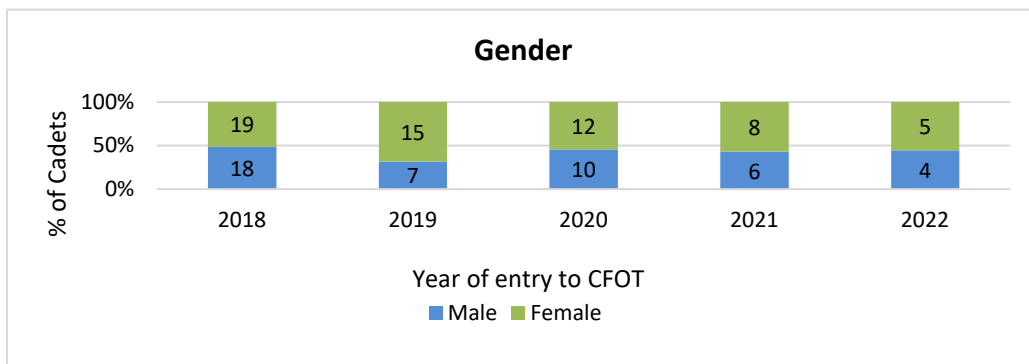
Enrollment at CFOT occurs once a year. The academic year begins in late August, with cadets either beginning the two-year training program or continuing into their second year. Cadets move through the program in one of two cohorts (sessions). The table below details cadet enrollment as of the fall of each given year:

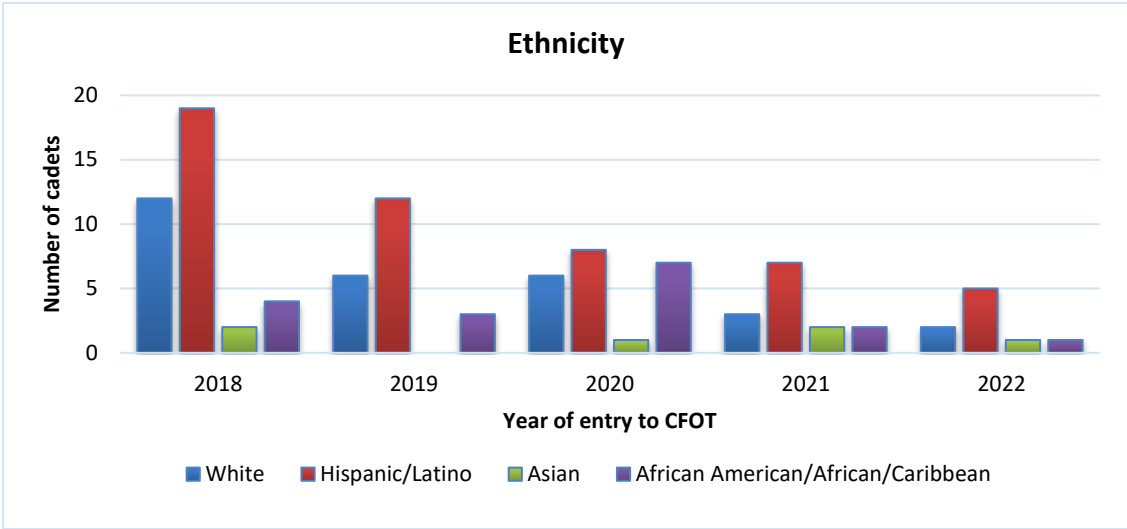
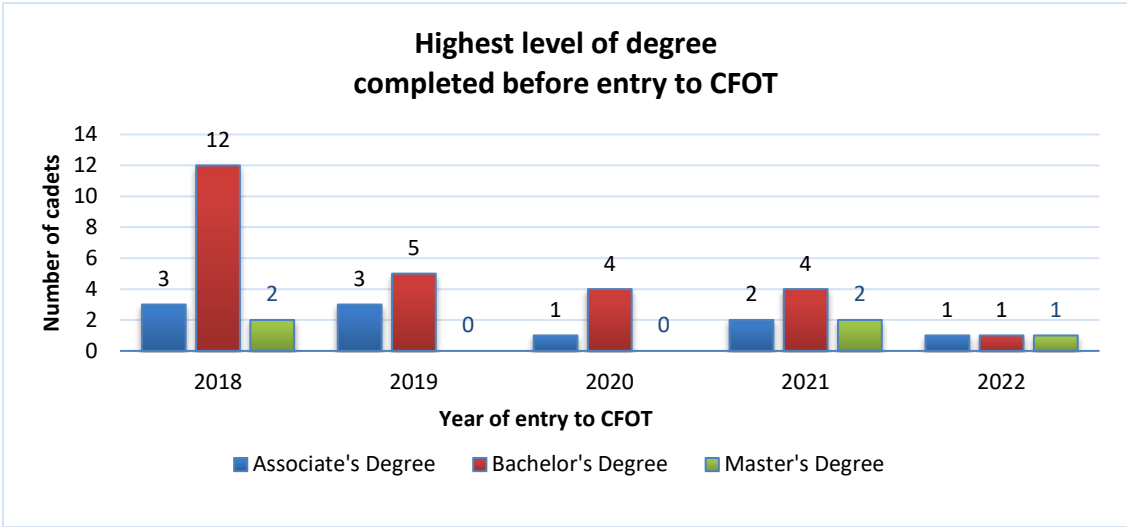
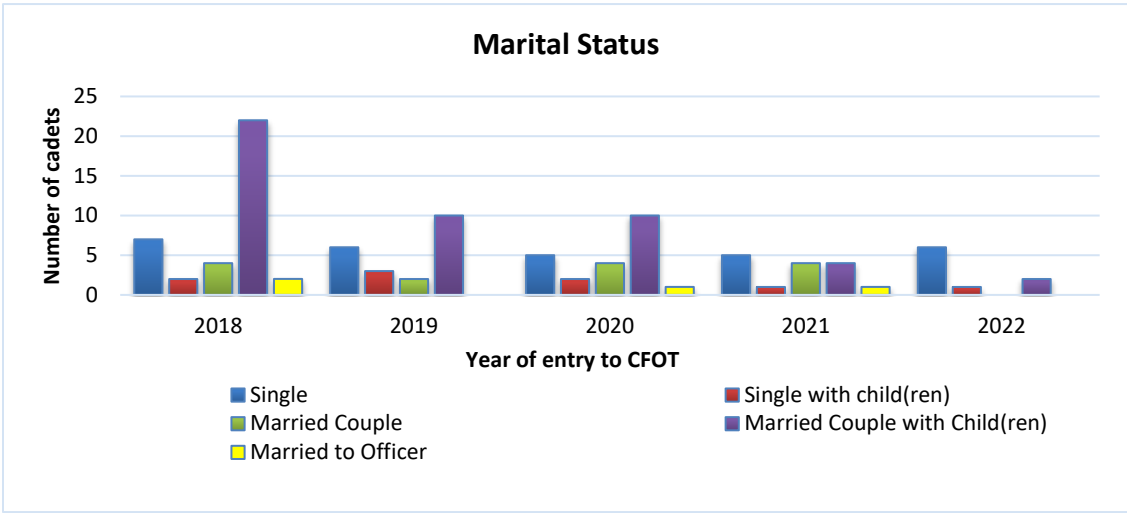
	2012	2013	2014	2015	2016	2017	2018	2019	2020	2021	2022
Incoming 1 st - year Cadets	61	53	47	83	51	26	40	24	26	17	9
Returning 2 nd - year Cadets	36	58	49	41	67	45	16	37	21	22	15
Total Enrollment	97	111	96	124	118	71	56	61	47	39	24



Cadet Demographic and Socioeconomic Data

The following charts and tables represent data for the incoming cohort for each given year regarding gender, age, marital status, the highest level of education completed, and ethnicity:





Sites

All cadets are educated on the campus located in Suffern, New York, for most of their training period. For service-learning coursework and classes labeled as Supervised Ministry Division (Field Training) courses, cadets travel to Salvation Army locations throughout the service area for the College to participate, plan, and carry out social work, ministry, and the practical services the Army is known for. This is done in teams of eight to 12 cadets, and an instructor/evaluator is part of each team. Cadets may visit convalescent homes, senior residences, and other community service extensions as part of this experiential learning. This educational offering is reviewed, discussed, and graded like all other classroom experiences by the accompanying instructor with input from the receiving ministry personnel.

Specialized or Programmatic Accreditation

There are no specialized or programmatic external accrediting bodies or evaluative groups. The International Training Certificate is awarded by The Salvation Army (internal assessment) as the only other award recognition to all who complete all coursework at a satisfactory level at the College.

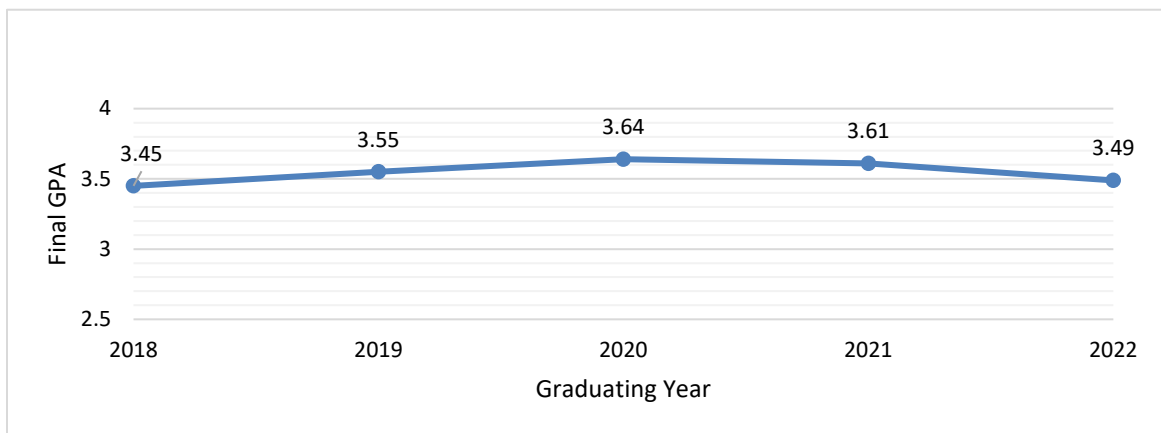
B. Presentation of Student Achievement Data and Institution-Set Standards

The CFOT, together with the Strategic Oversight Council (SOC), has advanced an Institutional-Set Standard of 90% for all admitted cadets to meet all the achievement or learning criteria, which are measured at the College. This standard requires further discussion and vote by the full faction.

The tables and chart below detail cadet achievement and success data as they relate to GPA, course success, two-year retention rate, graduation, and job placement.

Grade Point Average

The average Final GPA for the last five years of graduating cadets is:



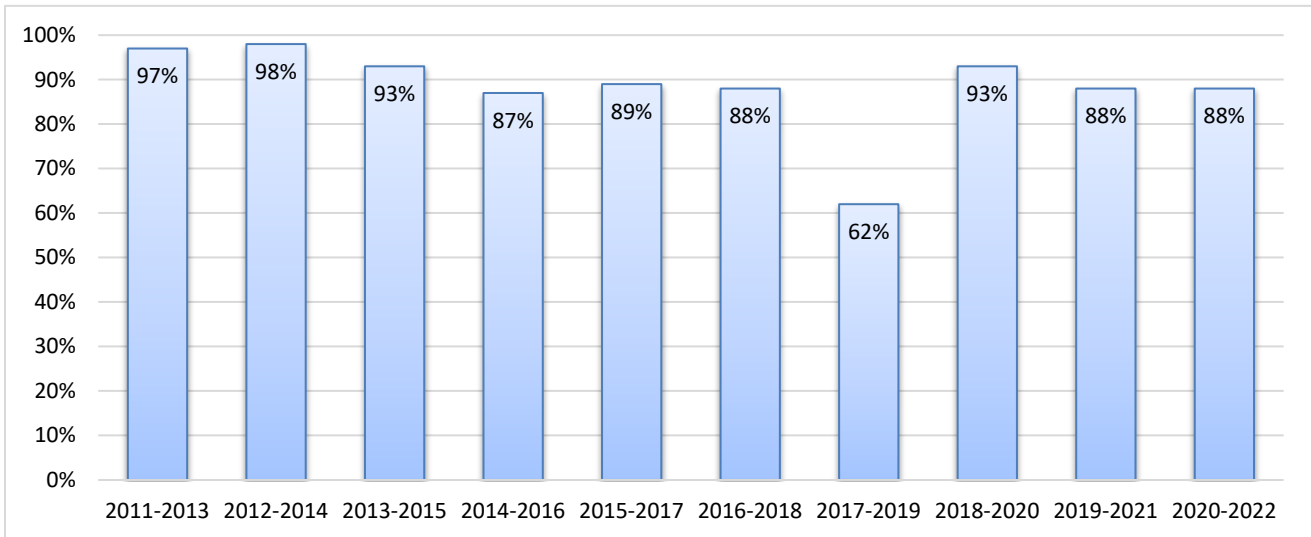
Course Success

The table below details the course success rates for the previous five academic years (defined as the percentage of cadets enrolled in a course who received a grade of Pass, A, B, or C).

		Grades Awarded				
Academic Year	All	P	A	B	C	Success
2017-2018	1517	5	1033	419	46	99.0
2018-2019	1257	22	928	273	33	99.9
2019-2020	1445	44	986	360	53	99.8
2020-2021	1005	37	644	264	54	99.4
2021-2022	850	8	617	194	24	99.1
Overall	6074	116	4208	1510	210	99.5

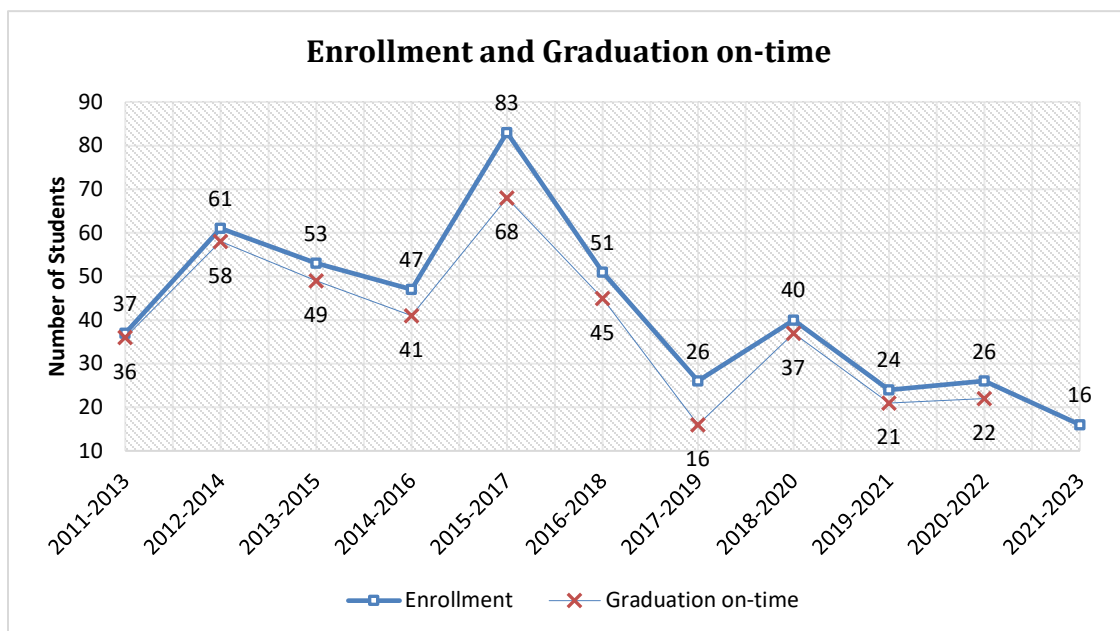
Two-Year Retention Rate

Though every effort is made to avoid it, each year, a small number of cadets leave the College, for various reasons. The table below shows, for each graduating year, the retention rate for cadets completing the training program with the Associate in Applied Science degree.

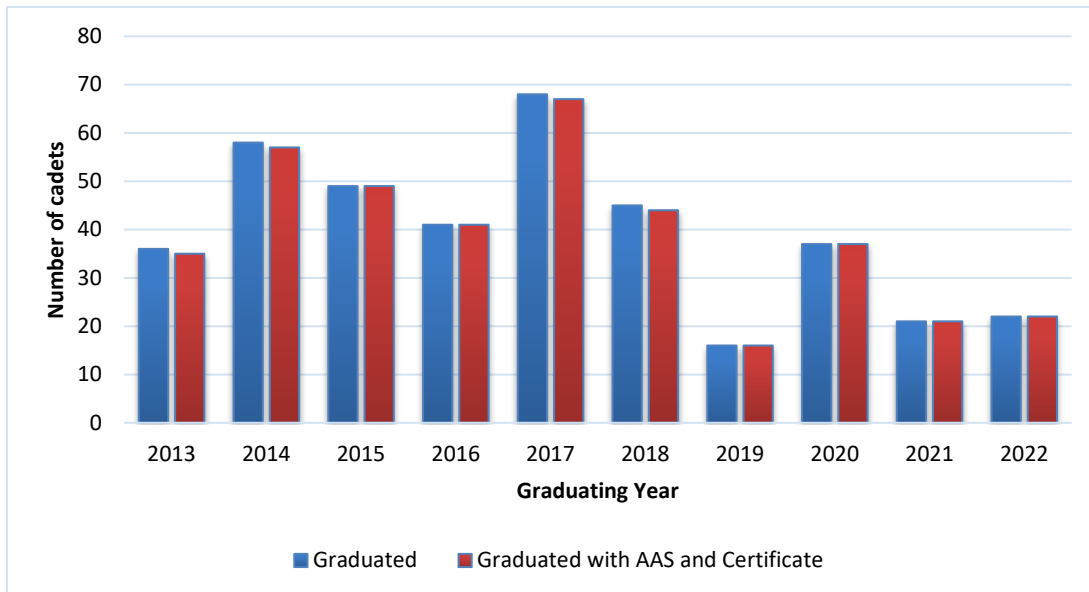


Of the 448 cadets enrolled as first-year cadets over the last ten years, 393 graduated on time (after two years of training), giving a two-year retention rate of 88%.

Graduation Data



The primary purpose of the CFOT is to prepare men and women for full-time ministry as Salvation Army officers. As such, each cadet who completes the officer training program successfully receives an International Certificate of Salvation Army Officer Training and is commissioned and ordained as a Salvation Army officer. In addition, most cadets also receive the Associate in Applied Science degree.



Job Placement

Upon satisfactory completion of all curriculum and graduation from the College, all cadets are awarded the rank of Lieutenant and fully employed by The Salvation Army at sites throughout the northeastern United States and Puerto Rico (100% employment rate upon graduation from the College).

C. Organization of the Self-Evaluation Process

In September 2019, the CFOT began preparation for the Self-Study evaluation for the New York State Board of Regents and Commissioner of Education for reaccreditation of the College and all its processes and components. The College was accredited until December 2021 at that time. This Self-Study was completed and sent to New York State's Office of College and University Evaluation (for compliance for re-accreditation) in June 2020 for a probable site-visit in the late fall of 2020 or early spring of 2021. After the COVID pandemic struck, all evaluations by New York State's Department of Education were placed on hold, and the CFOT remained in this situation until we received a letter in September of 2021 announcing that the accreditation activity and assessments by the New York State Board of Regents and Department of Education were ending.

At receipt of the above news, the Accreditation Liaison and Accreditation and Research Manager were immediately tasked with reviewing all post-secondary educational accrediting bodies to find a suitable new partner. Recommendations were made to our Boards of Control (the Strategic Oversight Council—SOC—and the Corporate Board of Trustees—BOT—of The Salvation Army, Eastern Territory, USA) to proceed with the application to ACCJC. Both bodies accepted these recommendations, and the College filed its initial Eligibility Requirements package to ACCJC in February 2022 and the final, revised formal package on May 6, 2022. The CFOT received notice of Eligibility achievement in June 2022 and immediately began the process and organization of the Institutional Self-Evaluation Report (ISER) for ACCJC. The processes and steps used in this evaluation follow.

Organization of ISER Process

As there are four Standards in the ISER, four separate teams of at least four or five members each were selected from faculty and various key staff to prepare the initial assessment of the College's ability to meet the Standard assigned to that group. The groups were then formally appointed by the Training College Principal, and a leader was selected as the primary writer or compiler of all responses and evaluations related to the Standard. Each group met, organized, and reviewed materials provided, including ISER Guides, an ISER from a similar college, and the last filed self-evaluation report forwarded to the New York State Board of Regents. All other group processes, discussion, and evaluation methods were to be selected as each decided. All individuals were encouraged to continuously discuss progress, obstacles, and methods used to assess the College's performance for their own assignment and that of the others; this was intended to keep the groups relating positively and informing and encouraging one another.

In cooperation with ACCJC, an initial training session for the Institutional Self-Evaluation Report (ISER) occurred on August 18, 2022. The participants were the above-cited leaders and their teams for the four Standards, but all instructional and support staff were invited to attend an opening introduction from ACCJC representative Dr. Gohar Momjian. The training

session following allowed the individuals listed below from the College staff and faculty to work through the workbooks and materials supplied by ACCJC:

Lt. Colonel James LaBossiere, *Training Principal*
Major Ronald Starnes, *Assistant Principal for Administration*
Major Sunkyung Simpson, *Director of Curriculum*
Major Sheila Williams-Gage, *Education Officer*
Major Paul Cornell, *Director of Business*
Dr. Dennis VanderWeele, *Accreditation Liaison*
Lorena Simmonds Lance, *Accreditation & Research Manager*
Robin Fraser, *Assistant Business Director*
Major Martina Cornell, *Director of Mission & Ministry Training*
Major Heather Holt, *Spiritual Formation and Worship Coordinator*
Eli Morgan, *Communications and Social Media Coordinator*
Dr. Tim Campbell, *Strategic Oversight Council member*
(Others attended parts of the training as schedules allowed)

The above-listed individuals give ample participation to all major Departments and staff, on and off campus. The workshop provided by Dr. Momjian was an important and informative half-day workshop as only one individual had previous experience with ACCJC, and several staff members had not worked on any prior accreditation evaluations from any accrediting bodies.

Instructions to team members following the training were few and simple:

- 1) Font type and size were determined,
- 2) Use of jargon and abbreviations should be avoided unless defined and spelled out on initial citation, and
- 3) Writing should be clear and complete in explanation/description but concise.

All groups were to begin reading and reviewing written and archived pertinent information, interview those on staff involved in the various functions, avoid making assumptions about support or changes needed, and then begin writing. It was requested that each group complete a full or near-full draft to be forwarded to Accreditation and Research staff by October 15, 2022, and an edited, complete draft by November 18. Accreditation staff, Dr. VanderWeele and Lorena Simmonds Lance, the Training Principal, and Assistant Training Principal, would then complete the last edits and supplements and prepare the final draft of the full ISER for submission to ACCJC by January 6, 2023.

The final composition of the four groups is as follows:

Standard I

Leader: Lt. Colonel James LaBossiere
Lt Colonel Pat LaBossiere
Major Sunkyung Simpson
Major Heather Holt
Major Ronald Starnes
Eli Morgan
Dr. Dennis VanderWeele

Standard III

Leader: Major Ron Starnes
Major Paul Cornell
Robin Fraser
Lt. Colonel Hugh Steele
Marcos Lopez
Lorena Simmonds Lance
Major Margaret Starnes
Dr. Dennis VanderWeele

Standard II

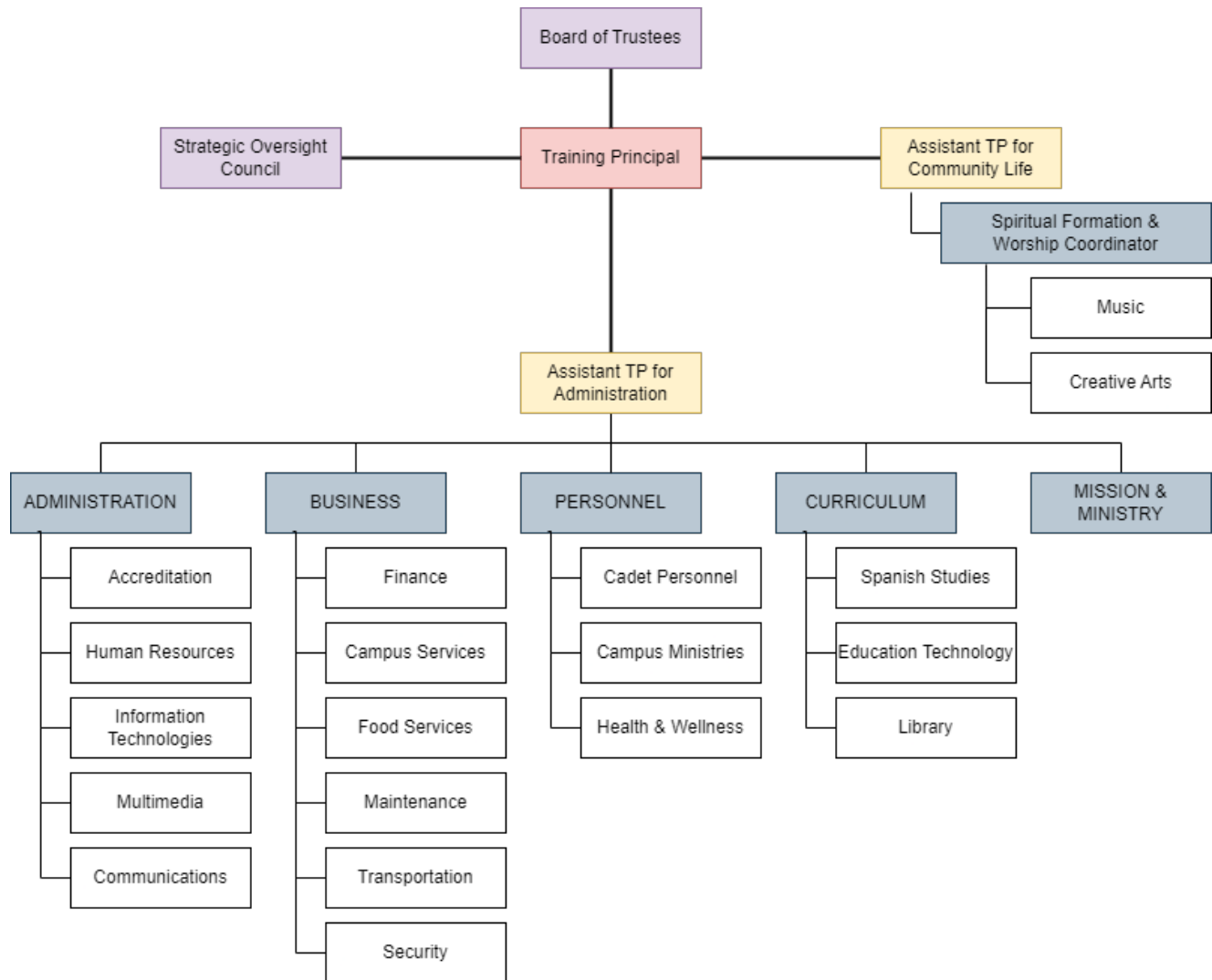
Leader: Major Sunkyung Simpson
Major Sheila Williams-Gage
Lorena Simmonds Lance
Dr. Dennis VanderWeele
Major Hollie Leonardi
Major Jorge Marzan

Standard IV

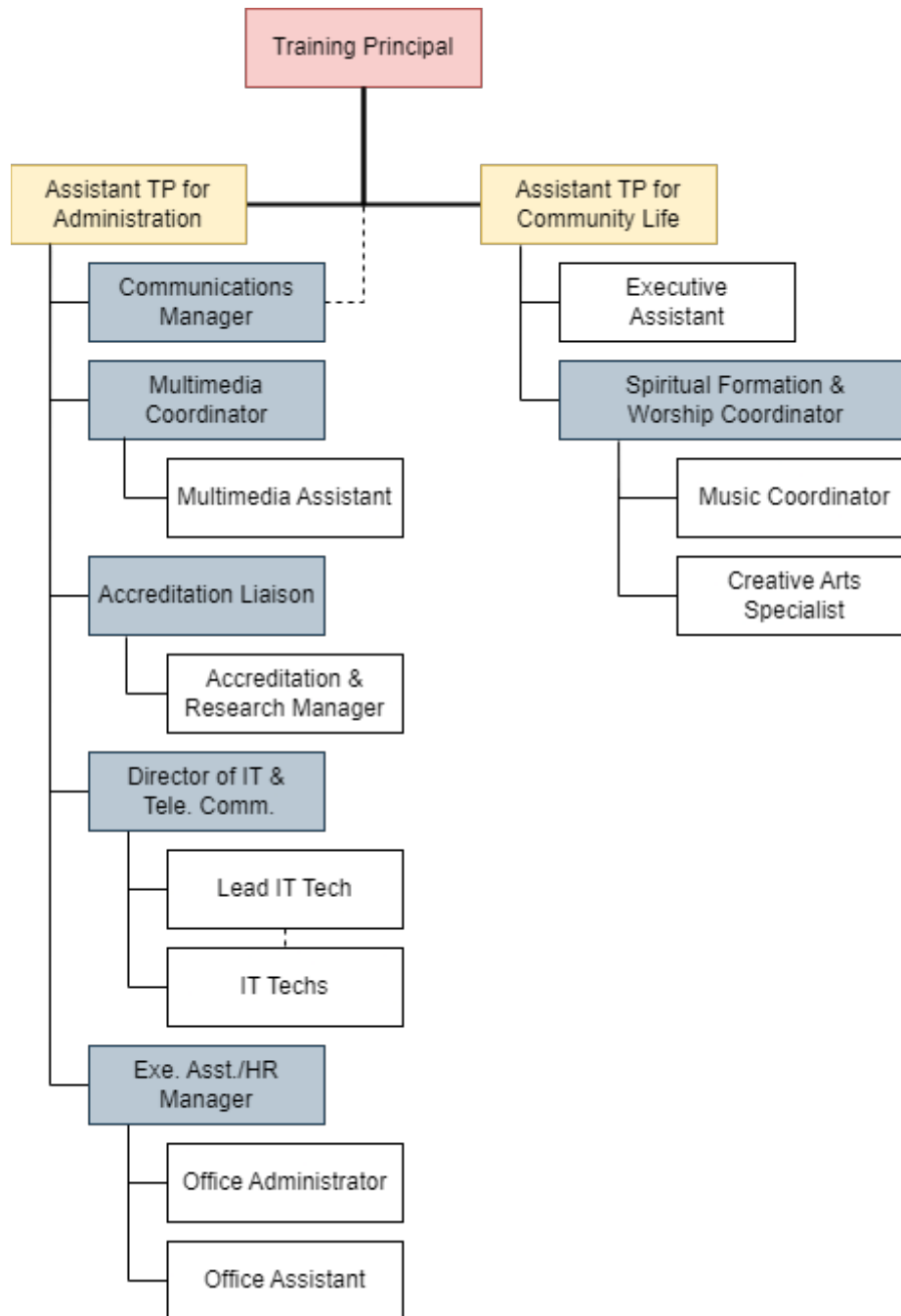
Leader: Colonel Philip Maxwell
Lt. Colonel James LaBossiere
Dr. Tim Campbell
Dr. Dennis VanderWeele
Lorena Simmonds Lance
Jennifer Garrett

D. Organizational Information

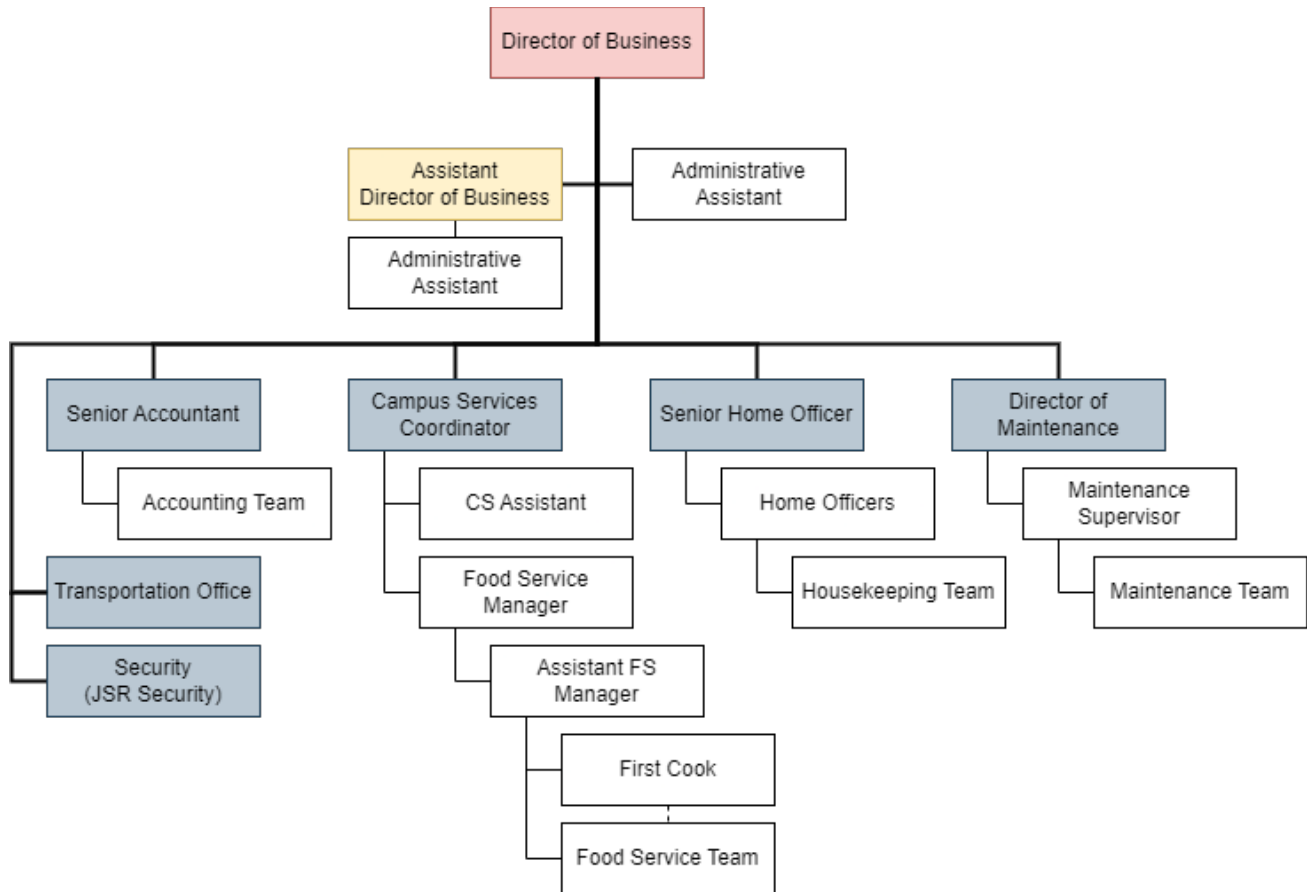
CFOT Organizational Chart



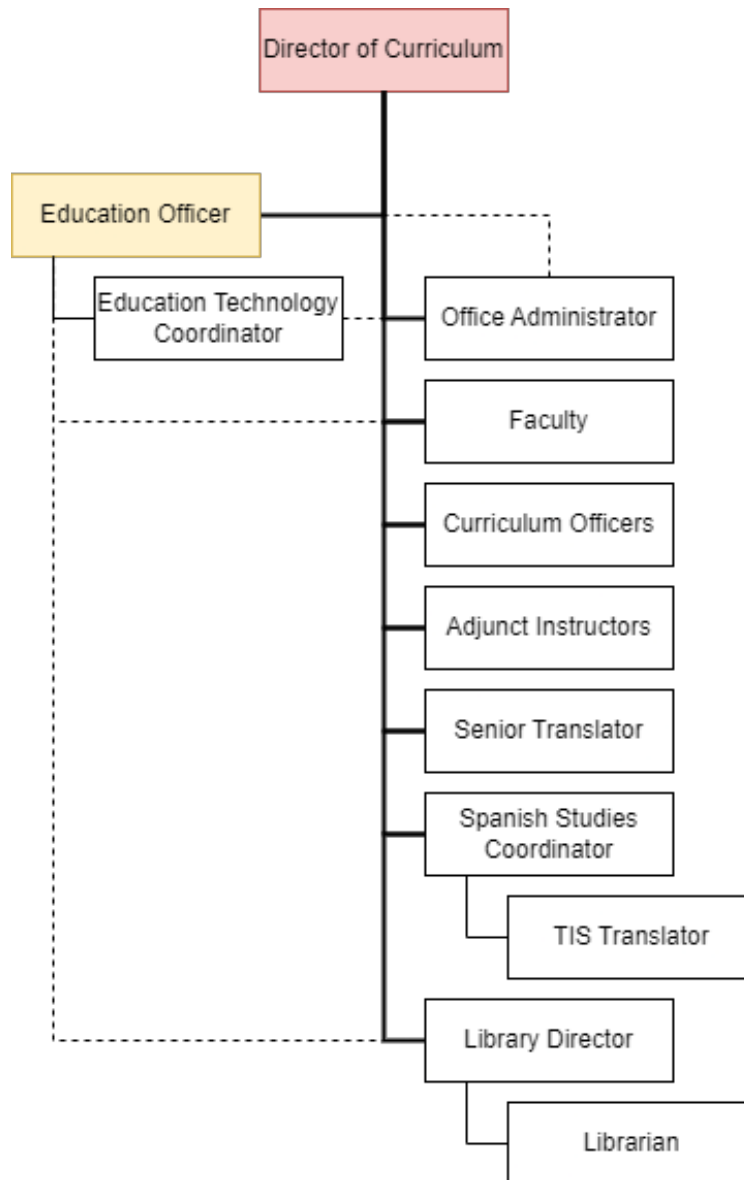
Administration Section



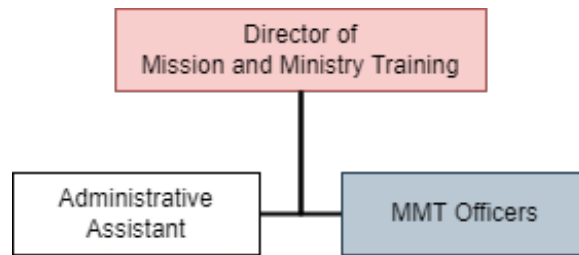
Business Section



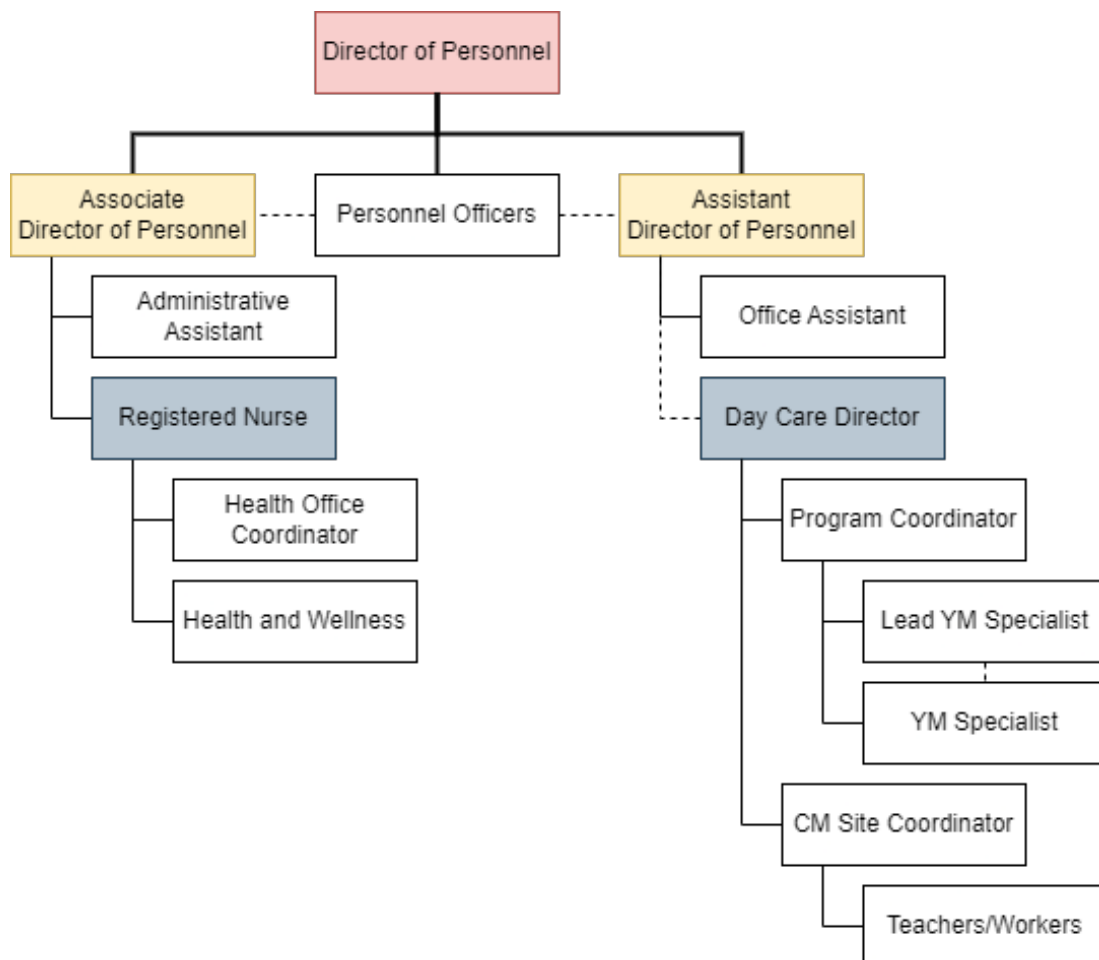
Curriculum Section



Mission and Ministry Training Section



Personnel Section



2022/2023 CFOT Committees and Councils

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

Executive Council

The College for Officer Training Executive Council is an eight-member leadership team and is charged with maintaining the appropriate strategy, vision, and policies to ensure the purposes of the CFOT are met. The team represents a variety of cultural backgrounds, with four native languages spoken. Additionally, the team holds numerous educational degrees, including a Master of Science in Leadership, MBA, Master of Arts in Ministry, Bachelor of Science in Church Ministry and Management, Bachelor of Science in Organizational Management, Bachelor of Arts in Education, Master of Arts in Leadership and Ministry, and Master of Arts in Spiritual Formation. The Executive Council is the leading decision-making body at the CFOT. Occasionally, Executive Council makes recommendations for review by Territorial Headquarters (THQ) leadership team.

Lt. Colonel James LaBossiere.....Chair, Training Principal
Lt. Colonel Patricia LaBossiere.....Assistant TP for Community Life
Major Ronald Starnes.....Assistant TP for Administration
Major Jorge MarzanDirector of Personnel
Major Sunkyung Simpson.....Director of Curriculum
Major Paul Cornell.....Director of Business
Major Madelaine DwierAssociate Director of Personnel
Major Martina Cornell.....Director of Mission and Ministry Training

Academic Review Board

The Academic Review Board (ARB) undertakes and adjudicates cadets' academic concerns to ensure the integrity of the College for Officer Training, its curriculum, and its mission. The ARB makes recommendations for review by the Training Principal.

Major Sheila Williams-GageChair, Education Officer
Major Ronald Starnes.....Ex Officio, Asst. TP for Administration
Major Sunkyung Simpson.....Ex Officio, Director of Curriculum
Major Hollie Leonardi.....Spanish Studies Coordinator
Major Madelaine DwierPersonnel Rep., Assoc. Dir. of Personnel
Commissioner Mark TillsleySenior Instructor

Cadet Appraisal Board

The purpose of this board is to monitor the progress of all cadets individually. It may also act as a reference point for matters relating to health, discipline, welfare/relationships, and, where appropriate, possible appointments.

Major Ronald StarnesChair, Assistant TP for Administration
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Major Paul Cornell.....Director of Business
Major Madelaine DwierAssociate Director of Personnel
Major Martina Cornell.....Director of Mission and Ministry Training

Cadet Council

The purpose of this cadet committee is to act as a governing council for the cadet body. It is made up of cadets from both sessions. The Cadet Council, under the guidance of Major Ronald Starnes, makes recommendations for review by the CFOT Executive Council.

Cadet Stephanie Garces, Secretary
Cadet Alvaro Velasquez, President
Cadet Kristal Vazquez
Cadet Janet Menendez-Doval
Cadet Luis Menendez
Cadet Melvianny Matos

Faculty Affairs Committee

The Faculty Affairs Committee is always proactive to develop, enhance, and protect the quality of instruction at the College for Officer Training and the academic freedom of each faculty member. Examples include faculty course load, faculty working conditions, teaching observations and processes, faculty professional development, and recommendations for Faculty Meetings, workshops, and enrichment seminars. The FAC makes recommendations for review by the Curriculum Director and the Training Principal.

Major Sunkyoung Simpson.....	Chair, Director of Curriculum
Major Ronald Starnes.....	Assistant TP for Administration
Major Hollie Leonardi.....	Spanish Studies Coordinator
Major Paul Cornell.....	Director of Business
Major Kristin Rivero.....	Curriculum Officer
Major Amanda Krueger	Mission and Ministry Training Officer
Christian Riesebieter	Music Coordinator
Evelyn Stickland.....	Registered Nurse
Lorena Simmonds Lance	Accreditation and Research Manager

Caterer's Board

The Caterer's Board is led by the Campus Services Coordinator and is comprised of a member from each department in the College for Officer Training. The purpose is to discuss college events, meetings, and excursions. At each meeting, each department can communicate their food service needs and event details. The Caterer's Board makes recommendations for review by Executive Council.

Heather Wojehowski.....	Chair, Campus Services Coordinator
Lt. Colonel Patricia LaBossiere.....	Assistant TP for Community Life
Major Ronald Starnes.....	Assistant TP for Administration
Victoria Ortiz	Campus Services Assistant
Ayfer Rifat.....	Food Service Manager
Chuck Crawford	Executive Chef
Kristie Stoker	Campus Ministries Teen Director
Rick Muise	Director of Maintenance
Major Martina Cornell.....	Director of Mission and Ministry Training
Major Sebastian Leonardi	Senior Home Officer
Major Margaret Starnes.....	Assistant Director of Personnel
Major Sheila Williams-Gage	Education Officer
Evelyn Stickland.....	Registered Nurse
Optional.....	Jennifer Garrett, Sandra Heintz, Rachael Boynton

Curriculum Council

Curriculum Council is tasked to advise in all academic matters. The Council develops and proposes revisions in the curriculum, reviews all proposed new courses, and any recommendations to drop existing courses for the College for Officer Training. The Council is responsible for reviewing policies and procedures resulting from and pertaining to academic matters such as degree requirements, academic probation, academic awards, scheduling of classes, classrooms and equipment, and special academic events (lectures, seminars, conferences, and commencement).

Major Sunkyung Simpson.....Chair, Director of Curriculum
Lt. Colonel James LaBossiere.....Ex Officio, Training Principal
Major Ronald Starnes.....Ex Officio, Assistant TP for Administration
Major Sheila Williams-Gage.....General Education Studies Division Chair, EO
Major Hollie Leonardi.....Spanish Studies Coordinator
Christian Riesebieter.....Music Coordinator
Major Jorge Marzan.....Personnel Representative, Director of Personnel
Major Martina Cornell.....Supervised Ministries Studies Division Chair
Major Paul Cornell.....Administrative Studies Division Chair, Business
Major Heather Holt.....Mission and Ministries Studies Division Chair
Major Joshua Simpson.....Theological Studies Division Chair, Curr. Officer
Major Kristin Rivero.....Biblical Studies Division Chair, Curriculum Officer
Dr. Dennis VanderWeele.....Accreditation Liaison

Command Finance Council

The Command Finance Council is a body consisting of department/section head representation and is chaired by the College Training Principal. CFC functions to review and approve the various agenda items related to the College for Officer Training operation. Its members are non-voting with ultimate decision authority residing with the Principal or the Assistant Training Principal for Administration serving in his/her absence. All approvals and denials come under the governing corporate policies (minutes) as approved by Territorial Headquarters.

Lt. Colonel James LaBossiere.....Chair, Training Principal
Lt. Colonel Patricia LaBossiere.....Assistant TP for Community Life
Major Ronald Starnes.....Assistant TP for Administration
Major Jorge Marzan.....Director of Personnel
Major Sunkyung Simpson.....Director of Curriculum
Major Paul Cornell.....Director of Business
Major Madelaine Dwier.....Associate Director of Personnel
Major Martina Cornell.....Director of Mission and Ministry Training
Robin Fraser.....Secretary, Assistant Director of Business

Library Sub-Committee

The purpose of the Brengle Library is to support the mission of the College for Officer Training by nurturing the union of sound learning and vital Christianity. The sub-committee members consist of the divisional chairs, the Spanish Studies coordinator, and the library staff. The sub-committee makes recommendations to the collection as well as reviews all the collections/acquisitions before being sent to the Director of Curriculum for approval.

Major Kristin Rivero.....Chair, Biblical Studies Division Chair, Curriculum Officer
Jerry GrahamLibrarian
Kalpani Eud.....Library Assistant
Major Martina Cornell.....Supervised Ministries Studies Division Chair
Major Paul Cornell.....Administrative Studies Division Chair, Director of Business
Major Heather HoltMission and Ministries Studies Division Chair
Major Joshua SimpsonTheological Studies Division Chair, Curriculum Officer
Major Sheila Williams-GageGeneral Education Studies Division Chair, Education Officer
Major Hollie Leonardi.....Spanish Studies Coordinator
Major Sunkyoung Simpson.....Ex Officio, Director of Curriculum

Property Council

Property Council is a body representing the management level of the Business Section of the College for Officer Training with the inclusion of the Assistant Training Principal for Administration. It is chaired by the Director of Business. The Council meets monthly and has a structured agenda. Its purpose is to review, consider, and propose property-related items and projects that serve to benefit the CFOT campus, its cadets, employees, and officers, and to further the mission of the CFOT. Proposals coming out of Property Council are included for review and approval by the Command Finance Council.

Major Paul Cornell.....Chair, Director of Business
Major Ronald Starnes.....Assistant TP for Administration
Major Sebastian LeonardiSenior Home Officer
Robin FraserAssistant Director of Business
Rachael BoyntonAdmin. Assistant to the Director of Business
Rick MuiseDirector of Maintenance
Jerry McIntosh.....Maintenance Supervisor

Strategic Oversight Council

The purpose of the Strategic Oversight Council (SOC) is to guide, support and provide strategic academic oversight to the CFOT. The Council shall monitor, evaluate, and enhance the quality of officer training in The Salvation Army USA Eastern Territory (TSAE) all in a manner consistent with TSAE policies and procedures. The SOC makes recommendations for review by The Salvation Army Board of Trustees.

Colonel Philip J. Maxwell	Chair, Chief Secretary
Lt. Colonel Janet Ashcraft.....	Dir. of Women’s Ministry, PenDel Division
Major Charles Adams	Corps Officer, New Haven, Connecticut
Lt. Adam Mack.....	Corps Officer, Tonawanda, New York
Dr. Timothy Campbell	Wilmore, Kentucky
Dr. Roger J. Green	Wenham, Massachusetts
Lt. Colonel James LaBossiere.....	Training Principal
Reverend Dr. J. Anthony Lloyd	Framingham, Massachusetts
Major Shaun Belanger	Territorial Candidates Secretary
Dr. Delia Nuesch-Olver	Seattle, Washington
Major Lydia Pearson.....	Secretary for Education
Lt. Colonel Ruth Stoneburner	Ex Officio, Secretary for Personnel
Dr. Jonathan Raymond	Wilmore, Kentucky
Dr. Bill Ury	Alexandria, Virginia
Cadet Jennifer Pizzirusso	Cadet Representative

Departmental Functions and Personnel

Administration

Lt. Colonel James LaBossiereTraining Principal
Jennifer GarrettExecutive Assistant to the Training Principal
Lt. Colonel Patricia LaBossiereTraining Principal for Community Life
Major Heather HoltSpiritual Formation & Worship Coordinator
Jillian SolorzanoExecutive Assistant to the TPCL & SFWC
Christian RiesebieterMusic Coordinator
Debora BaptistaWorship Arts Coordinator
Major Ronald Starnes.....Assistant Training Principal for Administration
Sandra HeintzExecutive Assistant to the ATPA & HR Manager
Catherine RoseAdministrative Assistant
Bianca AntoineOffice Assistant
Dr. Dennis A. VanderWeeleAccreditation Liaison
Lorena Simmonds LanceAccreditation & Research Manager
Eli MorganCommunications & Social Media Coordinator
Daniel MachadoDirector of IT & Communications
Andres Di CaterinaLead IT Technician
Ian EvansMultimedia Coordinator

Personnel Department

Major Jorge MarzanDirector of Personnel
Susan GreyAdministrative Assistant
Major Madelaine DwierAssociate Director of Personnel
Major Margaret StarnesAsst. Dir of Personnel/KeepSAfe Coordinator
Carol McIntoshOffice Assistant
Major Rohan GagePersonnel Officer
Evelyn SticklandRegistered Nurse
Alexander RodmanHealth and Wellness Specialist
Brian DolanCampus Ministries Director
Ann ProtusCampus Ministries Site Coordinator
Kristie StokerCampus Ministries Program Coordinator

Curriculum Department

Major Sunkyoung SimpsonDirector of Curriculum
Kayla PiehlerOffice Administrator
Major Sheila Williams-GageEducation Officer
Major Hollie LeonardiSpanish Studies Coordinator
Commissioner Mark TillsleySenior Instructor
Major Kristin RiveroCurriculum Officer
Major Joshua SimpsonCurriculum Officer
Major Raquel RamirezCurriculum Officer – Spanish Track
Major Limaris MarzanCurriculum Officer – Spanish Track

Solimar MachadoTIS Translator
 Marcos LopezEducation Technology Coordinator
 Jerry GrahamLibrarian
 Kalpani EudLibrary Assistant

Business Department

Major Paul A. CornellDirector of Business
 Rachael BoyntonAdministrative Assistant to DOB
 Julianna AllenAdministrative Assistant/Benefits Coordinator
 Robin FraserAssistant Business Director
 Major Alan KruegerTransportation Officer
 Major Sebastian LeonardiSenior Home Officer
 Timothy DitmerSenior Accountant
 Joseph OsunaGeneral Accountant
 Paul Cornell Jr.....A/R Specialist
 Rick MuiseDirector of Maintenance
 Jerry McIntoshMaintenance Supervisor

Campus Services Department

Heather WojehowskiCampus Services Coordinator
 Victoria EscobarCampus Services Assistant
 Ayfer RifatFood Service Manager

Mission and Ministry Training Department

Major Martina Cornell.....Director of Mission and Ministry Training
 Hannah Smith.....Administrative Assistant
 Major Amanda KruegerMission and Ministry Training Officer
 Lt. Emmanuel VillegasMission and Ministry Training Officer

Faculty and Instructional Support

Major Martina Cornell

Director of Mission & Ministry Training
Commissioned, 1994; Faculty, 2020-current
 BA, Interamerican University of Puerto Rico

Major Paul Cornell

Director of Business
Commissioned, 1993; Faculty, 2020-current
 BS, Nyack College
 MBA, University of Phoenix

Major Madelaine Dwier

Home Officer
Commissioned, 2003; Faculty 2020-current
 AOS, School for Officer Training
 BA, Malone University

Heather Green

Director of Human Services, New Jersey DHQ
Faculty, 2021-current
 BA, Montclair State University
 MS, University of Southern California

Major Rohan Gage

Personnel Officer
Commissioned, 2009; Faculty, 2020-current
 BA, Nazarene Bible College
 MA, Concordia University Irvine

Major Amanda Krueger

Mission & Ministry Training Officer
Commissioned, 2007; Faculty, 2021-current
 BA, Booth College
 MDiv, Fuller Theological Seminary

Major Alan Krueger

Transportation Officer
Commissioned, 2007; Faculty, 2021-current
 AAS, College for Officer Training

Major Heather L. Holt

Spiritual Formation and Worship Coordinator
Commissioned, 2004; Faculty, 2015-current
 BS, Penn State University

Lt. Colonel James LaBossiere

Training Principal
Commissioned, 1985; Faculty, 2021-current
 BS, MS, Geneva College

Lt. Colonel Patricia LaBossiere

Asst. Training Principal for Community Life
Commissioned, 1985; Faculty, 2021-current
 BS, Nyack College

Major Hollie Leonardi

Spanish Studies Coordinator
Commissioned, 1998; Faculty, 2022-current
 BS, Houghton College
 MA, Asbury Theological Seminary

Major Limaris Marzan

Curriculum Officer
Commissioned, 2002; Faculty, 2021-current
 BA, Catholic University of Puerto Rico
 MS, University of Phoenix

Major Jorge Marzan

Director of Personnel
Commissioned, 1977; Faculty, 2021-current
 BS, Nyack College

Major Sebastian Leonardi

Home Officer
Commissioned, 1998; Faculty, 2021-current
 BS, Nyack College

Major Raquel Ramirez*Curriculum Officer**Commissioned, 2000; Faculty, 2015-current*

BA, Autonomous University of Santo Domingo

Post Grad Family Therapy, Catholic University

Christian Riesebieter*Music Coordinator**Faculty, 2018-current*

BMus, Boston Conservatory

MM, Azusa Pacific University

Major Kristin Rivero*Curriculum Officer**Commissioned, 1998; Faculty, 2010-11, 2018-current.*

BA, Houghton College

Major Angelica Rosamilia-Rodriguez*Assistant Finance Secretary, New Jersey DHQ**Commissioned, 2006; Faculty, 2020-current*

BS, Berkeley College

MBA, Asbury University

Lorena Simmonds Lance*Accreditation and Research Manager**Faculty, 2016-current*

BMus, McMaster University

BEd, University of Western Ontario

MPS, Alliance Theological Seminary

TESOL, ITTT

Major Sheila Williams-Gage*Education Officer**Commissioned, 2009; Faculty, 2020-current*

BA, Nazarene Bible College

MEd, Concordia University

EdD, Northcentral University

TESOL, ITTT

Major Sunkyung Simpson*Director of Curriculum**Commissioned, 2006; Faculty, 2013-current*

BA (Christian Studies), BA (Social Welfare),

Hannam University

MA, Asbury Theological Seminary

DMin, Emory University

Commissioner Mark Tillsley*Senior Instructor**Commissioned, 1987; Faculty, 2000-2006, 2021-current*

BA, Fordham University

MS, Columbia University

PhD, Fordham University

Major Ronald L. Starnes*Assistant Training Principal for Administration**Commissioned, 1983; Faculty, 2015-current*

BA, God's Bible School and College

MA, Greenville College

MDiv, Asbury Theological Seminary

Evelyn I. Stickland Monroe*Registered Nurse**Faculty, 2018-current*

BS, Gordon College

BSN, Thomas Jefferson University

MSN, University of Southern Maine

Lieutenant Enmanuel Villegas*Mission & Ministry Training Officer**Commissioned, 2017; Faculty, 2022-current*

AAS, College for Officer Training

Major Margaret Starnes*Assistant Director of Personnel**Commissioned, 1983; Faculty, 2015-current*

BS, MS, Nyack College

Major Joshua Simpson*Curriculum Officer**Commissioned, 2005; Faculty, 2013-current*

BS, Penn State University

MA, Gordon Conwell Theological Seminary

E. Certification of Continued Compliance with Eligibility Requirements

The CFOT continues to be in compliance with the Eligibility Requirements package forwarded to ACCJC on May 6, 2022 and has made limited changes only in response to the document sent to the College from the ACCJC Eligibility Committee as feedback (dated June 17, 2022). The principal changes included a further development of the Strategic Oversight Council, the College's academic board of control, and fuller, verified and institution-wide established Institution-Set Learning Objectives (ISLOs) described later in the four Standards.

Eligibility Requirement 1: Authority

The institution is authorized or licensed to operate as a post-secondary educational institution and to award degrees by an appropriate governmental organization or agency as required by each of the jurisdictions or regions in which it operates. Private institutions, if required by the appropriate statutory regulatory body, must submit evidence of authorization, licensure, or approval by that body. If incorporated, the institution shall submit a copy of its articles of incorporation.

The CFOT, Eastern Territory USA, is licensed by the state of New York, Department of Education, Board of Regents, as a specialized institution of higher education under Section 52.22 of the State Education Law. The College was granted the name of College for Officer Training, The Salvation Army, renamed formally in 2012 (DBA from the Secretary of State, New York) and judged eligible to award the degree of Associate in Applied Science, Salvation Army Ministry; its original accreditation was from the New York State Commission on Education, Board of Regents (2004). Finally, The Salvation Army was incorporated originally in 1899 and granted status as a 501c3, tax-exempt charity and religious organization by the United States Treasury Department (1955).

Eligibility Requirement 2: Operational Status

The institution is operational, with students actively pursuing its degree programs.

The CFOT continues to enroll, teach, and prepare cadets (students) and currently has 14 cadets in their second year of study and nine new cadets entering their first year. The College has enrolled cadets continuously from 1882 (male cadets) and added female cadets later (1888). A complete record of enrollments for the last 11 years is provided earlier in this report but has ranged from 17 to 83, normally (not under the pandemic situation).

Eligibility Requirement 3: Degrees

A substantial portion of the institution's educational offerings are programs that lead to degrees, and a significant proportion of its students are enrolled in them. At least one degree program must be of two academic years in length.

All programs and coursework at the College lead to and contribute to the A.A.S. degree in Salvation Army Ministry. All cadets take virtually the same curriculum, and the General Education and core courses follow the same patterns for each student. The degree program is

two years in duration and is described in fuller detail on pages 17 through 31 of the College Catalog.

Eligibility Requirement 4: Chief Executive Officer

The institution has a chief executive officer appointed by the governing board, whose full-time responsibility is to the institution, and who possesses the requisite authority to administer board policies. Neither the district/system chief executive officer nor the institutional chief executive officer may serve as the chair of the governing board. The institution informs the Commission immediately when there is a change in the institutional chief executive officer.

The chief executive officer of the CFOT is the Principal, Lt. Colonel James LaBossiere. The Principal is a graduate of the College (1985) and was appointed by the General of The Salvation Army, as recommended by the Territorial Commander of the Eastern Territory, in 2021 after previously serving as Secretary for Program at the Territorial Headquarters (THQ). Lt. Colonel LaBossiere holds a BS degree in Community Ministry and an MS in Organizational Leadership, both from Geneva College. The chair of the SOC, the academic board of control for the College, is Colonel Philip J. Maxwell.

Eligibility Requirement 5: Financial Accountability

The institution annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency. Institutions that are already Title IV eligible must demonstrate compliance with federal requirements.

The CFOT undertakes both internal and external audits, the latter by the public firm of Grant-Thornton of New York City, every year. The College and accounting firm uses the Generally Accepted Accounting Principles (GAAP) processes in the audits. The College is audited externally only as a part of the overall budgeting of the Territory – the 13 northeastern United States and Puerto Rico and the U.S. Virgin Islands. Monies not spent by the College are returned to the endowment set aside and held for the CFOT by Territorial Headquarters. Budgets and accounting information are fully shared and reviewed by the SOC. Finally, the College does not participate in the federal financial programs of Title IV and receives no federal funding for students.

F. Certification of Institutional Compliance with Commission Policies

The College for Officer Training certifies that it is in compliance with the federal regulations noted below, and Commission Policies on Rights and Responsibilities of the Commission and Member Institutions; Institutional Degrees and Credits; Transfer of Credit; Distance Education and on Correspondence Education; Representation of Accredited Status; Student and Public Complaints Against Institutions; Institution Advertising, Student Recruitment, and Representation of Accredited Status; Contractual Relationships with Non-Regionally Accredited Organizations; and Institutional Compliance with Title IV.

Public Notification of an Evaluation Team Visit and Third-Party Comment

Regulation citation: 602.23(b).

The accreditation peer review team visit will be added to the College website as early as possible and in advance of that visit when a date is set. We will attach a link for the ACCJC Third Party Comment form and attempt to give six weeks' minimal notice. Additionally, an announcement will be sent electronically to all interested parties, including cadets, officers, employees, instructors, and members of SOC; this will include all friends who simply contribute time and money to the College.

Standards and Performance with Respect to Student Achievement

Regulation citations: 602.16(a)(1)(i); 602.17(f); 602.19 (a-e).

CFOT and SOC will review, discuss, agree on, and approve Institution-Set Standards for Learning Objectives (ISLOs) for student success and satisfactory achievement. While individual courses determine and set instructor-based learning outcomes and goals, the College should set standards to assess its own educational products as an entire community of learning. A cadet should not simply be competent in Biblical knowledge but must be competent in writing, speaking, reading, and aware of social and cultural values and differences. Graduation and retention rates tell us a lot about whether students have the opportunity to learn and complete the entire curriculum and should be a partial assessment of how the College is educating its students. But other, broader competencies and achievements could signal the benchmark we seek to meet in student preparation for ministry.

Credits, Program Length, and Tuition

Regulation citations: 600.2 (definition of credit hour); 602.16(a)(1)(viii); 602.24(e), (f); 668.2; 668.9.

The number of credit hours required for the AAS degree is 94 academic quarter hours (Catalog, p. 38), and the program length of 22 months is detailed in the Catalog (pp. 19-22) and in recruiting by the Candidates' Secretary. This information is also noted in Standard II discussions.

Unlike many institutions, the costs of education at the CFOT are borne mostly by The Salvation Army, the host entity. The candidate is referred to the Candidates' Secretary's office, which will provide grants, support, and complete budgeting counseling. Tuition, fees, and other expenses are planned before the cadet enters the College, and the cadet enters the College as close to debt-free as possible. Tuition is set at \$1070 per year and included in the cadet's entering budget for the full two years. Costs to the cadet are discussed more fully in later Standards (Standards I and III).

Transfer Policies

Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(ii).

The transfer of credit policy for the CFOT is spelled out on pages 38-39 of the current College Catalog.

Distance Education and Correspondence Education

Regulation citations: 602.16(a)(1)(iv), (vi); 602.17(g); 668.38.

The College has no Distance or Correspondence Education programs.

Student Complaints

Regulation citations: 602.16(a)(1)(ix); 668.43.

Grievance policies and the processes involved in the resolutions of all disputes – academic and interpersonal – are explained and described in the Community Guidelines (student handbook), the Security, Safety, and Sensitivity Procedures booklet, and the Faculty Handbook. If rising to a formal level, complaints are adjudicated in the Personnel Department by the Director of Personnel and staff. Finally, harassment concerns and reporting process is briefly addressed in the current Catalog (p. 47).

Institutional Disclosure and Advertising and Recruitment Materials

Regulation citations: 602.16(a)(1)(vii); 668.6.

Information about the CFOT academic program is disseminated from the Territorial Candidates' office and all corps (churches) throughout the 13 northeastern United States, Puerto Rico, and the U.S. Virgin Islands. The College website also includes the latest version of the College Catalog.

All accreditation information is also included on the website as a link in the Catalog and as a direct link, separate from the Catalog on the face page.

Title IV Compliance

Regulation citations: 602.16(a)(1)(v); 602.16(a)(1)(x); 602.19(b); 668.5; 668.15; 668.16; 668.71 et seq.

The CFOT does not participate in the federal college financial aid programs; the College does, however, attempt to abide by all education provisional and behavioral regulations and advisements from Title IV and Title IX.

G. Institutional Analysis

Standard I: Mission, Academic Quality and Institutional Effectiveness, and Integrity

The institution demonstrates strong commitment to a mission that emphasizes student learning and student achievement. Using analysis of quantitative and qualitative data, the institution continuously and systematically evaluates, plans, implements, and improves the quality of its educational programs and services. The institution demonstrates integrity in all policies, actions, and communication. The administration, faculty, staff, and governing board members act honestly, ethically, and fairly in the performance of their duties.

A. Mission

- 1. The mission describes the institution's broad educational purposes, its intended student population, the types of degrees and other credentials it offers, and its commitment to student learning and student achievement. (ER 6)**

Evidence of Meeting the Standard

The Salvation Army College for Officer Training, Eastern Territory, USA (henceforth, CFOT) has a clearly stated mission, first within the worldwide Christian church and then as a college, training, and spiritual development center. The worldwide Army mission statement appears in the College Catalog at the top of page 5, and the specific mission of the CFOT, within the Army as a post-secondary educational and training center for ministry, is lower on that page. The mission statement specific to the College is continued and expanded from page 5 onto page 6 (I.A.1-1) and was last modified and adopted in July of 2020; simply stated, the CFOT is to prepare men and women as ministers of The Salvation Army to preach, sustain and advance the work of the Army. As discussed in the combined mission statements, the work of the Army is to preach the message of Jesus Christ, minister to and meet the needs of people without discrimination and teach the Christian ideals of the church.

The student population is restricted, as a private, faith-based college, to members of The Salvation Army, called by God to this profession or work. Additionally, the candidates for this education and training must be high-school graduates (or equivalent, if from a different country). Both requirements are stated in the College Catalog on pages 6-7 (I.A.1-2). The CFOT offers a single degree – the Associate in Applied Sciences (in ministry) – as described on pages 8 and 38 of the Catalog (I.A.1-3). Finally, the commitment to cadets (students) at the CFOT is expressed in many sections of the Catalog – see especially page 6 (I.A.1-2) and the sections on the College Covenant and Vision statements on page 46 (I.A.1-4).

Academically, cadets are required to pass all courses in the degree program or complementary supplemental work. Additionally, cadets are to maintain an overall 2.0-grade point average (on a 4-point grading scale) to graduate and be commissioned. The overarching vision of the College is

to create Salvation Army officers (ministers) who “Know God, Know Themselves, and Know their Mission” such that they can sustain or increase the role of the Army, as cited above. Cadets are expected to develop and demonstrate the highest possible standards of integrity and excellence, recognizing their responsibility and duty as part of their commitment to God’s service.

Analysis and Evaluation

The Curriculum Department, led by the Director of Curriculum and the Education Officer, analyzes and computes academic progress for all cadets at the end of each academic term. Students receive a copy of their cumulative academic performance and are urged to assess progress with their mentor or other faculty members. If necessary, the Education Officer and/or mentor may suggest a tutor or other forms of assistance to enable stronger academic performance.

In addition to academic success, Personnel Department members observe and work with cadets in more subjective areas of personal development and spiritual growth. Personnel officers meet with each cadet twice yearly, one on one, usually during the fall and again in the spring term of both years. This gives the officer an opportunity, with the cadet’s self-evaluation and goal setting, to assess spiritual and overall personal growth. The Spiritual Formation Coordinator also has input into these interviews as well as the opportunity to meet with the cadet on their spiritual growth and goals assessments. In these evaluations, a written report is always shared with the student and will be reviewed annually by the Training Principal and Assistant Training Principals (senior administrators).

The twin evaluations, subjective assessment of spiritual growth, and more objective assessment of academic success allow the College to graduate and commission the cadet as an officer/minister in The Salvation Army, prepared to meet the stated mission. If the cadet/student does not meet the standards to fulfill the mission, he/she will not receive the degree but may continue with supplemental work or retake some academic coursework. These twin assessments of mind and heart are necessary for fulfilling the greater mission of The Salvation Army worldwide.

- 2. The institution uses data to determine how effectively it is accomplishing its mission, and whether the mission directs institutional priorities in meeting the educational needs of students.**

Evidence of Meeting the Standard

The CFOT makes use of both subjective and objective data to assess the accomplishment of its overall mission. As indicated above (Standard I.A.1), the mission is to prepare cadets to become effective officers both in mind and in spirit for ministry. The subjective and objective assessments include:

- a) Cadet's self-assessments of spiritual formation with review by Personnel officers;
- b) Appraisals of cadet's overall development in performing the tasks of ministry – preaching, teaching, and relating to populations served by The Salvation Army; Supervised Ministry Studies Division officers carry out these appraisals;
- c) Overall cadet appraisals are carried out twice yearly as one-on-one interviews with Personnel officers;
- d) Interviews concerning academic progress with the Education Officer and mentors;
- e) Quarterly review of academic grades with the Director of Curriculum;
- f) Assessment of meeting minimum standards of grade point average in core areas of the curriculum (Biblical studies, Theological studies, Homiletics, Mission and Ministry studies, and Supervised Ministry (Field Training) studies, cited on page 38 of College Catalog) (I.A.2-1) and overall academic courses taken after each academic term; and,
- g) Final interview and assessment of academic and spiritual readiness for graduation and commissioning as a Salvation Army officer with the Training Principal.

These assessments make up the College's Institutional-Set Learning Objectives (ISLOs). It is the College's ISLO that all students/cadets (100% of entering cadets) attain these goals within the 22 months of enrollment at the College, to be graduated on time and commissioned, and be fully trained for full-time, life-long ministry in the Army.

Analysis and Evaluation

As stated in the College Catalog, the College mission is “to develop men and women, in knowledge, capability, spirit, and character, who will be able to sustain and advance the mission of The Salvation Army in the salvation of the world.” Further, the mission of the worldwide Army is “to preach the gospel of Jesus Christ” (Biblical message) and “to meet human needs in His name without discrimination” (both quotes from the College Catalog, p. 5). We assert that the satisfactory attainment and fulfillment of all the assessments cited above will ensure that the mission of the CFOT and The Salvation Army is first achieved, are singular in purpose, and can continue to be met.

3. The institution's programs and services are aligned with its mission. The mission guides institutional decision-making, planning, and resource allocation and informs institutional goals for student learning and achievement.

Evidence of Meeting the Standard

As cited in the previous Standard (I.A.2), the programs and services of the College are aligned and derived consistently from our mission statements. The CFOT's academic and spiritual development programs are reviewed, evaluated, and, when necessary, recommended for changes deemed necessary by the Strategic Oversight Council (SOC). As the academic board of control, this Council guides decision-making and strategic planning. The SOC chairperson also

serves on The Salvation Army Board of Trustees and, thus, receives and contributes to all fiduciary planning for the CFOT. More explanation of these relationships will follow in Standard IV discussions.

Within written and recorded assessments of cadet learning and achievement, the faculty and Personnel Department officers strive to inform the individual cadet of all achievement that satisfactorily meets College goals and the mission. Cadets undertake interviews and reviews and continuously gain feedback as instructors and students seek to fulfill the College mission. Each written assessment form for student achievement (Quarterly Academic Achievement Report and Cadet Competency Report) is included in the Evidence List for this Standard (I.A.3-1 and I.A.3-2).

Analysis and Evaluation

All employees and staff are given an Employee Manual upon hire; page 5 of this Manual states, “We ask you to commit yourself to this promise (‘to do the most good’ is the Army’s promise to the public) in all that you do for The Salvation Army each day. We must all live and model the promise consistently (each day)” (I.A.3-3). Also, the Faculty Handbook states on pages 15-16, “The College for Officer Training seeks the union of sound learning and vital faith in a community of responsible freedom. We mutually bear the responsibility to affirm and represent The Salvation Army, the doctrines and principles of its historic mission, and the Christian ethic of holy love. All in this community are expected to serve in harmony with this tradition” (I.A.3-4). We assert that the CFOT meets the Standard of an aligned mission with decision-making, planning, and resources allocated to one concern – to do the most good – and this is the College mission in all facets of our work and teaching.

4. The institution articulates its mission in a widely published statement approved by the governing board. The mission statement is periodically reviewed and updated as necessary. (ER 6)

Evidence of Meeting the Standard

The mission of the CFOT is clearly and consistently published in the College Catalog (I.A.1-1) and additional statements relevant to this mission appear throughout the Catalog (see pp. 6, 33, 46) (I.A.4-1). The Catalog and this same mission statement and Code of Conduct also appear on the website (tsacfofny.edu) (I.A.4-2). This mission statement and associated explanations and descriptions are found in all publications approved and distributed by the College. The mission statement was evaluated and approved again in the most recent meetings of the Strategic Oversight Council with only two minor changes (October 24, 2022) and last revised/adapted by the Faculty in July 2020. The Social Media and Communications Coordinator can only make all changes to the College website after proper approvals are made. This ensures the accuracy and consistency of our digital communications.

Analysis and Evaluation

The International mission statement of The Salvation Army worldwide is the principal statement for all affiliated enterprises of the Army and always appears alongside the CFOT-specific mission on the website. The website is continually updated as any changes are made and ratified by the departments, councils, or other groups responsible for controlling and guiding that area of function. Minimally, all print and electronic information emanating from the CFOT is evaluated and must be approved by the College Executive Council before being passed on to the governing boards. The SOC and Territorial leadership must yearly review and approve the College Catalog and permanent procedural and process information on the web concerning the College.

Conclusions on Standard I.A: Mission

The Salvation Army College for Officer Training (CFOT) has a strong and unified mission that is consistent with and shaped by the mission of the Army worldwide. All administrators, faculty, staff, employees, and cadets (matriculating students) know this mission, and it is widely published in all print and electronic statements approved and emanating from the College. The College Catalog, after some greetings, opens with this mission statement: “The mission 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.” And the mission statement of the Army 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.” We assert that the College is guided by these statements in all its educational policies and processes and its programs designed to strengthen spiritual development; we believe we meet this Standard.

Improvement Plan(s)

The College will continue to seek to honor and meet this Standard and, as we continue to develop Institutional-Set Student Learning Outcomes, firmly integrate them into this mission.

Evidence List

Ref		Evidence
I.A.1	1	<i>2022-23 CFOT Catalog, pages 5-6</i>
	2	<i>2022-23 CFOT Catalog, pages 6-7– Admission to the College</i>
	3	<i>2022-23 CFOT Catalog, pages 8 and 38</i>
	4	<i>2022-23 CFOT Catalog, page 46</i>
I.A.2	1	<i>2022-23 CFOT Catalog, page 38</i>
I.A.3	1	<i>Quarterly Academic Achievement Report sample</i>
	2	<i>Cadet Competency Report</i>
	3	<i>Employee Manual, pages 4-5</i>
	4	<i>Faculty Handbook, pages 15-16</i>
I.A.4	1	<i>2022-23 CFOT Catalog, pages 6, 33, 46</i>
	2	<i>CFOT website screenshot: Code of Conduct, Mission</i>

B. Assuring Academic Quality and Institutional Effectiveness

Academic Quality

- 1. The institution demonstrates a sustained, substantive and collegial dialogue about student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.**

Evidence of Meeting the Standard

The CFOT has several committees and meetings that dialogue about the effectiveness of meeting student outcomes by the institution. The following committees and boards are involved in the discussion of student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement.

Council/Board/Department	Frequency	Topics of Dialogue
Curriculum Department Meeting	Monthly	<ul style="list-style-type: none">• Review of syllabi and discussion of class challenges• Review of Student Learning Outcome (SLO) assessments• Discuss curriculum suggestions
Curriculum Council	Quarterly	<ul style="list-style-type: none">• Advise all academic matters• Approval of syllabi and discussion of the course of study• Revision of all new courses and development of all new courses• Discussion of all academic policies and procedures, as well as scheduling of classes• Special academic events – lectures, seminars, workshops, conferences, commencement, etc.
Academic Review Board	As needed	<ul style="list-style-type: none">• Discusses cadet equity and equality• Discussion of improvement of individual cadet learning outcomes• Discussion of academic accommodations to improve equity• Evaluation of prior learning assessment for students• Evaluate all petitions for student course “incompletes” by reviewing circumstances

Library Subcommittee	Quarterly	<ul style="list-style-type: none"> • Discusses the current collection and any potential weaknesses in the selection • Discusses recommendations to the collection as well as making recommendations for the collection
Cadet Appraisal Board	Two times/yr.	<ul style="list-style-type: none"> • Discuss each individual student's meeting of the SLOs and institutional expectations, as well as spiritual development and ministry preparations
Strategic Oversight Council	Two times/yr. (electronically as needed)	<ul style="list-style-type: none"> • Discusses oversight of the CFOT, including progress from previous goals set in CFOT reviews by The Salvation Army's Territorial Headquarters, and set goals for the coming year • Tracks performance of all aspects of the CFOT, including annual reports of all departments • Ensures CFOT is compliant with all academic accreditation and other requirements • Recommends and reviews major changes in the course of study and recommends and reviews major changes in overarching philosophy for the training of students
Executive Council	Bi-Weekly	<ul style="list-style-type: none"> • Discusses and approves all board and council recommendations • Discusses and approves all institutional policies and processes • Discusses all class and meeting schedules as well as the College calendar

Finance Council	Bi-Weekly	<ul style="list-style-type: none"> • Discusses all requisitions and approvals required from Territorial Headquarters • Discusses any financial loans and grants needed by cadets as well as personal actions that may need to be taken • Discusses and generates all business finance and property reports
Cadet Council	Six times/yr.	<ul style="list-style-type: none"> • Promotes communication between the cadets and the College administration and promotes the best interests of the College and cadet body through positive recommendations and planned projects approved by the Executive Council
Catering Council	Quarterly	<ul style="list-style-type: none"> • Discusses and develops menus and reviews the academic calendar for any food service requirements

The various boards and councils are made up of a mixture of selected employees, officers, and administrators, except for the Cadet Council. Most councils have faculty and administrative representation as well.

Analysis and Evaluation

The CFOT has a large number of interrelated and supportive councils and boards that work together to achieve the best possible outcome for the students, making/giving an equal and consistent opportunity for success, as well as working toward equity with the assistance of cadet accommodations for those who struggle. Through these various committees, the opportunity is given for all stakeholders to dialogue about the College and its progress so that improvement in academic quality is continuous and guided. All of these boards and councils meet on a regular basis, functioning with full agendas, and the discussion is regulated by analyzing the progress of the students as understood through the various reports and minutes created by the committees and received from all constituents.

2. The institution defines and assesses student learning outcomes for all instructional programs and student and learning support services. (ER 11)

Evidence of Meeting the Standard

Student Learning Outcomes are used to determine the success of the students' course of studies and learning support services, including academic accommodations. The Student Learning Outcomes are attached to individual courses and are determined by specific assignments or assessment tools that determine if the SLO has been met satisfactorily. The quarterly academic achievement report and specific notations taken by instructors in the case of significant failure to achieve SLOs are used to assist individual students and to determine any necessary revisions that may be needed for the course.

Analysis and Evaluation

SLOs are regularly assessed for all courses, and modifications are made to the courses if significant widespread failure is perceived. The assessment of the SLOs largely drives the constant revision and assessment of each course, and so they are analyzed yearly or each time the class is offered, whichever is more frequent. The success of the SLOs is assessed by the assessment tools attached to the SLO, as well as how the students perform in practical ministry opportunities related to the SLO.

3. The institution establishes institution-set standards for student achievement, appropriate to its mission, assesses how well it is achieving them in pursuit of continuous improvement, and publishes this information. (ER 11)

Evidence of Meeting the Standard

As an international organization, many of the Institutional Set Standards (ISLOs) are mandated by International Headquarters through the International Headquarters Officers' Training and Development Standards, which apply to all training colleges worldwide (available at ACCJC Site Visit). As this document only mandates a minimum level of instruction as hours or credits for each course, the CFOT meets and, in most cases, exceeds these standards. The standards impact what classes must be offered and the minimum number of hours for the class. The number of classes is exceeded by the CFOT, as is the number of hours in most cases. The standards set for the achievement of the associate degree are established by the Curriculum Council, approved by the Executive Council, and set by New York State Education law.

Analysis and Evaluation

The Curriculum Department and the Curriculum Council complete the assessment of meeting International Standards. The Curriculum Council assesses the standards created for the

achievement of the associate degree. The fairness and equity of the assessments are also kept in review by the Curriculum Department. Finally, instructors, as well as the Curriculum Council, assess the quarterly achievement reports. The meeting of the standards is published in the quarterly achievement reports as well as in the minutes of the various department meetings and the Curriculum Council. By assessing these reports and minutes of the Curriculum Department and the Curriculum Council, an equitable framework to assess and monitor student achievement and instructor and institutional effectiveness can be provided.

The reports generated by the NEO platform inform the student and the Curriculum Department of the student's success and are completed and published quarterly. It is from these compiled reports that transcripts are generated.

4. The institution uses assessment data and organizes its institutional processes to support student learning and student achievement.

Evidence of Meeting the Standard

The institution uses two primary reports to gather data and organize it to allow its institutional processes to support student learning and student achievement. The first is the quarterly achievement report that will eventually be reduced and published as each student's transcript; the second is the Cadet Competency Report which is far more encompassing than a simple academic report. This second evaluation is generated by the Personnel Department (I.B.4-1 and I.B.4-2).

Analysis and Evaluation

The CFOT uses data and organizes its institutional processes to support cadet learning and achievement through the use of the quarterly achievement report which is used to assess the student's achievement of the SLOs and the mastery of the information and/or skills presented in class. This report is generated by the Curriculum Department and is created by the instructors for the cadet's particular classes each quarter. The second report is the Cadet Competency Report which is ultimately generated by the Personnel Department but is created with the information given by all of the College's departments, including Curriculum. This report assesses the student in a wide variety of areas and determines if they are excellent, effective, or in need of attention and development in areas related to the cadet's experience at the CFOT. This document can assess if the institution is effective in all its SLOs and spiritual and professional developmental programming. It can also assess if various accommodations for a given cadet are effective.

The Cadet Competency Report could include the following:

1. The Academic Accommodation Committee reviews the students' past (pre-CFOT) academic achievement as well as recommendations made by The Salvation Army's

consultation group (Lanier Practice, Inc.) to create appropriate accommodations for the students as they arrive. This same group will re-evaluate halfway through the students' schooling to analyze the success of the accommodations and recommend changes if appropriate.

2. Class interactions (students between each other and instructors) are analyzed via the curriculum section of the Cadet Competency Report. It notes if the student has consistently healthy relationships, is respectful and appreciative of other learners, and is willing to work alongside classmates to help them be successful. It is noted if the student is exceptional, effective, needs attention, or has a significant gap in this area. If the student falls into one of the last two levels, the reviewer(s) writing the evaluation must give specific comments on improvements needed or goals to be met.
3. The Cadet Competency Report also measures the students' academic achievement during their time at the CFOT. This is measured by looking at the CGPAs and GPAs in the core courses (Bible, Doctrine, Homiletics, and Field Training); the two GPAs must be over 2.0 for graduation. The Competency Report examines writing skills for quality, clarity, conciseness, insightfulness, creativity, and notes class attendance. It is noted if the student is exceptional, effective, needs attention, or has a significant gap in this area. If the student falls into one of the last two levels, a discussion with the Education Officer is required (if failing academically).
4. The Cadet Competency Report also appraises the students in the area of self-care and asks the following questions: Does the cadet wear the uniform and dress appropriately? Is there evidence of concern for their general health? Are they taking active steps to maintain or improve their physical health? It is noted if the student is exceptional, effective, needs attention, or has a significant gap in this area. If the student falls into one of the last two levels, further goals and discussion with a Personnel officer must occur.
5. The Cadet Competency Report observes if the cadet has good emotional strength by analyzing the following: Do they demonstrate the emotional stamina expected of those who will be spiritually leading people? Do they respond to stress in abrupt, harsh, or other unhealthy ways? Do they easily become negative or combative with only minimal stimuli? It is noted if the student is exceptional, effective, needs attention, or has a significant gap in this area. Again, discussion and goal setting will occur for cadets in the two lower levels.

Institutional Effectiveness

- 5. The institution assesses accomplishment of its mission through program review and evaluation of goals and objectives, student learning outcomes, and student achievement. Quantitative and qualitative data are disaggregated for analysis by program type and mode of delivery.**

Evidence of Meeting the Standard

The institution examines the accomplishment of its mission through program review and evaluation of goals and objectives, Student Learning Outcomes, and student achievement. The Curriculum Department has a rigorous academic program review annually with a focus on the success and challenges from the previous year. The Curriculum Council also reviews the academic program with the Curriculum Department minutes in view. Members of the Board of Trustees (BOT) and other Territorial leaders conduct an annual review of all aspects of the College (Annual Command Review). This review occurs annually at the end of the fall academic term (December) and provides discussion on the previous year's program, makes suggestions, and gives guidance to CFOT leadership. Added to these reports and assessments is an alumnus and supervisory survey to assess how well the school prepared students professionally for ministry as Salvation Army officers. Past students are surveyed to give their honest assessment of how well the College has prepared them for their ministries as Salvation Army Officers after at least one year in the field. The respondents give their assessment in areas where the College was effective and less effective. This is done by covering a wide variety of subjects and skills so the school can improve its programming and techniques (I.B.5-1). The survey is shared with all the faculty and administration. The individual responses are kept confidential, and the supervising officers for these graduates are given a similar survey. Further explanation of this systematic evaluation of graduating and alumni cadets and supervisors of their ministry, as requested in the Eligibility Requirements review, will appear in Standard II.A.3.

Analysis and Evaluation

The CFOT determines its mission's success through the students' success in the SLOs attached to the various classes and as they are published in the quarterly assessment reports. Additionally, the Cadet Competency Report is the amalgamated information for each cadet in each class and their assessment by the various departments in the College. The data are partially disaggregated by the normally quantitative and qualitative nature of each department. The Curriculum Department creates mostly quantitative data, while the Personnel Department uses almost exclusively qualitative data, as is also true for the Mission and Ministry Training Department. The annual survey of the alumni is primarily quantitative to determine where the former students see the school as being effective and less effective in preparing them for service. Much of the class information remains aggregated due to the need for anonymity for better survey returns.

- 6. The institution disaggregates and analyzes learning outcomes and achievement for subpopulations of students. When the institution identifies performance gaps, it implements strategies, which may include allocation or reallocation of human, fiscal and other resources, to mitigate those gaps and evaluates the efficacy of those strategies.**

Evidence of Meeting the Standard

The CFOT does not disaggregate information on achievement for subpopulations. Only entrance and acceptance numbers to the College for variables including age, gender, ethnicity, education, and Salvation Army experience are assessed. The information is disaggregated in this way to determine how much of an effect previous experience has on the performance of the student. There is a Spanish track for the increasing population of Spanish speakers to learn the primary subjects in their first language. This is carefully monitored to ensure that the students being taught in Spanish are coping and adjusting at the same levels as their English-speaking counterparts.

The CFOT yearly analyzes Student Learning Outcomes and achievement for several subpopulations within its cadets and, in the case of first-year students, after the first academic term is completed. The first year is critical for all students, and special accommodations must be made for some entering with diagnosed learning disabilities or concerns. English as a second language is also a crucial group that may require differing approaches to teaching, in addition to the time spent in non-credited ESL coursework. The CFOT attempts to offer a complete Track in Spanish (TIS) to facilitate the dominant non-English-as-first-language cadet group during the majority of first-year classes, and in all classes, except for the Business/Administration coursework, during the entire tenure of study at the College. However, language and cultural variables have shown no significant differences in cadet graduation on time, as this rate is uniformly high at the College. Also, rates of entrance of minority groups to the CFOT have been low (but steadily rising over the last ten years), making the application of statistical treatment analyses difficult.

As stated earlier, other descriptive variables assessed in CFOT acceptance and completion on time have included gender, age, former post-secondary educational experience, and years of experience within The Salvation Army as the student's identified church. Only the latter two variables have shown trends to more reliable graduation and commissioning rates as ministers.

Analysis and Evaluation

The current number of students does not permit a statistically meaningful disaggregation for analysis of student achievement on a yearly basis. The disaggregation of age, gender, and ethnicity has shown no statistically meaningful differences, likely due to the small number of students in the various groups. Due to the small number of students, each individual student is tracked for their learning and achievement, which allows the institution to better serve the whole student body resulting in, we believe, improved success.

- 7. The institution regularly evaluates its policies and practices across all areas of the institution, including instructional programs, student and learning support services, resource management, and governance processes to assure their effectiveness in supporting academic quality and accomplishment of mission.**

Evidence of Meeting the Standard

The CFOT regularly evaluates its policies and practices across all areas of the institution by incorporating input from all its stakeholders. The inputs from the various stakeholders are used in the decision-making process to ensure the highest academic quality and accomplishment of the College's mission. The various councils and boards are comprised of people from different departments, though they often discuss similar subjects from different angles. In many cases, the people who make up one council or board also serve on several others, keeping the information current and the various committees updated. The Executive Council is made up of members from each of the departments and is thus well-informed about what is going on overall. The Principal, who serves on the Finance and Executive Councils, as well as ex-officio on several others, meets monthly with the department heads and is kept up to date on and made aware of any concerns with cadets. If a concern or problem arises with timing or a number of cadets with illness, a department head or the chair of one of the committees can report this to the Executive Council, which can have the calendar or procedure changed and published immediately. The governance structure is very hierarchical and is evaluated by the Executive Council, the Principal, the Strategic Oversight Council, and Territorial Headquarters in their Annual Command Review of the College (see CFOT Assessments Calendar I.B.7-1 and Campus Climate Survey I.B.7-2).

Analysis and Evaluation

To assess the effectiveness of its policies and practices in supporting academic quality and the success of the CFOT's mission, the CFOT continually evaluates its policies and practices in all the areas covered by the institution. This is accomplished through a hierarchical pyramid of boards and committees that all interlock with each other so that they are all in constant official and unofficial communication. These various committees are responsible for all areas, including instructional programming, learning support services, personnel support services, financial support services, medical support services, governance processes, and resource management. The Curriculum Department is primarily responsible for ensuring the efficacy of the academic policies which are reviewed annually as stated above. The Personnel Department works to ensure that all these services, such as medical, psychological, and spiritual are equally accessible to all of the students. The students also have a significant voice through the Cadet Council as they are the principal stakeholders in their education.

8. The institution broadly communicates the results of all of its assessment and evaluation activities so that the institution has a shared understanding of its strengths and weaknesses and sets appropriate priorities.

Evidence of Meeting the Standard

Within the CFOT, assessment and evaluative information is widely communicated, provided the information is not covered by needs for confidentiality or restrained through HIPAA restrictions. Student grades and assignment results are sent each academic marking period to the cadet who submitted the work. Only combined, anonymous information, such as overall grade point averages, and marks (percentages) on Bible or Doctrine tests, might be shared more broadly. All other shared information on cadet learning assessment is done only within individual classes through anonymous coding, such as students selecting a code for their name and results in the shared class scores, grades/achievements. Finally, all cadets receive individual partial transcripts as they proceed through academic marking periods (quarterly grade reports) in their individual mailboxes.

In addition to academic grades, students evaluate their coursework and learning in every course through anonymous online course evaluations, which are tallied by the Accreditation and Research Manager and sent back to instructors after final grades have been recorded (I.B.8-1). This process occurs after every course taken by cadets, and the return percentages are usually above 75%, with numerous comments. This provides good feedback for instructors' teaching methods. As indicated in Standard I.A.2, students are also assessed after completion of all coursework just prior to graduation for their perceptions of the entire curriculum, as to "how well-prepared they believe their preparation for ministry was" in the Divisions/topics of coursework just completed (I.B.5-1); this extensive survey is again anonymous, and results are shared with all instructors and reviewed/discussed with all staff at one of the yearly staff conferences. The information is also shared with the SOC, the Corporate Board of Trustees, and selected stakeholders outside the College.

Finally, using online survey software, many individual questions, especially regarding curriculum development, campus living and safety, and other topics affecting the learning environment, are addressed as the perceived need arises.

External communications of assessments and characteristics of student population occur with New York State Board of Regents and Higher Education Data Systems. These assessments are required for accreditation purposes and Title IV and IX reporting.

Analysis and Evaluation

We believe that the evidence of assessment and evaluation of all the programs at the CFOT is helpful, carefully treated, and reported, and it protects the learning outcomes for cadets. Additionally, as new questions/opportunities arise, the College is quick and responsive to

carefully research the possibilities through the extensive use of online survey software (Survey Monkey) and the work of the Accreditation Team.

- 9. The institution engages in continuous, broad based, systematic evaluation and planning. The institution integrates program review, planning, and resource allocation into a comprehensive process that leads to accomplishment of its mission and improvement of institutional effectiveness and academic quality. Institutional planning addresses short- and long-range needs for educational programs and services and for human, physical, technology, and financial resources. (ER 19)**

Evidence of Meeting the Standard

The CFOT engages in continuous and systematic overall planning and evaluation of the programs contributing to our educational endeavor. There are both internal (on campus) groups designated responsible for this planning and external. Internal groups emphasize short-term planning (weekly, monthly, and on issues especially of the calendar, yearly); these groups include academic division (of study) planning, faculty as a whole, Curriculum Council, Faculty Affairs Council, Finance Council, and Executive Council. Perceptions of the need for change or development can be generated from any of these groups. However, all flow up to the Executive Council for a final action decision. The Training Principal (CEO) chairs both the Executive Council and the Finance Council. Final decision-making responsibility for all issues brought for discussion proceeds through to a consensus; final approval of decisions is part of the "brief of appointment" of the Training Principal. The Executive Council meets bi-weekly. Please see Faculty Handbook for a review of these internal governing groups (I.B.9-1).

External governance and authority groups include the Strategic Oversight Council (SOC) and the Corporate Board of Trustees (BOT) for The Salvation Army Eastern Territory, USA. These groups emphasize or are responsible for much more of the long-term strategic planning. Additionally, the SOC emphasizes issues of academic planning (ceded from the Corporate Board), while the Corporate Board of Trustees emphasizes fiduciary planning, academic staff appointment approvals, and total educational programs. Representing the College on the Corporate Board is the Chief Secretary of The Salvation Army, Eastern Territory, USA, and the Personnel Secretary; the Chief Secretary chairs the SOC, and the Training Principal is also a member of this latter decision-making group (the SOC). The SOC meets in-person, on campus, twice yearly (and when needed via electronic programs), while the Corporate Board meets weekly. This sharing of planning and evaluation is all reviewed in December of every year at the Annual Command Review (ACR) of the College when members of the Corporate Board come to campus for a day-long review and join all faculty and academic support staff. The flow of planning and evaluation within the external Board and Council normally proceeds in either direction, and internal decisions are reviewed continuously by the external groups. While this division of labor may appear cumbersome to some, the roles are clearly specified within each group by regulations

and tradition and are/have been stable and functioning for the past 130-plus years. We believe the governance groups can continue to meet this Standard.

Analysis and Evaluation

The College Catalog and the Faculty Handbook spell out the governance processes and procedures of the CFOT; these processes and procedures have supported and maintained the College and will continue to be used faithfully. All levels in the above governance structure and individuals (including cadets and the Cadet Council) have the opportunity to speak into the governance to suggest aids to accomplish or improve the institutional effectiveness and educational programs. For additional information and a visual representation of the Governance groups and Organizational Structure Chart of the CFOT, please see the Introduction, Section D.

Conclusions on Standard I.B: Academic Quality and Institutional Effectiveness

The CFOT has multiple levels and groups involved in assessing and/or in receiving, discussing, and planning based on that assessment. Assessments are also multiple and occur on a regular and, at times, as-needed basis for planning and ensuring that the College's mission is being efficiently and carefully executed. Cadets have a voice in a number of these groups, either through anonymous assessments or face-to-face meetings. Reviews of all programs are carried out both internally and externally to the College (external includes SOC, BOT, and Annual Command Review). Through these regularly scheduled series of reviews and assessments and Student Learning Outcomes, the College mission can be improved and/or maintained. We believe the College meets the Standards required herein.

Improvement Plan(s)

The College will more broadly publish and communicate its overall Assessment Plan to all stakeholders and seek to improve or maintain this important task. (See Assessment Calendar I.B.7-1)

Evidence List

Ref		Evidence
I.B.4	1	<i>Quarterly Academic Achievement Report sample</i>
	2	<i>Cadet Competency Report</i>
I.B.5	1	<i>Perceptions Survey</i>
I.B.7	1	<i>CFOT Assessments Calendar</i>
	2	<i>Campus Climate Survey</i>
I.B.8	1	<i>Course Evaluation Survey</i>
I.B.9	1	<i>Faculty Handbook, pages 5-14</i>

C. Institutional Integrity

- 1. The institution assures the clarity, accuracy, and integrity of information provided to students and prospective students, personnel, and all persons or organizations related to its mission statement, learning outcomes, educational programs, and student support services. The institution gives accurate information to students and the public about its accreditation status with all of its accreditors. (ER 20)**

Evidence of Meeting the Standard

Each year, the Candidates' Department (Admission Department equivalent of the CFOT, located at the Territorial Headquarters for The Salvation Army, Eastern Territory, USA), in conjunction with the College, offers a weekend set of experiences, including seminars geared toward providing vital, first-hand information for those prospective students projected to enroll at the CFOT within the next several years. There are opportunities here for the College staff and faculty to meet and share the College's specific academic requirements and provide an overview of the structures, overall student life, and a full campus tour. The Training Principal leads a session where cadets share their academic, spiritual, and social experiences during their two years at the College; the Training Principal also discusses the personal expectations for students. Current students offer multiple sessions, including panel discussions, with many questions asked and answered for candidates, and the sharing of additional experiences while studying at the CFOT can be explored. Finally, the most serious and pre-prepared students can obtain a College Catalog with accurate, precise answers to the many questions they may continue to experience upon return to their homes.

Many more personal questions cannot be answered in a group setting or in a single weekend. Knowing this to be true, candidates for acceptance to the CFOT face several challenges as they decide to follow God's leading. These challenges require hours of preparation, more educational, psychological evaluation, and logistical readiness for moving to a new home and school to follow God's calling in their lives. To assist in this vital process, Blake Lanier, MSW, LCSW, LLC, was contracted to launch a Territorial Coaching Action Plan (CAP) program for candidates and their families. The CAP program seeks to holistically develop (spiritually, psychologically, and, when necessary, educationally) candidates before entering the College. The CAP program builds on each candidate's unique blend of strengths and weaknesses, systematically preparing them for the multitude of challenges they are likely to experience at the school and in the unique preparation for ministry.

The College Catalog is available to all interested public individuals or parties, and not only those considering potential study; copies (for distribution if desired) are kept at the general information desk at the main administration building. The Catalog, of course, clearly discusses the accreditation of the College, as can any of the faculty contributing to the earlier cited Candidates' Weekend or to outside visitors (accreditation information appears in the Catalog on pages 8-9) (I.C.1-1). As "all hands are on deck" for the weekend among faculty, each instructor

and staff member can give accurate answers to questions about the College mission statement, Student Learning Outcomes, and support available for students to help ensure effective learning.

Analysis and Evaluation

We believe that all information for the public, current and prospective students appearing on our website and in the College Catalog is current, accurate, and honest. Information is changed or added to these two sources only after approval by the appropriate councils, boards, or individuals and only by the Communications and Social Media Coordinator, Eli Morgan. All accreditation information is prepared by the Accreditation Liaison, Dr. Dennis VanderWeele, and approved only by the Principal (CEO).

- 2. The institution provides a print or online catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed in the “Catalog Requirements”. (ER 20)**

Evidence of Meeting the Standard

The institution provides a Catalog for students and prospective students with precise, accurate, and current information on all facts, requirements, policies, and procedures listed. The print and online Catalogs have the same page numbers, and the following page numbers apply to both versions of the Catalog. The Catalog is updated and published annually after review and approval by the Curriculum Council, the Director of Curriculum, the Executive Council, and the Strategic Oversight Council. Locations of detailed information are provided below.

Digital location of Catalog: https://s3.amazonaws.com/use-cache.salvationarmy.org/4d924e84-810d-4d71-87ce-f8c361743ddd_Approved+Catalog+2022-2023.pdf

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Analysis and Evaluation

The Catalog is made available to all stakeholders in the College, including incoming students, and is made available in both physical and digital form. The digital version is available on the internet through the College's website.

The Catalog is updated annually by the Curriculum Department with input from all the other departments. The Catalog is then passed through the Faculty and the Curriculum Council for review of the academic policies and information and is then reviewed by the Executive Council, which will review all aspects of the Catalog with the input of department directors to ensure the accuracy of all policies, procedures, and information. The Principal approves the Catalog, and it is then sent to Territorial Headquarters for the approval of the Territorial Commander and the SOC and publication of the print version.

3. The institution uses documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public. (ER 19)

Evidence of Meeting the Standard

The institution uses a documented assessment of student learning and evaluation of student achievement to communicate matters of academic quality to appropriate constituencies, including current and prospective students and the public, through the following reports.

- Biblical assessment test (ABHE Bible Knowledge Exam - online)
- Doctrine assessment test (College-generated by Bible instructors) (I.C.3-1)
- Quarterly academic achievement reports for individual students (I.C.3-2)
- Cadet competency report (I.C.3-3)
- Final transcript report
- Retention and graduation on-time rates (I.C.3-4)

Analysis and Evaluation

All reports listed in this section are made available to appropriate stakeholders in the College, including the Executive Council and the Cadet Appraisal Board. The CFOT does not receive external funding from any outside sources beyond The Salvation Army and, therefore, does not report to any other external organizations on financial support for cadets. The accreditation of the CFOT indicates that the College has maintained a sufficient level of documented assessment which is available to the general public; accreditation information appears in the College Catalog (I.C.1-1).

4. The institution describes its certificates and degrees in terms of their purpose, content, course requirements, and expected learning outcomes.

Evidence of Meeting the Standard

The institution describes its certificate and degree in terms of its purpose, content, course requirements, and expected learning outcomes; the certificate is documented in the CFOT Catalog (pp. 23-31) (I.C.4-1). The College offers only one degree, the Associate in Applied Science, provided to train students to become Salvation Army Officers, fully prepared practically and academically to fulfill the requirements of that ministry. The cadet will also receive The Salvation Army International Training Certificate, which states that the student has successfully completed the course of studies that are required to become a Salvation Army Officer (Catalog, p. 8) (I.C.4-2).

Analysis and Evaluation

The CFOT describes its degree in terms of its purpose, content, course requirements, and expected learning outcomes as evidenced in the information provided in the College Catalog on pp. 23-31.

5. The institution regularly reviews institutional policies, procedures, and publications to assure integrity in all representations of its mission, programs, and services.

Evidence of Meeting the Standard

The CFOT reviews all institutional policies, procedures, and publications, minimally, on a yearly basis. Many assessing groups meet quarterly (see Faculty Handbook, pp. 10-14) (I.C.5-1) and will add meetings on an as-needed basis. This flexibility is allowed due to the relatively small population of students, faculty, and support staff, the fact that there is only one campus site, and all live on or near campus. Finally, all presentations and representations of the College mission, programs, and services must be approved through the appropriate committees, councils, boards, and Executive Council before they are forwarded to the Communications and Social Media Coordinator or the Director of Curriculum (for modifications to the College Catalog). The occasional testimonial videos of current students and enlistment of cadets to represent the CFOT at any public event are assigned to the Personnel Department in cooperation with the Candidates' Secretary.

Analysis and Evaluation

As the production and representation of the written and spoken sources speaking to the mission, program, and services of the CFOT is limited to prescribed councils and boards, and only a single individual then forwards the information to the Communications and Social Media Coordinator, we believe that all such produced communications are consistent and accurate. The CFOT acts with integrity to meet the needs and requests of the public and prospective students in all dialogue related to our programs and purposes.

6. The institution accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses, including textbooks, and other instructional materials.

Evidence of Meeting the Standard

The CFOT has not changed its tuition rate for at least the past 16 years; it is \$1070 per year as approved by The Salvation Army (see Training and Education Minute for Salvation Army Colleges in the USA) (I.C.6-1). As all cadets live on campus (and their non-adult children), an extensive overall budget is assembled for cadets at the office of the Candidates' Secretary. It is the aim that all debt will be cleared before and after cadets leave the College to take on their ministerial duties. The Salvation Army negotiates and sometimes assumes and/or subsidizes major parts of the cadets' budgets to accomplish this outcome because the College does not participate in Title IV Federal Student Aid programs. In addition to the tuition, fees, textbooks, and other instructional materials are secured and compensated as indicated later in the Standard III

portion on Financial Resources. Tuition, fees, and all minor costs for materials and a refund policy are listed in the College Catalog (p. 7-8) (I.C.1-1).

Analysis and Evaluation

All entering cadets are fully funded for study by The Salvation Army, the parent organization, through the budgeting processes of the Candidates' office; cadets will know exact costs prior to entering the College and will make their entry decision date based on when they can enter without occurring debt. There are many grants and loans available to cadets at CFOT, many from family and friends, local churches (corps), and bequests; these can be used if an emergency expense arises. We believe we meet this Standard and will continue to do so.

- 7. In order to assure institutional and academic integrity, the institution uses and publishes governing board policies on academic freedom and responsibility. These policies make clear the institution's commitment to the free pursuit and dissemination of knowledge, and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students. (ER 13)**

Evidence of Meeting the Standard

The CFOT uses and publishes governing board policies on academic freedom and responsibility to assure institutional and academic integrity. These policies make clear the CFOT's commitment to the free pursuit and dissemination of knowledge and its support for an atmosphere in which intellectual freedom exists for all constituencies, including faculty and students; see responsible Academic Freedom Statement in Catalog (p. 43) (I.C.7-1). Supplementing this policy and enhancing it is the CFOT grievance policy which informs the instructor and student on processes to file a grievance arising from any perceived unfair action or response in assignment completion, grading, or teaching/learning opportunities. Examples could include, among other outcomes, the failure of timely grading by instructors or biases based on sexism, racism, or favoritism. These policies on academic and institution-wide integrity also appear in the Community Guidelines (I.C.7-2) and Faculty Handbook (I.C.7-3).

Analysis and Evaluation

The CFOT publishes its academic freedom policy and integrity statements in its Catalog and Faculty Handbook. These policies are strictly enforced to ensure responsible faith-consistent academic freedom to all relevant stakeholders allowing for personal growth and achievement that remains self-guided by personal decisions. These policies give all stakeholders equal access and freedom for the pursuit and dissemination of information and discovery, consistent with the College's mission and purpose.

Finally, the Library section of the Catalog has statements on copyright violation, plagiarism, and proper citation of quoted or paraphrased materials (I.C.7-4).

- 8. The institution establishes and publishes clear policies and procedures that promote honesty, responsibility and academic integrity. These policies apply to all constituencies and include specifics relative to each, including student behavior, academic honesty and the consequences for dishonesty.**

Evidence of Meeting the Standard

The CFOT has established and published clear policies and procedures that promote honesty, responsibility, and academic integrity. These policies apply to all constituencies and include specifics relative to each individual, including student behavior, academic honesty, and the consequences of dishonesty. These policies are published in the CFOT Catalog and handbooks like the Community Guidelines for cadets (see pages listed below from Catalog and Faculty Handbook). The Employee Manual also covers these topics and a full grievance policy.

Policy/ Procedure/ Protocol	Published in:
Failed assignments/Late assignments	Catalog, pp. 34-36
Remediating a grade of “F” or raising a GPA below 2.0	Catalog, p. 36
Make-up examinations	Catalog, p. 36
Academic Warning and Probation	Catalog, pp. 37-38
Withdrawal	Catalog, p. 38
Academic Integrity	Catalog, p. 40-41 (I.C.8-1)
Faculty academic responsibilities and guidelines for instructors	Faculty Handbook, pp. 22-30 (I.C.8-2)

Analysis and Evaluation

All the policies, procedures, or protocols listed above apply to all appropriate stakeholders with clear lines of responsibility for all. These statements give information on student behavior, academic honesty, and instructor responsibility and give specific consequences for violating any item in question. The policies, procedures, and protocols are continually reviewed and analyzed for effectiveness, ready for when an issue arises that may make their application necessary. At a minimum, each item is reviewed annually as the Catalog is reviewed, and any changes are incorporated into the Catalog’s next publication.

9. Faculty distinguish between personal conviction and professionally accepted views in a discipline. They present data and information fairly and objectively.

Evidence of Meeting the Standard

The CFOT is the seminary of the Salvation Army, a quasi-military, pan-Wesleyan denomination with a conservative, orthodox orientation to doctrine and ministry. The biblical and doctrinal views expressed by the instructors are to be within the confines of an orthodox Wesleyan-Arminian framework; other views may be considered for discussion and apologetics. Courses are constructed by the Course Organizer using the Course Outline of Record (COR), which gives guidance as to the professionally and denominationally accepted views on the subjects taught in Bible and Doctrine classes (I.C.9-1). In the case of nonreligious subjects, the Course Organizer will use the COR documents to keep the class current, broadly relevant, and challenging. Once the course has been designed, it will be sent to the Department Chair, who will review the syllabus to determine if it meets the acceptable criteria and consistent views expected by the College. Once approved, the course will be submitted to the Education Officer for review in conjunction with the Curriculum Council and the Principal. All these stakeholders will need to approve the content as related to the COR and current professionally and denominationally acceptable views. Challenges to our Wesleyan doctrines are expected in class discussions and ultimately lead to a more clearly defined witness.

The instructors are encouraged to present all information fairly and objectively, even when challenging denominational norms and doctrine. Opposing views to the Wesleyan Arminian doctrine will be presented fairly and objectively. All information and courses may be randomly attended and reviewed by the Director of Curriculum and the Training Principal for assessment of content and delivery. A review report is generated as well as a face-to-face meeting held with the instructor shortly after the visit (Faculty Handbook, p. 27) (I.C.9-2).

Analysis and Evaluation

The system of multiple stakeholders reviewing the content, construction, and delivery of the courses and course review by senior administration and faculty has been a successful formula for keeping instructors within responsible faith-accepted views in the various disciplines. The reviews that are completed by the Director of Curriculum and the CFOT administration have found very few instances of instructor bias which could be concerning. Generally, peer reviews, while often stressful, have generated meetings/reports which are positive.

- 10. 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 and student handbooks.**

Evidence of Meeting the Standard

The CFOT in the Eastern Territory, USA, has a very clear and firmly stated mission, as noted in Section A of this Standard. The College intends and clearly states that its purpose is to develop in its cadet students the ability to preach and teach the message of the Bible, God, and Jesus Christ and equip cadets to minister to and meet the needs of all people within their influence without discrimination and demonstrate the Christian ideals of the church. This is the world view/specific beliefs that the College intends to develop further in its successful applicants. Applicants to the CFOT must be adult members of The Salvation Army for at least one year, have experienced a call to ministry, and are directed to the College to answer this call. Codes of conduct for staff, faculty, administration, and students are instituted in support of this mission and worldview and appear in the CFOT Catalog on pages 5-7, 33, 39-40, 46-49 (I.C.10-1), as well as in the Faculty Handbook (I.C.10-2), Community Guidelines (I.C.10-3), and the Security, Safety, and Sensitivity Procedures booklet (I.C.10-4). This mission and intent are clearly communicated in all publications, discussions, and electronic communications from the Candidates' Department at the Territorial Headquarters and from College offices.

Analysis and Evaluation

The College website and all written publications from the College and the Candidates' Department (prospective students) consistently present the same picture of the purpose of the CFOT – to prepare “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” (Catalog, p. 5).

- 11. Institutions operating in foreign locations operate in conformity with the Standards and applicable Commission policies for all students. Institutions must have authorization from the Commission to operate in a foreign location.**

Evidence of Meeting the Standard

This Standard does not apply to the CFOT as we do not have any foreign location for officer training under this administration.

Analysis and Evaluation

N/A

12. The institution agrees to comply with Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. When directed to act by the Commission, the institution responds to meet requirements within a time period set by the Commission. It discloses information required by the Commission to carry out its accrediting responsibilities. (ER 21)

Evidence of Meeting the Standard

The CFOT agrees to comply with all the Eligibility Requirements, Accreditation Standards, Commission (ACCJC) policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes mandated by the Accrediting Commission for Community and Junior Colleges. We agree to act when directed by the Commission to respond to and meet all requirements within a time set by the Commission. We will disclose all information required by the Commission to carry out its accrediting responsibilities (ER 21). We extend this agreement and our responsiveness to ACCJC as we have to the New York State Board of Regents and Commission on Education for the past 20 years (ER 21).

Analysis and Evaluation

Support of the College's intentions and willing responses to prior accreditation can be obtained from The Office of College and University Evaluation, Education Building Annex, Room 979 EBA, 89 Washington Avenue, Albany, New York, 12234, by phone (518) 474-1551, or email (ocueinfo@nysed.gov).

13. The institution advocates and demonstrates honesty and integrity in its relationships with external agencies, including compliance with regulations and statutes. It describes itself in consistent terms to all of its accrediting agencies and communicates any changes in its accredited status to the Commission, students, and the public. (ER 21)

Evidence of Meeting the Standard

The CFOT advocates and will continue to demonstrate honesty and integrity in all its relationships with external agencies, including compliance with regulations and statutes. We will continue to describe ourselves and our institution in truthful and consistent terms to all accrediting bodies and promptly communicate all changes in accrediting status to ACCJC, our cadets, and the public (ER 21).

Analysis and Evaluation

As in the statement above (Standard I.C.12) on Analysis and Evaluation, the CFOT has, for the last 20 years, communicated with all agencies of accreditation and regulation of higher, post-secondary education with transparency and honesty and will continue to do so.

14. The institution ensures that its commitments to high quality education, student achievement and student learning are paramount to other objectives such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.

Evidence of Meeting the Standard

The CFOT is the only ministerial post-secondary educational institution of the parent organization (The Salvation Army) in the 13 northeastern United States, Puerto Rico, and the U.S. Virgin Islands. As such, it adds its graduates to the work of the Army. The College is committed to preparing, educating, equipping, and developing its students (cadets) to become full-time representatives of the Army, deployed to minister to all in our spheres of influence. In so doing, the College (as is also true of The Salvation Army, the parent organization) is a not-for-profit 501-C-3 organization and does not generate financial gains for our students or our institution.

Analysis and Evaluation

While the CFOT student population certainly benefits from external support from corps (home churches), individuals, and many internal Army groups and activities, the College itself generates no financial gains for any external investors or interests. If excess funds from gifts or other support accrue, the profits are sent back to the College set-aside endowment. Cadets' needs, quality educational supplies, and staff and faculty support are the major expenditures.

Conclusions on Standard I.C: Institutional Integrity

The CFOT and The Salvation Army must operate with integrity and transparency, not only with its prospective students, cadets and faculty, employees and staff, and accrediting agencies but also with the general public. Our status as an organization and educational institution seeks to, in and with the public's trust, preach the gospel of Jesus Christ and meet human needs without discrimination. We cannot exist with our motto of "Doing the Most Good" if we lack integrity. This being said, all shared information and the College Catalog are accurate and true to our mission and are shared with all interested parties.

The CFOT and Salvation Army clearly project the Christian worldview and make no apology or attempt to conceal our beliefs and doctrines. Total costs to cadets, degree accreditation, expected codes of conduct for all constituents on campus, and commitments to external accrediting and governmental educational agencies are published and honored. We believe that the College meets each of these issues and this Standard's concerns.

Improvement Plan(s)

The College asserts that it meets this Standard and pledges that it will continue to do so.

Evidence List

Ref		Evidence
I.C.1	1	<i>2022-23 CFOT Catalog, pages 7-9</i>
I.C.3	1	<i>Doctrine Test</i>
	2	<i>Quarterly Academic Achievement Report sample</i>
	3	<i>Cadet Competency Report</i>
	4	<i>Retention and graduation on-time rates chart</i>
I.C.4	1	<i>2022-23 CFOT Catalog, pages 23-31</i>
	2	<i>2022-23 CFOT Catalog, page 8</i>
I.C.5	1	<i>Faculty Handbook, pages 10-14</i>
I.C.6	1	<i>USA Eastern Territory Minute, Training & Education, Tuition & Textbooks</i>
I.C.7	1	<i>2022-23 CFOT Catalog, page 43</i>
	2	<i>Community Guidelines, pages 39-47</i>
	3	<i>Faculty Handbook, pages 16-22</i>
	4	<i>2022-23 CFOT Catalog, Library Section, pages 51-52</i>
I.C.8	1	<i>2022-23 CFOT Catalog, pages 34-41</i>
	2	<i>Faculty Handbook, pages 22-30</i>
I.C.9	1	<i>Course Outline of Record</i>
	2	<i>Faculty Handbook, page 27</i>
I.C.10	1	<i>2022-23 CFOT Catalog, pages 5-7, 33, 39-40, 46-49</i>
	2	<i>Faculty Handbook, Code of Conduct, pages 15-22</i>
	3	<i>Community Guidelines, Code of Conduct, page 12</i>
	4	<i>Security, Safety and Sensitivity booklet, Code of Conduct, page 18</i>

Standard II: Student Learning Programs and Support Services

The institution offers instructional programs, library and learning support services, and student support services aligned with its mission. The institution's programs are conducted at levels of quality and rigor appropriate for higher education. The institution assesses its educational quality through methods accepted in higher education, makes the results of its assessments available to the public, and uses the results to improve educational quality and institutional effectiveness. The institution defines and incorporates into all of its degree programs a substantial component of general education designed to ensure breadth of knowledge and to promote intellectual inquiry. The provisions of this standard are broadly applicable to all instructional programs and student and learning support services offered in the name of the institution.

A. Instructional Programs

- 1. All instructional programs, regardless of location or means of delivery, including distance education and correspondence education, are offered in fields of study consistent with the institution's mission, are appropriate to higher education, and culminate in student attainment of identified student learning outcomes, and achievement of degrees, certificates, employment, or transfer to other higher education programs. (ER 9 and ER 11)**

Evidence of Meeting the Standard

The Standard of Expectations (Catalog, p. 33) (II.A.1-1) states that students should demonstrate integrity and excellence through punctuality, attendance, class participation, fieldwork, and completion of all classes and assignments. The College degree requirements (course of study) are given and discussed with students and faculty (Catalog, pp. 19-22) (II.A.1-2). Selected individual syllabi are presented as evidence (II.A.1-3), and SLOs are included and reviewed to ensure alignment with the mission of the College (equipping men and women to become officers of The Salvation Army) (Catalog, p. 5). Completing all degree requirements involves achieving the above outcomes and leads to awarding a degree and employment within The Salvation Army.

Students who complete the CFOT program are subsequently enrolled in The Salvation Army's Continuing Education program, primarily through Asbury University. The Continuing Education program is built on the foundation created at CFOT and continues through 24 potential professional learning pathways. These pathways range from professional development to master-level programs and are designed for the formative years of a Salvation Army officer. Each pathway is implemented through an individualized program based on prior learning experiences, best practices in adult learning theory, and educational neuroscience based on multiple data points.

Analysis and Evaluation

The CFOT has one academic degree program (Associate in Applied Sciences) with a singular purpose: educating, training, and equipping cadets for full-time ministry as Salvation Army officers. Its educational program and related services are designed and implemented to support these goals. The CFOT's curriculum and associated learning outcomes are guided by a set of competencies (Catalog, p. 6) (II.A.1-4) that the General of The Salvation Army defines for all training colleges (Orders and Regulations for the Training and Development of Salvation Army Officers – available on request or at ACCJC site visit). This ensures that the curriculum is aligned with the worldwide mission of The Salvation Army and that of all CFOTs. Student course evaluation surveys, SOC Reports, Curriculum Council minutes, and Student Learning Outcomes are reviewed regularly to maintain focus on our mission in all education and training courses.

- 2. Faculty, including full time, part time, and adjunct faculty, regularly engage in ensuring that the content and methods of instruction meet generally accepted academic and professional standards and expectations. In exercising collective ownership over the design and improvement of the learning experience, faculty conduct systematic and inclusive program review, using student achievement data, in order to continuously improve instructional courses and programs, thereby ensuring program currency, improving teaching and learning strategies, and promoting student success.**

Evidence of Meeting the Standard

The CFOT has a system that keeps the faculty involved in the course of study and the construction and implementation of each course. Classes are constructed by faculty members in collaboration between the Course Organizer and the other instructors for the course, in both English and Spanish. The Concourse syllabus creation platform controls the flow of the building of any given class. The content for the course is derived from looking at both the academic and professional experiences and information required for students' mastery of content. This information is used to create Student Learning Outcomes (SLOs) and decisions on what textbooks and other assignments will be implemented. The information is all maintained by the Concourse program. That program allows the information to be kept in order and allows the faculty to continue to focus on developing the course in a structured, systematic way. Once the various faculty members involved in teaching the course are satisfied, they will submit the course to the Course Organizer for final input and approval.

From the Course Organizer, the faculty Division Chair will closely review the syllabus as well as the appropriate documentation. They will communicate with the faculty members directly to make any changes they deem necessary. From here, the syllabus and documentation go on to the Education Officer for approval. The Education Officer will also review the syllabus to ensure that it meets the accepted academic and professional standards relevant to the institution and Course Outline of Record (COR). From the Education Officer, the syllabus and any relevant

documentation will go on to the Director of Curriculum, who will review the syllabus to ensure that it meets all guidelines for the course, as well as review the content in comparison to what has been taught in the course in the past (COR). Once the Director of Curriculum has reviewed and approved the course, it will be sent on to the school's administrative leader, the Principal, for final approval. This process is repeated every quarter that the class is taught.

The course of study is comprehensively reviewed annually to determine the strengths and weaknesses of the program. This is done first by the Curriculum Department as well as the Curriculum Council. Each class is examined to see how the students performed the previous year, and the faculty recommends ways each course could be improved. In this process, the grades achieved by the students are examined as well as after-course ability tests that are administered for a select number of courses. These two faculty groups will review each class annually, recommending changes that can then be discussed with the various Division Chairs, Course Organizers, and instructors. There is also an external group, the Strategic Oversight Council, who will review the overall approved course of study and will give feedback from their view of the program.

Analysis and Evaluation

Faculty members ensure the maintenance of proper teaching methods, programs, and student services through constant communication with the various individuals, groups, and committees named above. The primary building block for each course is the Course Organizer and the other instructors teaching the course. A great deal of dialogue occurs in the Curriculum Department meetings as well as in the Curriculum Council, whose main function is the discussion of the courses and students' progress over time in relation to professional and academic standards. Minutes are taken at these meetings so that any discoveries and analyses can be retained for future reference. All instructor enrichment opportunities are discussed in these councils as well to keep the instructors on the leading edge of modern teaching methodology. All courses are moved up through the Concourse system to each different level to ensure that the course syllabus meets the standards set at CFOT. Additionally, the continuing discussion among groups and individuals allows everyone at each level to compare the syllabus with older syllabi used in the past and the COR.

The results of whether students meet the SLOs for each course are also reviewed. The SLO achievements are reported through the grading and instructor analysis of each student's achievements. Each class is designed and evaluated using the same systems.

Instructors attend day-long faculty enrichment seminars twice a year, where new or important teaching techniques are introduced or reviewed to improve the instructors' development. Teaching strategies meant to enhance student learning are introduced.

Through the Concourse platform, the faculty takes ownership of the educational program; however, it must be noted that the idea of the faculty and administration as two different tiers at the College must be abandoned. The members of the administration are all involved in

teaching and function as instructors consistently to seek coherent learning in the area of their administrative responsibility and overall. There are no full-time employees at the CFOT who are retained solely to teach.

- 3. The institution identifies and regularly assesses learning outcomes for courses, programs, certificates and degrees using established institutional procedures. The institution has officially approved and current course outlines that include student learning outcomes. In every class section students receive a course syllabus that includes learning outcomes from the institution's officially approved course outline.**

Evidence of Meeting the Standard

All classes have identified Student Learning Outcomes (SLOs). The SLOs are created for each class and are intended to cover three broad areas: intellectual capacity, spiritual development, and practical ministerial experience (Head, Heart, Hands). The SLOs in the course syllabi are maintained in the Concourse syllabus platform. Ongoing assessment of the Student Learning Outcomes is provided on the student's quarterly academic transcripts. The student outcomes are assessed each quarter by analysis of student achievement as related to measurements tied directly to each SLO. Such measurements may be their success or deficiency on an assignment meant to measure the student's understanding or mastery of the learning outcome. While this process certainly includes objective scores (such as from tests, graded practical experiences, and written summaries), progress is also assessed subjectively in course participation and mastery. The results of these assignments are recorded by the instructor and can be used to recommend changes in program and course reviews.

In reviewing the Eligibility Requirements documents submitted by the CFOT to ACCJC, the ACCJC review staff noted specific examples of some of the review and analyses actual processes, which resulted in change or growth, would be helpful. Two specific course additions to the curriculum (which were accommodated by decreasing material and credit-hours taught in other courses) occurred after a considerable and thorough discussion in the faculty: Spiritual Formation coursework was added to the 2015/16 curriculum, and Leadership courses to the 2018/19 course of study. Both of these changes occurred with the arrival of newly appointed faculty and administration with more current education, credentials, and experiences in these academic topics.

In both of the above cases, discussions were initiated and continued between existing faculty and newly appointed instructors. In the example of Spiritual Formation, some of the topic had been covered in the Mission and Ministry Division courses, but it was felt insufficient by a large group of faculty and administrative instructors. This group then proposed curriculum changes to the Curriculum Department and Curriculum Council for consideration. Full discussions occurred over the course of five months, in which a consensus was reached to add the new coursework, the entire faculty was polled, and the proposed change was forwarded

to the Executive Council and the SOC (for internal and external council approval). A shifting of existing credit allotments for other courses occurred, such that no new academic credit requirements would be added, and the new course of study, we felt, was improved. The immediate administration of the “Perceptions” survey affirmed and confirmed this assessment (see Curriculum Council minutes II.A.3-1, II.A.3-2).

A similar path occurred with the Leadership coursework, but in this case, from the Principal (Administration) down to the faculty. No separate academic credit was offered in the curriculum prior to 2019, and yet the officer in the local corps (churches) ‘leads’ the ministry and worship. Also, where spiritual guidance and active programs affecting multiple people must be organized, assessed for efficacy, and guided, strong leadership is essential. Again, much discussion occurred within the full faculty, and the Curriculum Council advocated, after a brief three-month internal negotiation, a reduction in the Spiritual Formation coursework from two to a single course. Again, the Executive Council and full faculty were polled and agreed that these changes could be effected. The SOC again immediately approved the change in the curriculum).

Analysis and Evaluation

All SLOs appear in the syllabus for each course, and each is tied to a measuring device (assignment) that will assist the instructor in determining the success of each student in meeting the outcome. When grading the assignment, the instructor will keep in mind the SLO(s) tied to the assignment and determine how well each was met. This is reflected in the grade for the student, and if any systematic failures occur, this can be determined by many students failing to meet the SLO requirements. Should this occur, the instructor will re-examine the SLO and the teaching method used to bring the student to mastery of the concept or skill, usually with input from more senior instructors.

- 4. If the institution offers pre-collegiate level curriculum, it distinguishes that curriculum from college level curriculum and directly supports students in learning the knowledge and skills necessary to advance to and succeed in college level curriculum.**

Evidence of Meeting the Standard

The CFOT does not currently have any pre-college courses or curricula. The Salvation Army Candidates’ Department (recruitment for the CFOT), which plays a major role in the development of students and their admission to the CFOT, is exploring the development of such a course to better prepare cadets for study at the College. To date, CFOT only receives information from the Candidates’ Department about prospective students to assist with learning accommodations, English language proficiency, and prior college work. This influences the coursework and educational program that a cadet may undertake at the CFOT; the Candidates’ Department is administratively and physically separate from the CFOT.

Analysis and Evaluation

The Candidates' Department appointed a Pre-Training Course Committee in 2020, and The Salvation Army has been working on revising and updating this program. The plan is to begin the course in 2023 as preparation, or a pre-requisite, for entry to the College. The committee has two members from the CFOT on its roster – the Director of Curriculum and the Director of Mission and Ministry Training (cadet internship and field training department). In this course under development, there will be seven areas of study and preparation to complete before the entrance to the CFOT and, of course, significant Bible study. No academic credit is currently under consideration for the completion of this course.

- 5. The institution's degrees and programs follow practices common to American higher education, including appropriate length, breadth, depth, rigor, course sequencing, time to completion, and synthesis of learning. The institution ensures that minimum degree requirements are 60 semester credits or equivalent at the associate level, and 120 credits or equivalent at the baccalaureate level. (ER 12)**

Evidence of Meeting the Standard

The CFOT curriculum is currently designed to be a 94-credit Associate degree program achieved in 22 months, with 50 credits accomplished in the first year and 44 credits in the second. Upon completion of the program, the student will receive an Associate in Applied Science degree, as noted on pages 19-22 of the College Catalog (II.A.5-1). The appropriate breadth, depth, and rigor are maintained by the faculty which has appropriate academic credentials and professional experience to ensure that competency is achieved (see Catalog, pp. 54-55 for faculty credentials) (II.A.5-2).

Analysis and Evaluation

The CFOT maintains a qualified and trained faculty to the academic standards needed to teach at the Associates level, as well as possessing professional experience that will allow them to impart the information needed in the most effective way. The faculty credentials are kept on record to ensure they meet the needs of the College.

The sequence of classes is somewhat fluid, with the number of credits in the first and second year sometimes changing as courses are reevaluated and sequencing is reviewed and modified. The sequencing of the courses at the CFOT is reviewed yearly, and as the classes are assessed, there are occasional changes in the sequencing that occur to allow for the more logical progression of subjects and improve student development. The total is always 94 credits, however, over the course of two years. The College offers one degree program through which all students pass. The students are not only taught the information and skills needed to succeed in

their academic pursuits but they are given significant opportunities to use their new knowledge and skills in practical ministerial and public programming experiences through Mission and Ministry practicums and programs. The practicums and programs maintained by the Supervised Ministry Studies Division allow the cadets to have an immersive experience using the skills and knowledge needed to minister in the Salvation Army corps setting.

6. The institution schedules courses in a manner that allows students to complete certificate and degree programs within a period of time consistent with established expectations in higher education. (ER 9)

Evidence of Meeting the Standard

The CFOT schedules the courses so that usually, 50 credits will be achieved in the first year and 44 in the second. The listing of courses and the quarters in which they occur can be found in the College Catalog (pp. 19-22) (II.A.5-1). The CFOT offers one degree program, and all students proceed through the program in cohorts. There are never more than two cohorts going through the school at any one time. As there is only one degree, there are no enrollment management plans, and all students go through the program as it is listed in the Catalog.

Analysis and Evaluation

The CFOT does look at student achievement data to ensure that all are learning appropriately as they go through the program. If a student requires variation in course scheduling for any reason, a revised educational program (Individual Education Plan for Academic Probationary Cadet; IEPAPC) may be developed (see p. 38 “Awarding of Degrees” in College Catalog) (II.A.6-1). The classes are pre-scheduled in a given sequence which undergoes little change from year to year as each student goes through the program.

7. The institution effectively uses delivery modes, teaching methodologies and learning support services that reflect the diverse and changing needs of its students, in support of equity in success for all students.

Evidence of Meeting the Standard

We are a community of lifelong learners; open dialogue is encouraged in classes as an essential agency for meaningful learning. The Curriculum Department collaborates directly with students who require accommodations. Documentation must be submitted to the College to prove a clear need for the requested accommodation (504 Plan) (II.A.7-1). The Education Officer communicates with College faculty to ensure students receive reasonable accommodations. The Education Officer is also available to support staff in providing resources and methodologies for

teaching. A six-week evaluation is sent to instructors to check the progress of all students and provide assistance and resources as needed (mid-term assessment) (II.A.7-2). Academic advisors are assigned to cadets needing tailored support. The academic advisor supports the cadets they advise by providing academic tutoring, sharing resources, and caring about their learning. The advisor meets with the cadet as needed (usually weekly during the first few weeks of class) to help them organize and complete assignments. The library staff is also available to help with completing assignments and tutoring on citing resources and writing a paper. Academic skills workshops are offered on topics such as studying, reading, note-taking, identifying the passage's main point, and test-taking. Finally, the Education Technology Coordinator presents educational workshops on using our learning management systems and educational apps for students and faculty.

Faculty Development Workshops are held three times a year, focusing on adult learning, methodology, differentiated instruction, spiritual development, and teaching (see programs from past workshops) (II.A.7-3). Teaching observations are established to enhance teaching by sharing pedagogical and andragogical methods, insights, and materials (Faculty Handbook, p. 26) (II.A.7-4).

Analysis and Evaluation

“The academic component of the College for Officer Training seeks to provide a challenging learning environment in which intellectual capacity, spiritual development, and practical ministry experience are balanced. This aims to create a foundation and desire for life-long learning and continual development” (Catalog, p. 33) (II.A.7-5). Instructors have the freedom to determine the most effective delivery mode and teaching methodology, given the needs of their students, the course content and related activities, and their preferred instructional styles. Guidance and training are given through faculty training workshops, teacher observations, institutional success/achievement data, and student course evaluation survey responses. The College continually looks for ways to improve teaching and serve its students.

- 8. The institution validates the effectiveness of department-wide course and/or program examinations, where used, including direct assessment of prior learning. The institution ensures that processes are in place to reduce test bias and enhance reliability.**

Evidence of Meeting the Standard

The CFOT offers two critical sets of courses for credit that use program-wide examinations with direct assessment of prior learning and post-coursework education improvement; these courses are in Biblical knowledge and Salvation Army Doctrine/Theology. Within the first week of entering the College, cadets are assessed for their knowledge of the Bible and Salvation Army doctrine. In the area of Bible academic growth, six courses for 18 units of academic credit occur over the next 22 months. Then, cadets are assessed again for increases or losses in this domain

of study. In the area of Salvation Army Doctrine, four courses for eight units of academic credit follows their initial assessment of knowledge in this domain. Both sets of examinations are maintained with strong security measures by the Education Officer. The tests for Bible knowledge were developed and standardized by the Association for Biblical Higher Education (online test), while the examinations used in Army Doctrine were developed by the instructors teaching those courses (II.A.8-1). Each set of exams is evaluated every two or three years by the instructors teaching the courses for relevance, fair coverage, and avoidance of bias. The improvement percentages in these two areas are not currently used to establish ISLOs. However, the assessment of competency in each separate domain for every cadet is set as the attainment of a GPA of at least 2.0 for receipt of the Associate degree.

In addition to the above two programs of study, ESL and Writing Accuplacer tests are given to all cadets. This allows the instructor to place each student in the proper level of ESL coursework and to decide if they may need a more advanced College Writing coursework challenge. ESL, of course, is not an academically credited course, and the College Writing evaluation could qualify the cadet for advanced Independent Study. These evaluations have not led to a need for differing programs of study for cadets to date.

Analysis and Evaluation

The existence of standardized assessments in Bible knowledge allows comparison and the establishment of norms in this domain with other faith-based learning programs and schools and the measure of individual growth. Likewise, the construction of our own Doctrine examinations allows comparison from year to year and the measurement of understanding and improvement in cadets. These will continue as strong and necessary components in the evaluation of cadet learning. A more subjective assessment needs to be made in sermon development and delivery (Homiletics) and the day-to-day art of ministering to people of all cultures, ages, and needs without discrimination. The CFOT has turned to juried evaluations by instructors and peers for competency assessments in these areas. Together, we believe fairly accurate and reliable assessments can and are being made of cadet growth and readiness for a lifetime of ministry. We believe that we meet the Standard but will continue to seek currency and culturally sensitive assessments in all teaching areas.

Supporting evidence of the entering Bible and Doctrine and final, before graduating, test scores appear in II.A.8-2.

9. **The institution awards course credit, degrees and certificates based on student attainment of learning outcomes. Units of credit awarded are consistent with institutional policies that reflect generally accepted norms or equivalencies in higher education. If the institution offers courses based on clock hours, it follows Federal standards for clock-to-credit-hour conversions. (ER 10)**

Evidence of Meeting the Standard

The Salvation Army CFOT awards course credit, an associate degree, and various certificates based on student attainment of both Institutional Learning Outcomes (ISLOs) and Student Learning Outcomes, which will be elaborated on below.

ISLOs expand from our mission statement, as cited in our Catalog as “developing men and women in knowledge, capabilities, spirit, and character [to be] able to sustain and advance the mission of The Salvation Army” (Catalog, p. 5). These overarching ISLO’s addressing mind, heart, and hands are then honed into areas of instruction, including Administration Studies, Biblical Studies, General Education, Mission and Ministries, Supervised Ministry, and Theological Studies.

Course Student Learning Outcomes for these areas of instruction are identified and outlined in two ways at the CFOT. First, through Course Outlines of Record for each course above (II.A.9-1). Each course is laid out and positioned into a division of study, a description of the course is provided, Student Learning Outcomes are drawn, and application to field work is indicated.

Second and more specifically, Student Learning Outcomes are delineated in detail in the Course Syllabi for each course, as accessed via the Concourse syllabus creation platform (II.A.9-2). Faculty compose course syllabi in conjunction with Course Organizers and Division Chairs for the areas of instruction above, denoting Student Learning Outcomes, as can be seen on each course introduction page, as attached (II.A.9-3).

In addition to clearly defining Student Learning Outcomes for each course, assignments meted out to students in the syllabi are connected back to the Student Learning Outcomes with which they correspond. An example of this can also be seen in the attached course syllabus in the Student Learning Outcomes section of the syllabus when compared with the Student Evaluation Criteria section of the same (II.A.9-3). The CFOT can demonstrate, in this way, that, at the course level, assignments link directly to students’ demonstration of achieving learning outcomes.

Furthermore, the CFOT can demonstrate that course credit is awarded based on students’ demonstration of achieving learning outcomes by providing clear grading policies in connection with unambiguous expectations using rubrics for grading assignments (II.A.9-3, Student Evaluation Criteria section). As such, to successfully achieve credit for each course and judiciously award grades, students are expected to “demonstrate the highest possible standards...including punctuality, attendance and participation in all classes, field work, and other assigned duties, timely submission of all assigned work, and completion of all class and field work assignments for the awarding of grades” (Catalog, p. 33) (II.A.7-5).

As students complete assignments, whether cognitive/intellectual or practical/field work, grades are awarded using the rubric. Then, based on their outcomes, they are awarded grades as defined in the Catalog (II.A.9-4). The CFOT demarcates the policy for the awarding of academic grades, which contains the numerical grade (%), the letter grade equivalent, the GPA numerical value, and an explanation of each grade level.

Together with the use of explicit rubrics and a clearly defined grading system for helping students attain the course Student Learning Outcomes, the CFOT awards credits with accepted norms in higher education insofar as federal standards for clock-to-credit-hour conversions in awarding credits.

Upon completion of the program, students who demonstrate the highest possible standards of punctuality, attendance, participation, and attainment of the course level Student Outcomes are awarded an Associate in Applied Science Degree (AAS) under New York State education law. The total of first-year credits amount to 50 credits, and the second-year credits to 44 credits, with students achieving a total of 94 credit hours (II.A.5-1).

The CFOT's credit and grading system is based on ten hours of face-to-face instruction with approximately two to three hours of outside study per hour of classroom instruction for one credit. For academic credit, one unit on the quarter term system is equivalent to 50-55 minutes of face time over a ten-week period with a credentialed instructor. This face-to-face instruction is specifically designed to achieve Student Learning Outcomes, as seen in the Learning Activities and Instructional Methods section of each syllabus (II.A.9-3, Learning Activities/Instructional Methods).

In connection with the grading system mentioned above, we use a typical 4.0 scale, outlined on pages 34-35 of the Catalog (II.A.9-4). Transfer of learning is permitted; however, an alternative (new) or further study course must be assumed for each credit of prior learning transferred into the program (Catalog, p. 38-39) (II.A.9-5). The CFOT's Executive Council and the CFOT Principal have reviewed and approved these policies. The Strategic Oversight Council provides accountability, monitors, and approves both academic credit policies and the functions of the faculty and Training Principal.

Finally, beyond classroom Student Learning Outcomes as listed above, the CFOT awards outside certificates for supplementary training provided by credentialed staff. For example, we provide training and certification for First Aid/CPR by a Registered Nurse (II.A.9-6), Emergency Disaster Training to prepare students to serve in the field (II.A.9-7), and a Defensive Driving Certificate awarded by the American Safety Council (II.A.9-8). Each of these certificates correlates to our Institutional Student Learning Outcomes and strengthens our mission. These provisions, in addition to employing 100% of the graduating class, demonstrate our commitment to achieving the goals laid out in our College Catalog.

Analysis and Evaluation

In summary, our existing strengths regarding awarding course credit, degrees, and certificates based on student attainment of Student Learning Outcomes include:

1. Identifying and communicating Student Learning Outcomes at the course level.
2. Ensuring student attainment of Student Learning Outcomes by providing: A. clear and consistent rubrics, B. communication of explanation for grades and grade points, and C. providing clear Course Outlines of Record for each course offered.
3. Awarding an Associate in Applied Science degree through New York State education law to those students who demonstrate the highest possible standards of punctuality, attendance, participation, and attainment of the course level Student Outcomes and who have completed 94 credit hours.
4. Providing supplementary training and certification from credentialed outside groups who come alongside our mission in the preparation of future leaders in knowledge, capabilities, spirit, and character [to be] able to sustain and advance the mission of The Salvation Army.
5. Delivering ten hours of face-to-face instruction with approximately two to three hours of outside study per hour of classroom instruction for one credit, specifically designed to achieve Student Learning Outcomes as seen in the Learning Activities and Instructional Methods section of each syllabus.

An area needing attention in Standard II.A.9 is the further development of Institutional Student Learning Outcomes. Our overarching outcomes, as derived from our mission statement for the school, are helpful but need to be communicated more intentionally to the staff and student body in the same way that the course Student Learning Outcomes are outlined in our syllabi. The Executive Council, Curriculum Department, and Strategic Oversight Council could explore this area for development.

10. 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. (ER 10)

Evidence of Meeting the Standard

The CFOT has an Independent Study process that recognizes and transfers prior learning (NOT academic credit).

After the fall term of the first year, except in exceptional circumstances, any cadet who has documented course work on an accredited college transcript for a

particular course required by CFOT may request an alternative course of study to be considered as an Independent Study. The request for Independent Study must indicate that the prior equivalent coursework required by the curriculum of the CFOT received a grade of “B-” or better, and the cadet must have a current minimum CFOT grade point average of 3.0 or higher (Catalog, p. 38-39).

This process must be scheduled with an Independent Study advisor who is appropriately credentialed in the area of study requested to replace the prior transfer of learning coursework. The CFOT makes the Independent Study and Transfer of Learning Policy available to all cadets in the College Catalog (p. 38-39) (II.A.9-5). The Education Officer and the Academic Review Board reviews Independent Study requests. Official transcripts must be presented with courses directly comparable to the CFOT from post-secondary educational institutions. Cadets must submit a proposal to the Education Officer and Academic Review Board for review before the first day of classes for the academic term in which the Independent Study is taking place. Once reviewed, the proposal is submitted to the Director of Curriculum for the Training Principal’s approval (II.A.10-1).

Analysis and Evaluation

While the Independent Study process is shared with cadets during orientation and reminders are sent out each quarter, cadets seem reluctant to participate. Over the past year, two cadets requested and completed Independent Studies. While courses in Theological and Biblical studies would not benefit from Independent Studies (based on Army beliefs and practices), other General Education courses could be supplemented, and new learning occurring through supplemental studies.

11. The institution includes in all of its programs, student learning outcomes, appropriate to the program level, in communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning, the ability to engage diverse perspectives, and other program-specific learning outcomes.

Evidence of Meeting the Standard

The CFOT offers a single degree, and all cadets follow the same schedule and calendar for this degree's courses. The courses designed to meet the General Education component of the curriculum are designed to meet the competencies required in the present age – communication, information, quantitative, analytic inquiry, and ethical reasoning competencies. Further, the ability to engage, teach and discuss these competencies within diverse cultural perspectives is modeled. Objective assessments of the learning outcomes for cadets in these areas are, of course, partly obtained by test scores and final grades. More subjective assessment is provided by the discussion participation and debate format used in virtually every class period, and a participation grade makes up a portion of the final grade in these courses. This

participation requirement in congenial environments (and, on occasion, more strenuous) gives each student an introductory preview of their future life in ministry.

The courses which have been designed to most heavily contribute to the various competencies are as follows:

- Communication competency: College Writing and Homiletics (first course on the art of preaching)
- Information competency: Introduction to Public Speaking, Foundations of Education, and Biblical Interpretation
- Quantitative competency: Principles of Finance and Basics of Management
- Analytic inquiry: Human Physiology and Health, Introduction to Psychology (scientific inquiries)
- Ethical reasoning competency: Ethics and Foundations of Leadership

In addition to the above coursework, some of which is housed in the General Education Division of courses and some in other Division Studies, the Cultural Dynamics in Ministry course provides an introductory study of the cultural differences in ministry, communicating, explaining, modeling respect and tolerance and valuing the experience of others. Studying in the diverse student population that is our cadet census further strengthens the above-intended learning outcomes. Finally, all courses, to qualify as a General Education component, are more introductory and do not therefore have pre-requisite coursework for credit completed or prior learning as a requirement.

Analysis and Evaluation

We believe that the above-cited coursework and others in the curriculum, to a lesser degree, prepare cadets to acquire and develop the basic competencies in our modern and diverse world today. The faculty in Curriculum Department meetings have discussed the needs perceived by some for stronger science and math components in the overall course of study; however, no firm consensus for change has been achieved. In addition to faculty evaluations and discussion, however, student course evaluations have consistently found these more general and introductory education courses as “good” to “excellent,” and individual comments often strengthen this assessment. Finally, as mentioned previously, an “exit survey” is required of all graduating cadets where all the coursework they have completed is assessed (the “Perceptions” survey evaluation). The courses cited in this area of general, introductory, and life-long learning preparation are assessed primarily under the “Mission, Ministry” and “Life-long Learning Prep” segments of the “Perceptions” evaluation, and they are surpassed on all iterations of this survey only by the Bible segments (II.A.11-1).

- 12. The institution requires of all of its degree programs a component of general education based on a carefully considered philosophy for both associate and baccalaureate degrees that is clearly stated in its catalog. The institution, relying on faculty expertise, determines the appropriateness of each course for inclusion in the general education curriculum, based upon student learning outcomes and competencies appropriate to the degree level. The learning outcomes include a student's preparation for and acceptance of responsible participation in civil society, skills for lifelong learning and application of learning, and a broad comprehension of the development of knowledge, practice, and interpretive approaches in the arts and humanities, the sciences, mathematics, and social sciences. (ER 12)**

Evidence of Meeting the Standard

The General Education Division courses are foundational and supportive of all learning, personal and interpersonal development, and communication skills. Gaining knowledge, ability, and practices in these courses furthers personal health and the development of interdisciplinary learning, understanding, and abilities sufficient for the performance of all classroom and field programs. Knowledge gained in these learning domains aids other areas of study and enhances the fuller spiritual development and ministry of cadets as future officers of the Salvation Army (Catalog, p. 25-26) (II.A.12-1). Syllabi are constructed by the Course Organizer and TIS instructor and reviewed by the Division Chair, the Education Officer, and the Director of Curriculum; modification may be suggested on behalf of the Curriculum Department. However, the Training Principal ultimately has approval over all syllabi. Classes in the General Education Division also support other courses of study. The SLOs for each of the courses align with the CFOT mission. The Curriculum Council is responsible for determining the appropriateness of each course for inclusion in the General Education curriculum.

Analysis and Evaluation

The CFOT's General Education curriculum includes courses in communication, psychology, health and wellness, ESL (non-credited), College Writing, Foundations of Education, Ethics, and Counseling. In addition to these General Education courses, cadets attend required seminars on Emergency Disaster Services, sexual harassment prevention, substance abuse/rehabilitation, and Community Care ministries (nursing home visitations).

As confirmation of the strength of student learning at the College, it should be noted that graduating cadets entering further education (bachelor's or master's programs) are the rule, not the exception. Of the 22 students who graduated in 2019, 12 continue in a bachelor's program, and six are enrolled in a master's program, all making good progress.

Recognizing the importance of being an ethical human being and an effective citizen is central to CFOT's academic, spiritual formation, and 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 to be effective in this regard.

The Curriculum Council is responsible for determining the appropriateness of each course for inclusion in the General Education curriculum.

13. All degree programs include focused study in at least one area of inquiry or in an established interdisciplinary core. The identification of specialized courses in an area of inquiry or interdisciplinary core is based upon student learning outcomes and competencies, and include mastery, at the appropriate degree level, of key theories and practices within the field of study.

Evidence of Meeting the Standard

The CFOT has one academic program, an Associate in Applied Science degree. Its sole focus is the training and preparation of cadets for full-time ministry as officers of The Salvation Army. The degree program is organized around a framework representing the key areas of responsibility for Salvation Army officers (course of study, Catalog, pp. 19-22) (II.A.5-1). The CFOT’s focus on preparation for ministry is reflected in the College’s Standards and Expectations (Catalog, p. 33) (II.A.7-5) as well as the mission statement of the CFOT (Catalog, p. 5) (II.A.13-1) and the primary consideration for faculty as they develop their course content and assignments. In addition to SLOs and a course description, each syllabus explains the course’s relevance to the cadet’s future ministry (II.A.13-2).

Analysis and Evaluation

The CFOT’s ministry degree program is well-defined with focused areas of study. End-of-year and Command Head surveys are reviewed annually to determine if modifications are needed (II.A.13-3). Each course has specific learning outcomes that need mastering at the degree level to fulfill the requirements and awarding of the degree.

14. Graduates completing career-technical certificates and degrees demonstrate technical and professional competencies that meet employment standards and other applicable standards and preparation for external licensure and certification.

Evidence of Meeting the Standard

The CFOT offers no career-technical certificates or degrees.

Analysis and Evaluation

N/A

- 15. 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.**

Evidence of Meeting the Standard

When any course changes to the current curriculum are proposed, discussed, and then supported by the faculty vote as necessary or advantageous for the education and training of cadets, the CFOT will make those changes. The Curriculum Council discusses every change to the current curriculum; then, the information is shared with the faculty when the Curriculum Council approves the changes. All curriculum changes are presented to the College's Executive Council and the Strategic Oversight Council by the Director of Curriculum, and further discussion and final approval resides with the SOC.

It is imperative, then, that accommodations be made to allow all cadets to experience that change or advantage in the new curriculum. The most recent example of the occurrence of this modification is the addition of a course in "Cultural Dynamics in Ministry;" the progress of this change is documented in the following paragraph:

The increasing population of Hispanic and Korean cadets and candidates for entrance into the CFOT was noted early in this century; indeed, nearly 50% of applicants who attend the "Candidates' Weekend" (prospective students) at the College are persons of color. Additionally, with the emphasis already established with the Track in Spanish at the CFOT, the College faculty in the Curriculum Department and then Council meetings opened discussions about the need for a course that would approach cultural distinctions and traditions and their interplay in worship and ministry. At that time, an experienced Army officer, aware of our deliberations and qualified in experience, was added to the discussion and eventually appointed as an Adjunct Faculty member to teach the course (Captain Emeline Watch). The Curriculum Department and Council decided to offer the first pilot course as a winter intensive course in the academic year 2021/22 and assess its effectiveness with all cadets (those in their first and second year of study). Prior to the 2021/22 academic year, the discussion had led to a perceived reduction in the coursework and credit needed to cover the study in the Social Work Administration and Foundations courses from 3 credits to 2, and a similar reduction in Spiritual Formation credit was agreed to by majority consensus. This allowed all cadets to take the course, as the Winter Intensive, together. Course evaluations were strong following this experience, and no cadet has been required to take added time to complete the degree.

Analysis and Evaluation

The Curriculum Department (all instructors invited, including adjuncts), the Curriculum Council (Division Chairs and selected others, including Accreditation and Research staff), and the entire faculty meet at least once each academic term. Additionally, the entire faculty meets in an end-of-year, one-day conference (June) and again at the beginning of the year (August). At these

meetings, discussions usually focus on curriculum matters, and all staff can forward any recommendations for discussion. Obviously, it is to the benefit of cadets and instructors that the curriculum remains stable overall; however, more minor adjustments can be made in coursework requirements when warranted. This method discussed above has been used over the last ten years and recently to add Spiritual Formation classes and Leadership coursework (cited earlier in Standard II.A.3). Modifications in course schedules and requirements are always made to allow students to complete the full 94 quarter credits on time.

Supporting evidence of discussions leading to any curriculum change can be found in the minutes of the Curriculum Council (II.A.15-1, II.A.15-2, II.A.15-3) and Executive Council (II.A.15-4). Further, the SOC minutes indicate approval of the full curriculum each year (II.A.15-5).

16. The institution regularly evaluates and improves the quality and currency of all instructional programs offered in the name of the institution, including collegiate, pre-collegiate, career-technical, and continuing and community education courses and programs, regardless of delivery mode or location. The institution systematically strives to improve programs and courses to enhance learning outcomes and achievement for students.

Evidence of Meeting the Standard

The CFOT offers one degree with a prescheduled sequence of classes; however, this one-degree program is under constant review, and improvement occurs when necessary. Each course is reviewed by the Curriculum Department and the Curriculum Council yearly (see Standard II.A.15 above).

Analysis and Evaluation

The courses are constantly being reviewed and assessed by the Course Organizers and instructors who look to keep the most current materials in the hands of the students. Each class must be evaluated through the Concourse syllabus platform and is reviewed each time it is resubmitted. In addition to this, the courses are assessed, and the student's achievement is analyzed yearly by the Curriculum Department, the Curriculum Council, and the Accreditation and Research staff to see what classes are underperforming and to determine how this can be addressed (the "Perceptions survey" study is one input to this evaluation). The student achievement of the SLOs is reviewed on a quarterly achievement report by the Curriculum and Personnel Departments, as well as academically by the instructors' analysis of the assignments attached to each of the SLOs. The results of the student's achievements and any concerns voiced by the instructor guide institutional planning and monitoring of cadet progress toward graduation and commissioning.

Conclusions on Standard II.A: Instructional Programs

All educational coursework leads cadets (students) to a single degree (Associate in Applied Sciences – ministry) and is offered at a single campus, with the exception of Field Work, which takes place throughout the 13 northeastern States and Puerto Rico/U.S. Virgin Islands. As indicated in the discussions above, a review of all academic programs, coursework and cadet achievements is taken seriously and on a regular basis. A full discussion of the curriculum occurs, and, from time to time, changes are initiated when assessed as advantageous. Cadets have input to curriculum evaluation through course evaluations, Cadet Council, and, at the end of their time at the College, through the 'Perceptions' survey. All changes made by the faculty and administration are accommodated such that no cadets are disadvantaged and made to take increased time to graduate. Regardless of where initiated, all curricular changes are fully vetted by the full faculty and College administration through the Curriculum Department, Curriculum Council, Executive Council, and the SOC.

We believe that the College meets the criteria for creating and developing a strong and stable curriculum that is responsive to the parent organization (which is our mission) and the cadet (student). In completing this self-study, however, we have noted a lack of clearly stated Institutional-Set Student Learning Outcomes (ISLOs). While SLOs for every course are required, discussed in every academic quarter, and assessed in all courses, ISLO development has only begun substantially within the last two years. With the development of the Strategic Oversight Council, as they oversee the entire academic program, this lack of attention and definition will become a standard action item for this group and the College's Curriculum Council.

Improvement Plan(s)

The SOC and Curriculum Council will make the discussion, development, and assessment of ISLOs a standing action item on their agenda in the coming year (2023).

Evidence List

Ref		Evidence
II.A.1	1	2022-23 CFOT Catalog, page 33
	2	2022-23 CFOT Catalog, pages 19-22
	3	Syllabi samples
	4	2022-23 CFOT Catalog, page 6
II.A.3	1	Curriculum Council Minutes, January 2016 (Spiritual Formation class)
	2	Curriculum Council Minutes, March 2016 (Spiritual Formation class)
II.A.5	1	2022-23 CFOT Catalog, pages 19-22
	2	2022-23 CFOT Catalog, pages 54-55
II.A.6	1	2022-23 CFOT Catalog, page 38
II.A.7	1	504 Plan
	2	Mid-term Assessment
	3	Faculty Development Workshop sample program
	4	Faculty Handbook, page 26
	5	2022-23 CFOT Catalog, page 33
II.A.8	1	Doctrine Test
	2	Bible and Doctrine Test results chart
II.A.9	1	Course Outline of Record example
	2	Concourse Platform example
	3	Course Syllabus example
	4	2022-23 CFOT Catalog, pages 34-35 – table
	5	2022-23 CFOT Catalog, pages 38-39
	6	First Aid/CPR Certificate
	7	EDS Training Certificate
	8	Defensive Driving Certificate
II.A.10	1	Academic Review Board Minutes – Independent Study
II.A.11	1	Perceptions Survey results
II.A.12	1	2022-23 CFOT Catalog, pages 25-26
II.A.13	1	2022-23 CFOT Catalog, page 5
	2	Syllabi samples
	3	Command Head Survey
II.A.15	1	Curriculum Council Minutes 1
	2	Curriculum Council Minutes 2
	3	Curriculum Council Minutes 3
	4	Executive Council Minutes
	5	Strategic Oversight Council Minutes

B. Library and Learning Support Services

- 1. The institution supports student learning and achievement by providing library, and other learning support services to students and to personnel responsible for student learning and support. These services are sufficient in quantity, currency, depth, and variety to support educational programs, regardless of location or means of delivery, including distance education and correspondence education. Learning support services include, but are not limited to, library collections, tutoring, learning centers, computer laboratories, learning technology, and ongoing instruction for users of library and other learning support services. (ER 17)**

Evidence of Meeting the Standard

The Brengle Library is part of the total student learning formation process of the CFOT. Its mission is to nurture the union of sound learning and vital Christianity.

The library achieves its mission by

- providing access to key resources relating to Salvation Army ministry.
- facilitating the access, evaluation, and use of these resources, both effectively and efficiently.

The library's core users are the cadets and faculty. The priority is always focused on the training mission. As part of the CFOT, the wider Salvation Army, Christian academia, and librarianship, the library also supports other research and learning, especially by Salvationists or about The Salvation Army.

The library carries out its mission according to the standards and best practices of academic librarianship and the ethos of The Salvation Army, reflecting and reinforcing the Christian framework of the CFOT.

The Brengle Library's physical location (201 Lafayette Avenue, Suffern, New York) is open to cadets (students), staff, and personnel for 11 hours a day every weekday (totaling 55 hours a week). Additionally, accommodations can be made for the library to open on Saturdays for the cadets. Extending reference assistance to the students, the library subscribes to the online service "Ask A Librarian," which allows students to request reference assistance via email.

The library currently owns over 20,000 unique titles in print and audio-visual formats. These titles support the mission and educational needs of the CFOT. Titles are carefully selected in areas of biblical studies, theology, administrative studies, mission and ministry, and general education studies. New titles are recommended by faculty and librarians quarterly, then reviewed by a sub-committee of administration and faculty for approval.

Over 3,000 of these titles are written in Spanish, and over 500 are written in Korean. In terms of periodicals, the library currently subscribes to over 50 individual titles in English, Spanish, and

Korean. The breadth of these titles includes academic journals, historic and cultural-oriented articles, as well as news sources and lifestyle publications.

In terms of electronic resources, the library maintains subscriptions to five different databases, including ATLA, Greenfile, Christian Periodical Index, and OmniFile, which provide 24/7 access to periodicals, citations, and full-text scholarly articles.

Another electronic resource added is a license to Accordance Bible Study software, which allows students access to many Bibles, commentaries, maps, and references (including translations).

At the close of every year, an Institutional Effectiveness Survey is completed by all cadets rating the library's resources, skills, and personnel. Responses on the 2021 edition of the survey yielded the following evidence of meeting the Standard.

- 80% of cadets visit the library at least once a week for their information needs
- 90% of cadets agreed that the library and its staff provide quality services
- 100% of cadets agreed that the library met their research needs (with 80% strongly agreeing and 20% agreeing)

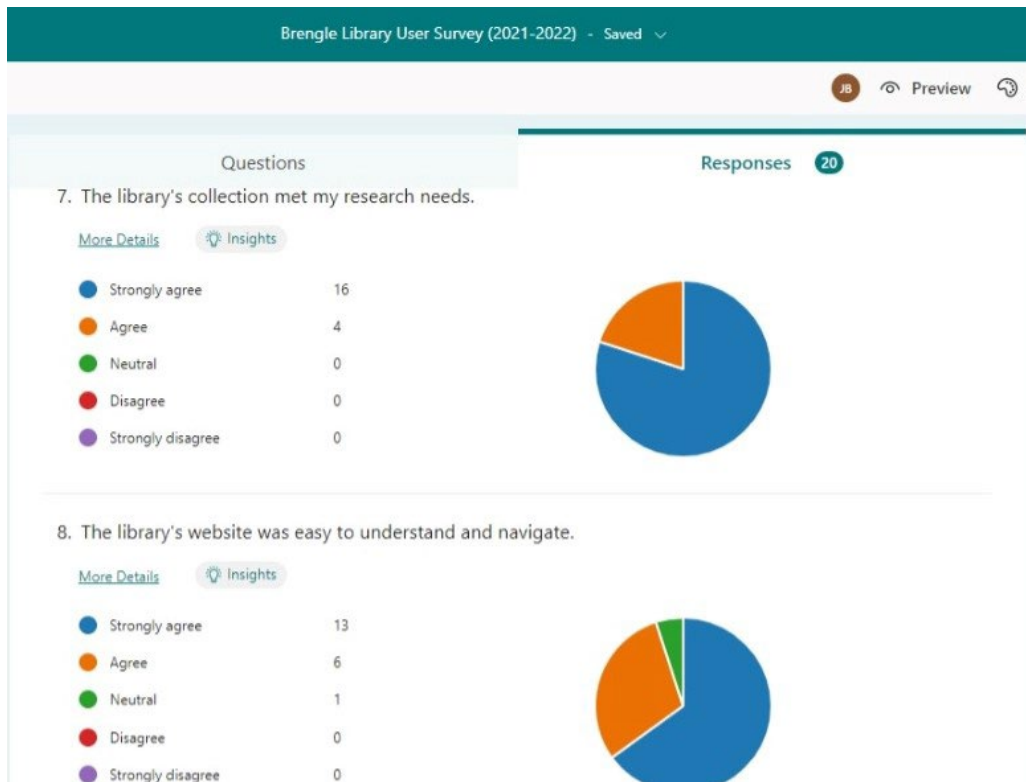
Analysis and Evaluation

The Curriculum Department oversees the library's processes and standards to ensure that the library staff and materials properly support student needs and work hand-in-hand with instructors.

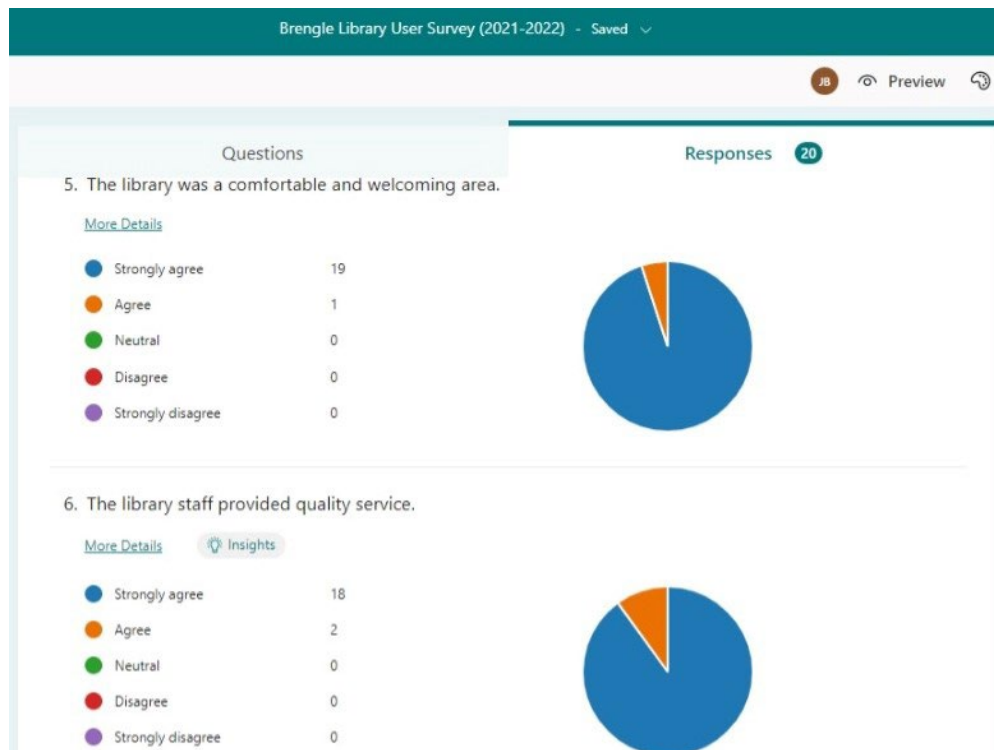
Over the past year, the library's circulation has almost doubled (with OPALS software confirming 722 individual books, audio-visual materials, and periodicals were checked out in 2022 as opposed to 350 items in 2021). Keeping a daily tally, the librarians also noted that the number of cadets using the library for in-house studying sessions has increased in the past year. Survey feedback from the cadets was very positive; see the following table and graphs. We assert that the College meets this library Standard.

Statistics From 2021-09-28 To 2022-09-28								
	Loans	In-Library Use	Reserves	Renewals	Returns	eBook Read	eBook Preview	Total
2021	350	0	20	63	369	6	0	808
2022	722	0	36	194	736	6	0	1694
Total	1072	0	56	257	1105	12	0	2502

Circulation Totals (via OPALS software)



Institutional Effectiveness Survey (2022)



Institutional Effectiveness Survey (2022)

2. **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.**

Evidence of Meeting the Standard

The library is staffed with two full-time librarians (one of which holds a master's degree in Library and Information Science). At the start of every academic year, the librarians provide an orientation to all cadets on the use of the online resources available to them. Other issues addressed in this workshop included providing proper citations in academic papers, grammar, and research standards. Faculty have provided feedback that this course has been effective in terms of these standards being applied to course papers.

The library's physical space is constantly re-evaluated to meet the needs of the current cadets and to enhance/support their learning efforts. Recent examples of this re-evaluation include the incorporation of a kids' corner that includes comfortable furniture, coloring materials, and age-appropriate children's reading materials. This is beneficial to our adult cadets who live full-time on the campus and allows them to use library resources and research materials by providing attractions and learning opportunities to their children.

In addition, the Brengle Library provides a small-group meeting room where cadets can meet in privacy to work on projects and attend study sessions. There are also two individual study rooms in the library, where cadets can have a private desk, light, and enclosed space if they need a quiet area without distractions.



Study Room



Public Study Area

Librarians help reserve these spaces and sort any scheduling overlaps in appointments. A housekeeping staff cleans these spaces every weekday and ensures that lightbulbs are working.

The library also provides a media center accessible to all students. This space includes wireless printing from anywhere on campus (printed items are available for pick-up in the library), a color scanner, copying, and fax capabilities. In addition, a robust collection of office equipment, including a paper cutter, scissors, stapler, paper clips, and tape, is always accessible.



Media Center

Also, there are two reference computer terminals available to all constituents.



Reference Computer

Finally, the CFOT has a full-time IT support staff on call for issues with printing, scanners, and library computers.

Analysis and Evaluation

We assert that current staff and faculty adequately improve and maintain a professional library sufficient to meet student learning needs and the mission of the CFOT.

- 3. The institution evaluates library and other learning support services to assure their adequacy in meeting identified student needs. Evaluation of these services includes evidence that they contribute to the attainment of student learning outcomes. The institution uses the results of these evaluations as the basis for improvement.**

Evidence of Meeting the Standard

The library falls under the supervision of the College's Curriculum Department, which frequently meets with the faculty and library staff to ensure each supports the other's work to achieve the College's mission. In turn, the institution, as a whole, is subject to constant review via the external Strategic Oversight Council. The Council reviews current services, equipment, and budgets to ensure that the overall institution (including the Brengle Library) is meeting goals and fully supporting The Salvation Army's mission.

Analysis and Evaluation

We assert that current staff and faculty adequately improve and maintain a professional library sufficient to meet student learning needs and the mission of the CFOT.

- 4. 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 institution takes responsibility for and assures the security, maintenance, and reliability of services provided either directly or through contractual arrangement. The institution regularly evaluates these services to ensure their effectiveness. (ER 17)**

Evidence of Meeting the Standard

In terms of partnerships and working relationships with other institutions, there are several to mention. These include the Library Director maintaining an active membership with the Association of Christian Librarians (ACL). This organization serves to engage a community of Christian librarians who serve in universities, colleges, seminaries, public libraries, and schools across the globe. Among the benefits of membership is a consortium of knowledge on publications, resources, and protocols from peers.

Brengle Library also participates in a reciprocal relationship for interlibrary loan services from the Association of Christian Librarians and the Southeastern New York Library Resources Council. These two organizations allow students and faculty to request books, media, and periodicals owned by other institutions. The Association of Christian Librarians currently represents over 200 different lending institutions. The Southeastern New York Library Resources Council similarly allows interlibrary loan services from libraries across eight other counties in New York State.

Analysis and Evaluation

We assert that current staff and faculty adequately improve and maintain a professional library sufficient to meet student learning needs and the mission of the CFOT.

Conclusions on Standard II.B: Library and Learning Support Services

The CFOT, in the opinion and daily work, study, and research of the faculty, staff, and students of the College, has found the Library staff's function and support for learning well above what might be expected for a single campus, one academic degree curriculum and relatively small enrollment. The College's inclusion of books and journals in a second and sometimes third language is appreciated. Student support and tutoring have been strong. Finally, through the fine, caring work and supervision of the Education Officer at the College, and complemented by others on the staff, accommodations for student learning differences and difficulties have been excellent. The CFOT meets and exceeds the requirements of this Standard.

Improvement Plan(s)

The CFOT has no improvement plans related to this Standard.

C. Student Support Services

- 1. The institution regularly evaluates the quality of student support services and demonstrates that these services, regardless of location or means of delivery, including distance education and correspondence education, support student learning, and enhance accomplishment of the mission of the institution. (ER 15)**

Evidence of Meeting the Standard

The Education Officer of the CFOT and the Academic Review Board review requests for support services and evaluate their effectiveness through quarterly reviews with students and instructors (II.C.1-1, II.C.1-2).

Analysis and Evaluation

While the supports are helpful to the students, and an increase in academic success has been noted, instructors still struggle with the idea of support, such as extra time in test taking or completing written assignments. It is recommended that there be further faculty development in using accommodations and supports for students in need. The Academic Review Board continues to review requests for support and responds promptly with suggestions and recommendations to best support the student and maintain alignment with the College's mission.

- 2. The institution identifies and assesses learning support outcomes for its student population and provides appropriate student support services and programs to achieve those outcomes. The institution uses assessment data to continuously improve student support programs and services.**

Evidence of Meeting the Standard

Educational analyses are completed by the Candidates Appraisal Program (CAP) program for each cadet entering the CFOT. The Education Officer, in collaboration with the Director of Curriculum, reviews and assesses the evaluations. The Education Officer shares outcomes and seeks a recommendation from the Academic Review Board (II.A.2-1). Cadets are counseled, and a College Development Plan (504 plan) is created with the input of the cadet, the CAP program, and the Education Officer (II.C.2-2). The plan is then presented to ARB for approval or modifications. Once approved, the Education Officer communicates to the cadet and instructors any support services to be used for the quarter. The cadet must notify instructors regarding their intent to use their accommodations.

In addition to the above-stated CAP program support, cadets at the CFOT who enter the school with a dominant language other than English are offered English as a Second Language studies as

a means of academic support. Upon arrival, cadets are evaluated via the Accuplacer ESL test and placed in ESL accordingly. ESL classes are conducted at least once a week by credentialed staff. To continuously assess language improvement, students retake the ESL Accuplacer test at the end of each quarter, which gauges their progress and allows the instructor to monitor and adjust the next quarter's syllabi and course content based on student progress. Subsequent ESL Accuplacer testing shows whether Spanish-speaking students are improving their English knowledge. *(Sample results below).*

Spanish Speaking Cadets	ESL Language Use 8/25/2022	ESL Sentence Meaning 8/25/2022	ESL Reading Skills 8/25/2022
Cadet Name			
[REDACTED]	112	120	114
[REDACTED] **	83	77	89
[REDACTED] **	84	105	88
[REDACTED] **	61	115	112

** Spanish Track

A parallel Track-In-Spanish (TIS) is provided for Spanish-speaking students beyond ESL. As stated in our College Catalog: "For every course with a TIS equivalent, the course description, objectives, assignments and syllabus should be the same, though in Spanish, as the one in English...the Course Organizer should ensure close collaboration between the TIS instructor and the English track instructor" (Catalog, p. 42-43) (II.C.2-3) Ongoing dialogue takes place before the course's teaching and throughout the year to evaluate changes made and ensure the content being learned is parallel in the two language tracks.

Analysis and Evaluation

Students with accommodations meet quarterly with the Education Officer to discuss their progress. Students can also set up an appointment to meet with the Education Officer throughout the quarter if they feel their accommodations are not working and need a change. Each change requires Academic Review Board input and recommendation for approval. Mid-term evaluations of student progress allow instructors to share with the Director of Curriculum and Education Officer how students are progressing. Students and instructors are invited to meet with the Education Officer as needed for resources or consultation purposes.

Regarding ESL and TIS accommodations, we are proud to be one of only two U.S. Salvation Army CFOTs that provide Spanish instruction and translation. In analyzing our Track in Spanish program, there is room for improvement in the dialogue between the English and Spanish-speaking counterparts for each course. Currently, informal, ongoing conversation takes place. These discussions should be reinforced by adding quantitative and qualitative feedback

opportunities from both the English and Track in Spanish instructors and the students in both tracks, comparing the quality, equivalency, and overall materials.

- 3. 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. (ER 15)**

Evidence of Meeting the Standard

The CFOT continues to work at providing appropriate, comprehensive, and reliable services to students through in-person and online classes. Classes are available via NEO when a cadet misses a class, either through live-streaming or recording, due to extenuating circumstances. All students can access NEO and the College email system (Outlook) to contact instructors for services or classes. The Student Information System (Orbund) also allows for campus-wide messaging.

Analysis and Evaluation

NEO has been the workhorse of the CFOT, providing the College with the ability to present courses in a hybrid (mixed classroom and online) setting. Instructors are familiar with basic functionalities and are encouraged to use more advanced functions and capabilities of the platform, such as forums and online testing, among a few. Microsoft TEAMS is used to teach real-time online classes and provide chat rooms or meetings for those who cannot meet in person. The use of technology has given the CFOT an increased ability to provide equitable access to all its students.

- 4. Co-curricular programs and athletics programs are suited to the institution's mission and contribute to the social and cultural dimensions of the educational experience of its students. If the institution offers co-curricular or athletic programs, they are conducted with sound educational policy and standards of integrity. The institution has responsibility for the control of these programs, including their finances.**

Evidence of Meeting the Standard

The CFOT has a Physiology and Health course to aid the cadet in developing a healthy lifestyle by establishing a wellness routine (for academic credit). Extracurricular activities such as circuit training, volleyball, basketball, disc golf, walking, bicycling, and track are encouraged and tracked through fitness journaling (II.C.4-1) (II.C.4-2) (no academic credit for these activities).

Analysis and Evaluation

The CFOT employs a Registered Nurse and a fitness instructor to assist cadets with health and fitness. This comes at no additional cost to cadets and has proven to be a very beneficial program for the College. The nurse supervises all health programs and teaches basic physiology and other health and wellness workshops.

- 5. The institution provides counseling and/or academic advising programs to support student development and success and prepares faculty and other personnel responsible for the advising function. Counseling and advising programs orient students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information about relevant academic requirements, including graduation and transfer policies.**

Evidence of Meeting the Standard

Students, upon request, receive academic advisors. The academic advisor is a positive role model who supports the cadets they advise by providing academic support, sharing resources, and caring about their student's success. An academic advisor may be asked to review classwork with cadets to check their understanding. The advisor meets with the cadet as needed (usually weekly during the first few weeks of class) to help them organize and complete assignments. The advisor may also be called upon to discuss graduation and transfer policies, such as an Independent Study or work remediation to meet graduation requirements (II.C.5-1).

The Education Officer provides any required information regarding accommodations for the cadet that the academic advisor is working with and will periodically ask for updates on how the relationship progresses. The Education Officer may contact the advisor for specific assistance based on an instructor's request. The academic advisor may request to meet with the Education Officer for consultation or to request further resources. If the advisor or cadet feels the advising relationship is not working at any time, each may request a change in advisor by contacting the Education Officer.

Analysis and Evaluation

The advisor relationship can be strengthened. Currently, advisors are assigned through the Academic Review Board and the approval of the Training Principal. There is not currently enough information to show that the academic advisor relationships are beneficial as this program is newly designed. We recommend a survey or evaluation for the cadet and instructor on how the relationship is working (Is it helping? Do you want to continue? Do you want a new advisor?) Also, there is a need for further faculty development in how to be an academic advisor and counseling versus coaching. This program differs from the Personnel Department mentoring

program as the academic advisor only focuses on academics and supports that enable cadets to complete the academic program successfully.

- 6. The institution has adopted and adheres to admission policies consistent with its mission that specify the qualifications of students appropriate for its programs. The institution defines and advises students on clear pathways to complete degrees, certificate and transfer goals. (ER 16)**

Evidence of Meeting the Standard

"The College for Officer Training is open to all students who qualify under its academic and spiritual standards, regardless of race, national origin, disability status, or gender. To be accepted as a cadet academically, a candidate must be a high school graduate or possess a G.E.D. or equivalent educational mark (from countries outside the U.S.)" (Catalog, p. 6-7) (II.C.6-1). International students may be accepted as cadets when satisfactory documents pertaining to high school completion are provided. International cadets may receive academic and other advice from the CFOT Immigration Officer, particularly regarding U.S. government requirements and information from the Immigration Specialist at THQ. A cadet must also serve for one year as a Salvation Army soldier before entering the CFOT to ensure the head and heart mission emphasis of the CFOT. All cadets must meet the minimum requirements for the Associate in Applied Science degree as outlined in the course of study for the College (Catalog, pp. 19-22) (II.C.6-2). The Education Officer reviews each admission record, checking for prior transcripts, diplomas, and academic testing that indicate readiness for the academic rigors at the CFOT.

Analysis and Evaluation

The Education Officer has taken on the role of Learning Consultant in collaboration with the CAP program, which has ensured cadets are meeting the basic qualifications for entry to the CFOT. Further scaffolding occurs between the Education Officer and the CAP program to support cadets who need tutoring or other academic support as they continue to study.

The CFOT provides the College Catalog to each cadet enrolled at the College. During orientation, the course of study is discussed. The Education Officer extends an invitation to all cadets needing assistance or further clarification regarding the pathway to completing their degree to meet face-to-face and have additional dialogue. The Education Officer can schedule some meetings in advance based on the pre-entrance academic testing results. The Education Officer reports to the Director of Curriculum (DOC) any difficulties cadets may be experiencing and prepares a support plan for the Academic Review Board to review and shares modifications in the curriculum or schedule. This process has proven successful over the past two years based on the GPAs for those with accommodations: *see charts below*.

2 nd Year Cadets	2021 Fall GPA	2022 Winter GPA	2022 Spring GPA
	2.67	2.69	2.72
	2.60	2.80	3.02
	2.72	2.81	2.91
	3.15	3.27	3.35
	3.59	3.5	3.55
	3.86	3.79	3.71

Cadets Commissioned in 2022	2020 - 2021 GPA	2021 Fall GPA	2022 Winter GPA	2022 Spring GPA
	3.08	3.13	3.2	3.31
	2.68	2.84	2.93	3.04
	2.80	3.06	3.13	3.23
	3.46	3.55	3.56	3.62
	2.83	3.04	3.07	3.19
	3.16	3.29	3.33	3.40

7. The institution regularly evaluates admissions and placement instruments and practices to validate their effectiveness while minimizing biases.

Evidence of Meeting the Standard

Currently, the CFOT uses AccuPlacer for ESL and College Writing classes. AccuPlacer is a powerful tool to help colleges assess student readiness for introductory credit-bearing courses and placement decisions. After initial testing (baseline established for placement), students are retested at the end of each quarter to track progress and modify placement if needed; progress by cadets has indicated the utility of this instrument.

Analysis and Evaluation

Each year the Director of Curriculum evaluates the instruments and technology used for their effectiveness and use in minimizing biases (ACR Report) (II.C.7-1). AccuPlacer has proven successful in determining placement for College Writing and ESL classes (II.C.7-2).

- 8. 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.**

Evidence of Meeting the Standard

Student records (hard copies) are stored in a locked file in the Curriculum Department. Records are also stored electronically through the College's Student Information System (Orbund) (II.C.8-1). Information such as the cadet's educational history, academic records, accommodations, and general information are stored in Orbund. All records remain confidential.

All requests for transcripts must be in writing (Catalog, p. 9) (II.C.8-2). In order to request an official or unofficial transcript, cadets are asked to go to the following website:
<https://easternusa.salvationarmy.org/cfot/transcript--records/> (II.C.8-3).

Analysis and Evaluation

Student records are monitored and maintained by the Education Officer and the Office Coordinator. The Education Technology Coordinator provides support and training for using Orbund. The Director of Curriculum oversees the department and has access to all records. Orbund has proven helpful in restructuring the student profile to better suit the needs of the CFOT. The link for transcript requests needs to be monitored more consistently to ensure it is working and requests are being forwarded to Education Officer and Office Coordinator.

Conclusions on Standard II.C: Student Support Services

The CFOT has one appointed officer faculty member tasked with leading this important and essential function for the College, the Education Officer or EO. Currently, Major Sheila Williams-Gage, EdD, serves in this capacity and is highly competent and vigilant to ensure that all cadets needing education accommodation and support receive that upon arrival at the College. The EO receives the reporting from the CAP program, educational testing records of all accepted candidates from the Candidates' Secretary at THQ, and, once the student has completed the initial quarter, any Academic Review Board minutes regarding those cadets. The EO, together with qualified instructors (those with ESL certificates), supervises the English as Second Language courses and Accuplacer testing (replaces TOEFL at the College) for assessing student improvement in language capability. ESL assessments and the placing of cadets in next-level courses are done quarterly. The CFOT meets this Standard.

Improvement Plan(s)

As noted in Standard II.C.1, the overall faculty of the College continues to proactively address the need and fair usage of accommodation strategies for student learning. We suggest that the topic of "Accommodations to Promote Equal Opportunity to Learn in All Students" be a continuing and repeating Faculty Development Seminar in years to come. Title IV and IX explanations, discussions, descriptions, and education must be kept at the forefront for post-secondary educators. Further development of the academic advisor role should be discussed in Faculty Development Seminars and, perhaps, the Curriculum Council as a stand-alone program or task for interested or appointed faculty members.

Evidence List

Ref		Evidence
II.C.1	1	<i>ARB Minutes (accommodations)</i>
	2	<i>Midterm Assessment sample</i>
II.C.2	1	<i>ARB Minutes (accommodations)</i>
	2	<i>504 Plan</i>
	3	<i>2022-23 CFOT Catalog, pages 42-43</i>
II.C.4	1	<i>2022-23 CFOT Catalog, page 25</i>
	2	<i>Sample Fitness Journal</i>
II.C.5	1	<i>Midterm Assessment sample</i>
II.C.6	1	<i>2022-23 CFOT Catalog, pages 6-7</i>
	2	<i>2022-23 CFOT Catalog, pages 19-22</i>
II.C.7	1	<i>ACR Technology Report</i>
	2	<i>Accuplacer Sample</i>
II.C.8	1	<i>Orbund Program screenshot</i>
	2	<i>2022-23 CFOT Catalog, page 9</i>
	3	<i>Transcript sample</i>

Standard III: Resources

The institution effectively uses its human, physical, technology, and financial resources to achieve its mission and to improve academic quality and institutional effectiveness. Accredited colleges in multi-college systems may be organized so that responsibility for resources, allocation of resources, and planning rests with the district/system. In such cases, the district/system is responsible for meeting the Standards, and an evaluation of its performance is reflected in the accredited status of the institution(s).

A. Human Resources

- 1. The institution assures the integrity and quality of its programs and services by employing administrators, faculty and staff who are qualified by appropriate education, training, and experience to provide and support these programs and services. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated and address the needs of the institution in serving its student population. Job descriptions are directly related to institutional mission and goals and accurately reflect position duties, responsibilities, and authority.**

Evidence of Meeting the Standard

The College for Officer Training currently has (22) officers and 86 employees, all engaged in achieving the College's mission and serving the cadet population. The institution ensures standards are met through its thorough recruiting and onboarding process. The institution includes the following departments and, within those departments, employs qualified staff with the appropriate skill set, qualifications, and experience that assist and support the goal of each department.

Administration: Responsible for the effective management and direction of all activities of the College. It oversees the overarching function of the officers (most instructors), staff (employees, noncommissioned), and cadets (students). Administration includes the Training Principal, Assistant Training Principal for Administration, and Assistant Training Principal for Community Life.

Business: Responsible for the day-to-day functions of the facilities operations and physical and financial management.

Personnel: Responsible for the day-to-day schedule of activities for cadets and their families, as well as all campus living interactions.

Curriculum: Responsible for the design and administration of the curriculum, syllabi, education calendar, classes, and credits. They select the faculty and support staff for each course, monitor class instruction, and evaluate instructors and the cadets' academic progress.

Mission and Ministry Department: Responsible for the cadet practicums throughout their time enrolled. This includes winter, spring, and summer assignments, where cadets learn and engage with the community in various activities to prepare for their officership ministry.

Each department is appointed a Department Head by the Training Principal to represent and oversee responsibilities within the department. This appointment includes a 'Brief of Appointment,' which outlines the responsibilities for those positions.

Human Resources is contacted once the Administration Department receives a request or becomes aware of available job opportunities. An employee requisition must be prepared for all replacement, new, or reclassified positions and sent to the Command Finance Council (CFC) for approval. The employee requisition will be handled either through a full CFC review or as a Delegation of Authority (DOA). Before the submission to CFC, the requisition must be approved by the Department Head and the Assistant Training Principal for Administration. For a new position, the approval hierarchy will include the Training Principal. (Employee Requisition Form, III.A.1-1).

The Training Principal and/or Assistant Training Principal for Administration will determine whether the requisition should be processed as a (DOA) or reviewed by the full CFC. Typically, all requisitions for new, reclassification, or replacement positions will require a full CFC review; however, a replacement (or new hire replacement) with the same pay scale as the new position can be approved as a DOA.

Human Resources (HR) will work with the initiating supervisor to evaluate the position and complete a position analysis. HR will submit the requisition with an up-to-date job description, position analysis, and other pertinent information (e.g., the impetus for change, alternative work arrangements, relocation, etc.) to the CFC (see job description format, III.A.1-2).

If a requisition is processed as a DOA, the approval is sent as a notice to the initiating supervisor and/or department head immediately after the review by the Training Principal/Assistant Training Principal of Administration. Upon receipt of the DOA, HR will partner with the initiating supervisor to execute the next steps. If a requisition is reviewed by the full CFC, upon receipt of approval from the Council secretary, Human Resources will partner with the initiating supervisor.

HR will work with the initiating supervisor to staff the approved open position with either an internal or external candidate. Upon receipt of CFC or DOA approval, notification will be sent to the initiating supervisor and all others requiring a notice.

When the Employee Requisition has been approved by CFC and returned to the Human Resources Department, the Human Resources Manager will contact and partner with the Hiring Manager to create a recruitment plan. The approved position will be posted on The Salvation Army's career webpage (<http://career.salvationarmy.org>) (III.A.1-3) and designated bulletin boards for a minimum of three days. Postings on viable external job boards will be determined

by the Human Resources Manager, with input from the Hiring Manager and/or Department Head, based on the requirements of the position. Some positions require specific skill sets and qualifications, and we will post them on those external job boards. Noting that The Salvation Army utilizes iCIMS (applicant tracking and onboarding system) to advertise and recruit qualified candidates, the CFOT also relies on partnerships with local churches and colleges. ICIMS allows us to collect data from a candidate and organize data based on categories such as employment experience, qualifications, and skills required. The system allows us to attract diverse talent and engage job seekers through the platform.

All applicants interested in the position, including those currently employed by The Salvation Army, are to apply online via the careers page. Applicants who currently work at The Salvation Army will be advised to inform their current supervisor of their intent to apply for a position to promote good two-way communication.

The Human Resources Manager may initially phone-screen applicants based on the qualifications listed on their resume/application to determine if the applicant possesses the skills and experiences required for the position. The Human Resources Manager will notify the Hiring Manager of the applicants who meet the minimum qualifications and provide a list of applicants to be interviewed by the Hiring Manager. The Hiring Manager will review the applicants and select a list of qualified candidates to interview.

Interviews will be arranged by the Human Resources Manager in conjunction with the Hiring Manager's schedule. An Interview Evaluation Form will be sent by the Human Resources Manager to the Hiring Manager along with the resume/application. The Interview Evaluation shall be completed by the Hiring Manager and returned to Human Resources within three days of the interview (see Interview Evaluation Form, III.A.1-4).

Skill assessment tests are available and administered by Human Resources. Currently, a third-party vendor is used and offers different assessments to measure various skills (e.g., Microsoft Office, Accounting Basics, Grammar). If the Hiring Manager would like to use an assessment tool that is not offered by the vendor, the assessment must be approved by Human Resources prior to use and administered consistently across the board with all selected candidates for a position (see sample Skill Assessment, III.A.1-5).

Once the new hire selection has been made, the Human Resources Manager will complete the Request for Approval based on the proposed salary determined by the Hiring Manager. The determination of proposed compensation is evaluated and analyzed using comparable market data within our Territory, the specific region (Hudson Valley, New York), the Department of Labor Statistics, and utilizing the Economic Research Institute's Salary Assessor. The Request for Approval Form is submitted to the Department Head for approval. Upon return to Human Resources, this approved request will be sent to the Command Finance Council for approval.

Upon approval receipt from CFC, the Human Resources Manager will contact the candidate to make a verbal offer of employment. All external offers will be contingent upon successfully

completing a background screen and references. The Human Resources Department completes the reference check and background screen.

HR will send an offer letter to the prospective employee indicating salary, reporting relationship, job title, anticipated start date, and an up-to-date job description. The offer letter is to be signed by the candidate and returned within five days of the offer if accepted.

Analysis and Evaluation

We believe the above processes to be fair and unbiased. Samples of the job descriptions for staff and employees are included (III.A.1-6), and a 90-day evaluation of new hires is scheduled. This procedure is followed consistently, and respective employees, if unfamiliar with The Salvation Army and its Christian world views and mission, are given statements from the Employee Manual, found on pages 4-5 (III.A.1-7). Every employee receives an orientation in which they receive two handbooks: Introduction and Policies, and Benefits and Compensation. Both include an acknowledgment page that requires the employee to return it to HR after reading the material.

- 2. Faculty qualifications include knowledge of the subject matter and requisite skills for the service to be performed. Factors of qualification include appropriate degrees, professional experience, discipline expertise, level of assignment, teaching skills, scholarly activities, and potential to contribute to the mission of the institution. Faculty job descriptions include development and review of curriculum as well as assessment of learning. (ER 14)**

Evidence of Meeting the Standard

"The College for Officer Training requires effective faculty that are good role models in ministry and Salvation Army leadership. They are proficient in teaching, challenging, and mentoring others and have a background of expertise and experience in their teaching area. The principal aim is for each Course Organizer and teaching faculty member to possess a master's or first professional degree in the subject area [or closely related] being taught. Upon appointment to the College, those who do not possess a master's degree are expected to enroll in a graduate degree program in the area of their teaching discipline when possible and feasible with their current load" (Faculty Handbook, p. 35).

The chart below indicates degrees currently held by faculty members.

Doctoral Degrees	3	<ul style="list-style-type: none">• DMin• EdD Instructional Leadership• PhD Education Administration and Policy
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Masters	14	<ul style="list-style-type: none"> • MSN (Nurse Practitioner) • MA Leadership and Ministry • MDiv • MS Inclusive Education • MA Church History • MPS Christian Education • MBA • MM Music • MA Ministry • MS Organizational Leadership • MDiv Old Testament studies • MA Organizational Leadership/Counseling • MS Social Work
Bachelors	8	<ul style="list-style-type: none"> • BA Sociology and Spanish • BA Psychology • BS Organizational Management (3) • BS Church Ministry and Management • BS Human Development/Family Studies • BA Elementary Education
Associates	2	<ul style="list-style-type: none"> • AAS (2)
Certifications	2	<ul style="list-style-type: none"> • TESOL (Teaching English to Speakers of Other Languages) (2)

Faculty are required to supply original transcripts to verify completion of education. These are kept on file with their Faculty Information Form in the instructor's file in the Curriculum Office (III.A.2-2). "Faculty members are expected to complete and update a Faculty Development Plan outlining their intentions to upgrade their teaching credentials and capabilities and to remain current in the field of their expertise" (Faculty Handbook, p. 35-36) (III.A.2-3). The Salvation Army compensates expenses for further education for all faculty pursuing new advanced degrees (see Standard III.A.4 following).

Analysis and Evaluation

"The Territorial Commander of The Salvation Army, USA Eastern Territory, in consultation with the Training Principal, appoints full-time instructors and administrative faculty members to the College" (Faculty Handbook, p. 15) (III.A.2-4). Currently, the CFOT uses an onboarding program (Teacher's Assistant) to help new faculty acclimate to the CFOT and teaching/ administrative responsibilities. There are three TAs teaching under master's and doctoral level faculty. The CFOT has consistently developed faculty and ensures teaching qualifications are met. The student-to-instructor ratio is 1:1.2, and we believe the College meets the Standard.

- 3. Administrators and other employees responsible for educational programs and services possess qualifications necessary to perform duties required to sustain institutional effectiveness and academic quality.**

Evidence of Meeting the Standard

The CFOT Administration team comes from two elements of Salvation Army protocol: officers appointed by the Territorial leadership and employees vetted for their work in the administration offices. Employees for Administrative Assistants, Communications, Audio/Visual, and Community Life (Drama Instructor, Music Instructor) have been hired by the interview process described earlier in Standard III.A.1, giving the CFOT the ability to choose from qualified candidates.

All employed positions at the CFOT go through the above application and interview process. Positions are filled as an employee leaves our services. Before posting for availability, new positions are recommended to the Executive and Finance Council.

Every year, each employee reviews their employment from the end of November through the beginning of December. At that time, the supervisor also reviews the employee giving feedback on strengths and weaknesses to help the employee further their abilities. At that review, job descriptions are looked at to see if they reflect what is happening in the person's employment. If adjustments are made to the job description, the supervisor will give the recommended additions/deletions to the Department Head, who brings this to the Executive Council for approval.

Officers appointed to the CFOT go through evaluations by the Training Principal and the Assistant Training Principal for Community Life. Once a year, the Training Principal, the Assistant Training Principal for Community Life, and the Assistant Training Principal for Administration meet with the Territorial Cabinet at THQ to discuss the officers on staff at the CFOT.

Other teachers and the Training Principal review all instructors from time to time within the classroom. This evaluation of teaching is given to the teacher and the Director of Curriculum (III.A.3-1). The instructor is given the review to help with their overall teaching in the classroom. Cadets also anonymously review each class they complete (III.A.3-2).

Analysis and Evaluation

We have a system in place that helps the CFOT manage the quality and effectiveness of employees and officers on staff, sufficient to meet or exceed the standards required.

- 4. Required degrees held by faculty, administrators and other employees are from institutions accredited by recognized U.S. accrediting agencies. Degrees from non-U.S. institutions are recognized only if equivalence has been established.**

Evidence of Meeting the Standard

Faculty members must hold degrees from accredited institutions recognized by US accrediting agencies. Degrees from non-US institutions are recognized when sufficient practical experience and evidence have been established through the Territorial Education Department and CFOT Director of Curriculum. All faculty submit a Faculty Information Form and Continuing Development Plan listing their credentials verified through official transcripts, diplomas, and interviews with the Director of Curriculum and Training Principal (III.A.2-2, III.A.2-3).

Analysis and Evaluation

Two faculty members completed doctoral degrees in the past year. An additional instructor is currently completing a doctoral program; three are enrolled in master's programs, one is completing a bachelor's degree, and one is enrolled in an Arrow Executive Leadership training program. The CFOT constantly and continually pours into its faculty to develop excellence in teaching. "Teaching faculty members are expected to keep themselves intellectually alert and informed through attendance at professional society meetings, workshops, and conferences, pursuing formal study toward advance degrees, reading professional journals, and such other means as may be useful in faculty development" (Faculty Handbook, p. 35) (III.A.2-1).

- 5. 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.**

Evidence of Meeting the Standard

In order to ensure the effectiveness of human resources, CFOT personnel are evaluated systematically. Employee evaluations are conducted on a yearly basis (usually in December), with a 6-month check-in (mini-evaluation) in June. This will ensure that goals and department objectives are met. It also provides opportunities for managers and employees to discuss further professional development plans. The employee evaluations are conducted by a supervisor and reviewed by the Department Head prior to submission to HR for review. If action or development plans are determined, those are filed and followed up with HR and the respective manager (see evaluation form, III.A.5-1). As for the officers, those occur in intervals determined

by the number of service years as an officer. Those reviews are conducted by the Training Principal and the Assistant Training Principal for Administration.

Analysis and Evaluation

The HR department sends notices for the annual review of employees via email to each supervisor. It is expected that supervisors meet with their employees and discuss performance criteria such as job knowledge, quality of work, quantity of work, professional relationships, and work habits. Within the scope of each category, it allows supervisors to provide written feedback regarding performance and the opportunity to collaborate with the employee to set goals.

Written comments are provided by the supervisor and the employee where they can outline specific areas of strength and need for development, future training, or further educational opportunities. Once completed, signatures are secured by both parties and forwarded to the respective Department Head for review and signature. Upon final signature from the Department Head, it is forwarded to HR for final review and then filed in the employee's record. We believe the current processes are working satisfactorily.

~~**6. The evaluation of faculty, academic administrators, and other personnel directly responsible for student learning includes, as a component of that evaluation, consideration of how these employees use the results of the assessment of learning outcomes to improve teaching and learning.**~~

Effective January 2018, Standard III.A.6 is no longer applicable. The Commission acted to delete the Standard during its January 2018 Board of Directors meeting.

7. The institution maintains a sufficient number of qualified faculty, which includes full time faculty and may include part time and adjunct faculty, to assure the fulfillment of faculty responsibilities essential to the quality of educational programs and services to achieve institutional mission and purposes. (ER 14)

Evidence of Meeting the Standard

"The academic component of the CFOT provides a challenging learning environment in which intellectual capacity, spiritual development, and practical ministry experience are balanced. Instrumental to this integration of classroom, online, community, and field is an instructional staff comprised of qualified practitioners and credentialed academics" (Faculty Handbook, p. 3) (III.A.7-1). "All credit-bearing courses taught at the CFOT are assigned to qualified instructors by the Director of Curriculum in consultation with the Training Principal and the faculty member" (Faculty Handbook, p. 27) (III.A.7-2).

Analysis and Evaluation

The Faculty Directory below outlines the qualifications of each faculty member.

Martina Cornell, Major, Director of Mission & Ministry Training. Commissioned, 1994. BA (Elementary Education), Interamerican University of Puerto Rico. Faculty, 2020-current.

Paul Cornell, Major, Director of Business. Commissioned, 1993. BS (Organizational Management), Nyack College; MBA, University of Phoenix. Faculty, 2020-current.

Madelaine Dwier, Major, Home Officer. Commissioned, 2003. AOS, School for Officer Training; BA (Organizational Management), Malone University. Faculty, 2020-current.

Heather Green, Director of Human Services, New Jersey DHQ. BA (Psychology), Montclair State University; MS (Social Work), University of Southern California. Faculty, 2021-current.

Rohan Gage, Major, Personnel Officer. Commissioned, 2009. BA (Ministry/Leadership and Ethics), Nazarene Bible College; MA (Organizational Leadership), Concordia University Irvine. Faculty, 2020-current.

Heather L. Holt, Major, Spiritual Formation and Worship Coordinator. Commissioned, 2004. BS (Human Development and Family Studies), Penn State University. Faculty, 2015-current.

Alan Krueger, Major, Transportation Officer. Commissioned, 2007. AAS, College for Officer Training. Faculty, 2021-current.

Amanda Krueger, Major, Mission & Ministry Training Officer. Commissioned, 2007. BA, (Christian Ministries) Booth College; M.Div., (Old Testament Studies), Fuller Theological Seminary. Faculty, 2021-current.

James LaBossiere, Lt. Colonel, Training Principal. Commissioned, 1985. BS (Community Ministry), Geneva College; MS (Organizational Leadership), Geneva College. Faculty, 2021-current.

Patricia LaBossiere, Lt. Colonel, Assistant Training Principal for Community Life. Commissioned, 1985. BS (Church Ministry and Management), Nyack College. Faculty, 2021-current.

Hollie Leonardi, Major, Spanish Studies Coordinator. Commissioned, 1998. BS (Elementary Education), Houghton College; MA (Spiritual Formation Theology), Asbury Theological Seminary. Faculty, 2022-current.

Sebastian Leonardi, Major, Home Officer. Commissioned, 1998. BS (Organizational Management), Nyack College. Faculty, 2021-current.

Jorge Marzan, Major, Director of Personnel. Commissioned, 1977. BS (Organizational Management), Nyack College. Faculty, 2021-current.

Limaris Marzan, Major, Curriculum Officer. Commissioned, 2002. BA (Social Work), Catholic University of Puerto Rico; MS (Marriage and Family Counseling), University of Phoenix. Faculty, 2021-current.

Raquel Ramirez, Major, Curriculum Officer. Commissioned, 2000. BA (Psychology), Autonomous University of Santo Domingo; Post Graduate Family Therapy, Catholic University Santo Domingo. Faculty, 2015-current.

Christian Riesebieter, Music Coordinator. BMus (Music), Boston Conservatory; MM (Music), Azusa Pacific University. Faculty, 2018-current.

Kristin Rivero, Major, Curriculum Officer. Commissioned, 1998. BA (Sociology and Spanish), Houghton College. Faculty, 2010-11, 2018-current.

Angelica Rosamilia-Rodriguez, Major Assistant Finance Secretary, New Jersey DHQ. Commissioned, 2006. BS (Business Administration), Berkeley College; M.B.A., Asbury University. Faculty, 2020-current.

Lorena Simmonds Lance, Accreditation and Research Manager. BMus (Music), McMaster University; BEd (Music and English), University of Western Ontario; MPS (Christian Education), Alliance Theological Seminary, TESOL Certificate (Teaching English to Speakers of Other Languages), ITTT. Faculty, 2016-current.

Joshua Simpson, Major, Curriculum Officer. Commissioned, 2005. BS (Behavioral Science), Penn State University; MA (Church History), Gordon Conwell Theological Seminary. Faculty, 2013-current.

Sunkyung Simpson, Major, Director of Curriculum. Commissioned, 2006. BA (Christian Studies), Hannam University; BA (Social Welfare), Hannam University; MA (Spiritual Formation), Asbury Theological Seminary; DMin. (Biblical Interpretation and Proclamation), Emory University; Candler School of Theology. Faculty, 2013-current.

Margaret Starnes, Major, Assistant Director of Personnel. Commissioned, 1983. BS (Organizational Management), Nyack College; MS (Inclusive Education), Nyack College. Faculty, 2015-current.

Ronald L. Starnes, Major, Assistant Training Principal for Administration. Commissioned, 1983. BA (Music and Christian Education), God's Bible School and College; MA (Leadership and Ministry), Greenville College; MDiv, Asbury Theological Seminary. Faculty, 2015-current.

Evelyn I. Stickland Monroe, Registered Nurse. BS (Biology), Gordon College; BSN (Nursing), Thomas Jefferson University; MSN (Nursing, Nurse Practitioner), University of Southern Maine. Faculty, 2018-current.

Enmanuel Villegas, Lieutenant, Mission & Ministry Training Officer. Commissioned, 2017. AAS, College for Officer Training. Faculty, 2022-current.

Mark Tillsley, Commissioner, Senior Instructor. Commissioned, 1987. BA (Psychology/Sociology), Fordham University; MS (Social Work), Columbia University; PhD (Education Administration and Policy), Fordham University. Faculty, 2000-2006, 2021-current.

Sheila Williams-Gage, Major, Education Officer. Commissioned, 2009. BA Min, (Christian School Education), Nazarene Bible College; MEd (Curriculum and Instruction), Concordia University; EdD (Instructional Leadership), Northcentral University, TESOL Certificate (Teaching English to Speakers of Other Languages), ITTT. Certificate (Children's Ministry Leadership), Nyack College; Certificate (Biblical Counseling), American Association of Christian Counselors. Faculty, 2020-current.

This instructional staff currently yields a student-to-instructor ratio of 1:1.2 and meets the Standard required.

- 8. An institution with part time and adjunct faculty has employment policies and practices which provide for their orientation, oversight, evaluation, and professional development. The institution provides opportunities for integration of part time and adjunct faculty into the life of the institution.**

Evidence of Meeting the Standard

The CFOT's responsibilities for faculty are shared via the Faculty Handbook, p. 15 (III.A.2-4). The CFOT provides opportunities for adjunct and part-time faculty integration at fellowships, faculty development workshops, training, and Community Gatherings. Faculty are invited to attend orientation and meet with the Director of Curriculum and Education Officer for further support and resources throughout the year.

Analysis and Evaluation

The CFOT consistently works to provide training and onboarding for faculty as needed. Attendance is taken at faculty meetings and training courses. Each faculty member receives a copy of the Faculty Handbook to review and pose questions for clarification.

- 9. The institution has a sufficient number of staff with appropriate qualifications to support the effective educational, technological, physical, and administrative operations of the institution. (ER 8)**

Evidence of Meeting the Standard

The CFOT has sufficient staff with appropriate qualifications to support all aspects of programming and operations (see earlier Faculty Directory III.A.7). Support staff includes 11 administrative assistants, two librarians, seven instructional IT personnel, and a full, licensed childcare and health care facility and personnel.

Analysis and Evaluation

The Training Principal and Department Heads review faculty, staff, and employee credentials each year to ensure qualifications are appropriate to teaching assignments and that relevant continuing education opportunities are begun when approved, along with faculty development workshops. The College is sufficiently staffed.

- 10. The institution maintains a sufficient number of administrators with appropriate preparation and expertise to provide continuity and effective administrative leadership and services that support the institution's mission and purposes. (ER 8)**

Evidence of Meeting the Standard

The CFOT offers adequate coverage for all administrative needs within the College. Administrators come from officer appointments given by the Territorial Leadership. Each officer is given a Brief of Appointment, which helps them to understand what is required of them in their new position. A selection of Brief of Appointments is found in III.A.10-1.

The Training Principal is Lt. Colonel James LaBossiere, who has served The Salvation Army for 37 years in key positions within the Eastern United States as Corps Officer (pastor of a local church community), several administrative Divisional and Territorial appointments, and now as Principal of the CFOT. He has served as Principal for two years. He is appointed to oversee all policies, programs, and procedures of the CFOT.

The Assistant Training Principal for Community Life is Lt. Colonel Patricia LaBossiere, who has also served in The Salvation Army for 37 years as Corps Officer and several administrative Divisional and Territorial appointments. She has served in her role at the CFOT for two years, giving oversight to all the community events, such as Sunday services, Spiritual Formation classes, weekday chapel services, and assemblies, to give a partial list.

The Assistant Training Principal for Administration is Major Ronald Starnes. He has served in The Salvation Army for 40 years in various corps appointments (local church communities) and at the CFOT. His role is to review and direct the daily functions of the CFOT, giving guidance to the Department Heads. He has been in this position for three years but has served on staff for eight years.

The Director of Business is Major Paul Cornell. He has had many experiences with The Salvation Army, with the last 19 years spent in the Finance section of its work in New Jersey, New York State, and Eastern Pennsylvania and Delaware. He has 25 years total experience in the Army and directs the finance, maintenance, home office, and property matters at the CFOT. He has served in this position for three years.

The Director of Personnel is Major Jorge Marzan. He is a 45-year veteran of The Salvation Army with various responsibilities within the Army. His most recent appointment was as the Training Principal of the Training College in Brazil, South America Territory. He oversees all Personnel issues of the students on campus.

The Director of Curriculum is Major Sunkyoung Simpson. She has served in The Salvation Army for 18 years, nine of them on staff here at the CFOT. She has served as the Director of Curriculum for three years. Her responsibility is the education of the students that come to the CFOT, planning, scheduling, and teaching when necessary.

The Director of Mission and Ministry is Major Martina Cornell. She has served in The Salvation Army for 25 years in various appointments. She oversees all students' work outside of the classroom: Brigades, Practicums, Christmas kettles, Christmas assignments to Salvation Army Centers for students, and summer assignments to Salvation Army Centers. She has been in this position for three years.

Employee Department Heads who are appointed come through job postings to major employment groups such as LinkedIn, Indeed, and The Salvation Army Bulletin Board. All candidates send resumes and will be interviewed to establish if they can perform in the area the College wants to employ. Each employee supervisor has a job description they sign when they agree to be employed by the College. Attached is a job description for such a hired administrator.

All administrators are here to offer consistency in the ongoing mission of CFOT.

Analysis and Evaluation

As with any college, the ebb and flow of enrollment keep the CFOT always looking at staffing patterns, even with the administrative offices. The number of officers and employees in each department may change as situations and needs change. The administrators must constantly look at how departments can function. The CFOT understands that enrollments may set a limiting factor also in staff numbers and works with the Territorial Cabinet to reach this number.

The employee administrators also do the same with those employed, bringing their recommendations to the CFOT Executive Council.

The CFOT has existed since the end of the 19th century and has been accredited by the State of New York for over twenty years; we believe we can and will meet these requirements.

11. The institution establishes, publishes, and adheres to written personnel policies and procedures that are available for information and review. Such policies and procedures are fair and equitably and consistently administered.

Evidence of Meeting the Standard

Personnel policies and procedures for campus life are publicly available in print and online (full Community Guidelines are available at ACCJC site visit). Students are given multiple opportunities to know and understand the guidelines through multiple orientations offered and required for each student to attend. During the IT orientation, the students are given instructions on how to access policies and procedures on the computer. As it relates to employees, all the written policies and procedures are made available and published through the Territorial Employee Manual (full Employee Manual is available at ACCJC site visit). The handbooks are distributed to employees during their orientation and shared through the Shared Drive on the network. Employees must also participate in KeepSAfe, Security, and annual sexual harassment prevention training.

Analysis and Evaluation

As mentioned in the earlier text, the Territorial Employee Manual is made available to employees in hardcopy and digital form. The documents for students, faculty, and employees are reviewed each year and updated as needed.

12. Through its policies and practices, the institution creates and maintains appropriate programs, practices, and services that support its diverse personnel. The institution regularly assesses its record in employment equity and diversity consistent with its mission.

Evidence of Meeting the Standard

The CFOT policies and practices start with our adherence to the policies and practices set by the Territorial Headquarters of The Salvation Army. As with any college, we are keenly aware of the need to be diversified in hiring employees and appointing officers. We are currently staffed with

a diverse group of people of age, race, and gender: 55% of the officer staff are women, and 45% are minorities. In addition, 57% of employees are women, and 38% are non-white minorities.

All applications come in through various agencies with no knowledge of their ethnicity. After looking at the ability to do the job requested through their resumes, the applicant is brought in for an interview. A group of interviewers sits with the applicant asking questions to see if the person is qualified for the job. After the interviews are finished, the group will choose the person who best fits the position. The Salvation Army and the CFOT are equal-opportunity employers and are guided by policy.

Analysis and Evaluation

The CFOT continues to assess its record for employment equity and diversity. The Training Principal and the Executive Council are tasked to monitor these policies and see that they are applied fairly and evenly.

13. The institution upholds a written code of professional ethics for all of its personnel, including consequences for violation.

Evidence of Meeting the Standard

All officers appointed to the CFOT are guided by the undertakings that they have signed before becoming ordained. Each officer reads and signs this document understanding the required professional ethics involved in becoming a Salvation Army Officer. Within the undertakings is a reminder of the consequences for violation of the standard set by The Salvation Army.

All cadets sign that they have read the Community Guidelines and the Security, Safety, and Sensitivity Procedures booklet III.A.13-1), which have written policies and consequences for violations for their two-year term at the CFOT.

All faculty are given the Faculty Handbook, which provides the ethics and consequences for faculty. All employees are given an Employee Manual. The Manual has the policies and consequences for violation within it. The employee signs a paper stating that they have read the Manual and agree to work under these policies.

Analysis and Evaluation

These three documents provide the code of ethics and consequences for violation for each segment of personnel at the CFOT. They are reviewed and updated as needed. They fulfill their purpose in stating our professional ethics and the consequences of violating them.

14. The institution plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with the institutional mission and based on evolving pedagogy, technology, and learning needs. The institution systematically evaluates professional development programs and uses the results of these evaluations as the basis for improvement.

Evidence of Meeting the Standard

The CFOT plans for and provides all personnel with appropriate opportunities for continued professional development, consistent with our institutional mission and based on evolving pedagogy, technology, and learning needs. The CFOT systematically evaluates professional development opportunities for staff and uses the results of these evaluations as the basis for improvement (Personnel Review Forms, III.A.14-1) and (Employee Review Forms, III.A.14-2).

One of the most significant ways that the CFOT gives opportunities for the development of the staff is by providing the opportunity for many faculty members to go further in their studies and pursue more advanced degrees. Currently, one member is pursuing a doctorate, and four are pursuing a master's degree. The Salvation Army directly facilitates these for the CFOT faculty and, occasionally, CFOT employees.

The CFOT provides an all-day Teaching and Learning seminar twice a year with a few different teaching subjects (see past seminar program, III.A.14-3). Usually, these are taught by visiting professionals who are experienced in their field.

The Salvation Army provides access to online teaching seminars through our Education Officer, who sends monthly opportunities and articles to the staff to encourage them to participate in the various available programs (III.A.14-4).

Instructors' classes are observed several times a quarter, and the observer will have a meeting to discuss the visitation and provide feedback. This is generally a positive experience. These observations can also speak to the topics shared in the Teaching and Learning seminars and other potential improvement opportunities (see CFOT Teaching Observations, III.A.3-1). Cadets also review instructors in course evaluations administered anonymously within the last few class sessions (III.A.3-2).

Analysis and Evaluation

The CFOT continues to support faculty and employees in pursuing continuing education goals and provides feedback that encourages and supports further professional development consistent with its mission. The College engages in the meaningful evaluation of professional development activities and uses results to improve future activities (see sample Curriculum Council Minutes, Faculty Meeting Minutes available at ACCJC site visit).

Every four years, the Salvation Army Colleges in the United States and Canada meet for a 5-day seminar designed to improve the teaching and formatting of the various faculties and assist in standardizing Salvation Army content presented in all the Colleges (see NTS program, III.A.14-5). Faculty members from the four Colleges also compare notes and learn new ideas and methods used by their contemporaries in other colleges in the USA Territories.

15. 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.

Evidence of Meeting the Standard

At the CFOT, the records of employees and officers are stored in adequate facilities by the HR Department. Locked files and computer programs are part of the security for all students and staff. Payroll records are stored in software provided by the payroll company where each person has their own username and password to see their paystubs and W-2 forms. A firewall protects employees and officers who use computers provided by The Salvation Army. Any information collected for both employees and officers is in databanks provided by The Salvation Army Territorial Headquarters. Any personnel records stored on-site as hard copies are in the HR Department under lock and key.

Analysis and Evaluation

The CFOT does everything in its power to make certain personal information for employees, cadets, and officers is confidential. We are working with Territorial Headquarters to get away from any hard copies of confidential records. The Territorial office has acquired new software to bring employee, cadet, and officer records into a safe and secure program. We are currently working with headquarters to finish this project.

Conclusions on Standard III.A: Human Resources

The CFOT complies with all regulations for hiring, staffing, and fair employment practices, including improvement opportunities, and publishes in handbooks its work ethics requirements. For faculty, the attempts in appointments are always to obtain the best credentialed or experienced instructor for each course, to provide the best teaching and learning tools possible, and to consistently encourage and request that individuals seek further teaching preparations. Part-time and adjunct employees and instructors are invited to all seminars and workshops to immerse themselves in the College mission. The safety and ethical treatment and expectations for all working on campus are clear and consistent. Confidentiality, where and when required or advised, is maintained; open, transparent practices in employment and promotion situations are followed. In each of these areas, the CFOT asserts that it meets the Standards required by ACCJC.

Recently, The Salvation Army and the College have initiated a new software program (UKG) to ensure that all confidential employee, cadet, and officer records are moved from hard (paper) copies to a safe and secure cloud-based storage system. The College continues to develop and strengthen this project.

Improvement Plan(s)

Continue to develop and strengthen the UKG programs.

Evidence List

Ref		Evidence
III.A.1	1	<i>Employee Requisition Form</i>
	2	<i>Job Description format</i>
	3	<i>The Salvation Army's Career Webpage screenshot</i>
	4	<i>Interview Evaluation Form</i>
	5	<i>Skill Assessment sample</i>
	6	<i>Job Description sample</i>
	7	<i>Employee Manual, pages 4-5</i>
III.A.2	1	<i>Faculty Handbook, pages 35-36</i>
	2	<i>Faculty Information Form</i>
	3	<i>Faculty Development Plan</i>
	4	<i>Faculty Handbook, page 15</i>
III.A.3	1	<i>CFOT Teaching Observation form</i>
	2	<i>Course Evaluation Survey</i>
III.A.5	1	<i>Human Resources Evaluation Form</i>
III.A.7	1	<i>Faculty Handbook, page 3</i>
	2	<i>Faculty Handbook, page 27</i>
III.A.10	1	<i>Brief of Appointment sample</i>
III.A.13	1	<i>Security, Safety, and Sensitivity Procedures booklet, full</i>
III.A.14	1	<i>Personnel Review Form</i>
	2	<i>Employee Review Form</i>
	3	<i>Faculty Seminar program sample</i>
	4	<i>Faculty Online Teaching sample</i>
	5	<i>National Training Seminar program</i>

B. Physical Resources

- 1. The institution assures safe and sufficient physical resources at all locations where it offers courses, programs, and learning support services. They are constructed and maintained to assure access, safety, security, and a healthful learning and working environment.**

Evidence of Meeting the Standard

The CFOT has one campus and is regularly inspected for the safety of both students and faculty. On-site physical resources include living units, three dorm-style buildings, and two condo-like apartments for larger families. There are two gyms, two workout centers, two dining halls, one for students and employees, and a smaller one for faculty and groups, a nursing/sick room suite, educational classrooms, a library, office areas, and childcare for students and staff. The State of New York licenses the daycare. The daycare facility has offices for staff, separate rooms for each prescribed age group of children (nursery through four years old), a gym and playroom, a break room for staff, and facilities for staff and children.

The CFOT has a Health and Wellness team consisting of a Registered Nurse, a Health and Wellness Specialist, and a Health Office Assistant. The Health and Wellness specialist is also a certified personal trainer and health coach. The physical needs of the cadets are met through this team's collaboration with multiple other departments at the College to promote healthy lifestyle choices and fitness. The registered nurse is available for assessment, case management, referral, and education of cadets in personal disease management and therapeutic lifestyle modifications. The Health and Wellness Specialist provides physical fitness instruction through classes and personal training, private health coaching, nutritional education, and the development of personalized wellness plans.

Regular physical fitness is required of the cadets, as well as attending various extra-curricular Health and Wellness seminars throughout the two-year program. The fitness requirement can be met by a wide variety of activities offered by the Health and Wellness Office, which have included yoga, Zumba, aerobics, and circuit training. In addition to optional fitness classes, extra-curricular activities are also offered to help cadets complete their fitness requirements and promote a healthy lifestyle. These include sports leagues (volleyball, basketball, soccer), recreational tournaments (flag football, volleyball, basketball, soccer), and other recreational activities (cycling, hiking, walking, dodgeball, disc golf, and swimming at the local pool).

The Registered Nurse is available to cadets and their families on campus during business hours (8:30 a.m. – 4:00 p.m.) and by phone or email 24 hours a day, seven days a week. Home visits are usually done during business hours following a severe illness, injury, or hospital visit. Medical vehicles are available to the cadets for doctor's appointments, the emergency room, and other medically related appointments. Transportation is provided for cadets undergoing procedures when they are unable to drive. The Health and Wellness Office also provides transportation for cadets with children when they are ill and need to be picked up from school. The Registered Nurse helps the Campus Ministries licensed daycare with assessing and managing illness for cadet children, including developing care plans for children with chronic illnesses.

Cadets receive care from primary care physicians and specialists near the College while they are cadets. The Health and Wellness Office provides information regarding providers and access to care and supports cadets' self-management of health and disease. The Registered Nurse assists the Personnel Department in the appraisal of cadets in self-care and personal/family health management. Cadets demonstrating poor self-care and improper disease management are then subject to intervention by the Health Office in conjunction with Personnel.

A campus map shows the buildings on campus (III.B.1-1). All personnel are provided with key fobs to enter buildings on campus. Without a fob, one cannot enter a building. Personnel, both students and faculty, have the responsibility and ability to report any unsafe situations around the campus through email and cell phone calls. Security staff is on campus 24-7. A campus safety survey is given and evaluated for all constituents twice every year, asking them to discuss how they feel about security and safety on campus. The results of the survey are posted on the CFOT website. Attached are the questions and results from the last survey given (III.B.1-2, III.B.1-3).

Staff and students can have any maintenance need met in their dorm or on campus by emailing a Maintenance Request to the Maintenance Department. These requests are gathered as sent, and Maintenance works on fulfilling the request within the day received.

Analysis and Evaluation

The CFOT provides sufficient resources to ensure Student Learning Outcomes are properly completed. Facilities for living arrangements meet all state and federal requirements for comfortable living. Daycare and after-school care are provided with safe and secure sites for all children of students and staff. All campus buildings are maintained for healthy learning and working environments.

- 2. The institution plans, acquires or builds, maintains, and upgrades or replaces its physical resources, including facilities, equipment, land, and other assets, in a manner that assures effective utilization and the continuing quality necessary to support its programs and services and achieve its mission.**

Evidence of Meeting the Standard

The CFOT maintains its 33-acre property with a plan that the Property Committee of the CFOT endorses. The Maintenance Department works with outside vendors to upgrade, maintain, and/or replace items within the campus. All roofs, boilers, elevators, air conditioners, and thermostats are on a maintenance plan with vendors to maintain the integrity of these items. Replacement of carpets, furnishings, and office equipment goes through the Business Department for approval by the Command Finance Council. Vendors will maintain the lawns, trees, and flowers on campus. The Property Committee meets monthly to give items of concern

to the Executive Council for action. Maintenance plans will be available on request during the ACCJC site visit.

All construction, whether new or renovation, is brought to the Executive Council and the Command Finance Council through the Property Committee. The Command Finance Council will approve the construction and/or renovation of the property, which is, in turn, sent on to the Territorial Corporate Headquarters for approval of funding. Once Headquarters has approved the request and its funding, building and/or renovation begins.

Analysis and Evaluation

The CFOT and its Maintenance Department ensure effective plans to help with the upkeep of the facilities, equipment, and other assets on the campus. The Property Committee assists maintenance by examining the ongoing needs of the campus. When a need is seen or reported, the Property Committee recommends action to the Executive Council.

- 3. 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.**

Evidence of Meeting the Standard

The CFOT has regular inspections from outside sources for maintaining our facilities, equipment, and other assets. The Village of Suffern, Homeland Security, the Fire Department, Metropolitan Elevator, Ace Mechanical, Campbell Fire Extinguisher Company, and the Cinemark Roofing Company have contracts to inspect items on campus to keep them in proper order. Inspections are done monthly to yearly, depending on our contract with the company. A schedule of inspections begins with the Maintenance team and has been attached (III.B.3-1).

Every year the Day Care is inspected by the State of New York. This inspection is certified by the State as a fully licensed Day Care program.

The Property Committee meets regularly to discuss the ongoing needs of the CFOT campus. The following are discussed within the meetings: renovations of properties; long-range planning for new construction and renovations; short-term goals to keep physical resources updated for usage; and equipment needs for the CFOT.

Analysis and Evaluation

The CFOT has in place methods that maintain the effectiveness of their physical resources that allow proper work and school experiences for both students and staff. Each group helps evaluate

the facility and equipment used at the CFOT for students and staff. Vendors help the maintenance staff to assess and plan for upgrades and renovations. The system in place is working well.

4. Long-range capital plans support institutional improvement goals and reflect projections of the total cost of ownership of new facilities and equipment.

Evidence of Meeting the Standard

Long-range capital plans begin with the Property Committee of the CFOT. Once defined by this group, they move on to the Executive Council of the CFOT. Once these plans are approved, they move to Territorial Headquarters in West Nyack, New York, for their approval. Once the Territorial Council has approved the plans, they return to the CFOT, where they are implemented by both the Property Committee and the Executive Council. For any property issues slated for less than five years, the Property Committee will begin getting together plans, funding, and proper bidding of companies for the issue and then send it to the Executive Council for approval to move forward. Companies are selected from the area to bid for the jobs. The Salvation Army requires at least two bids for projects over \$ 5,000.00. These are closed bids opened by the Property Committee. The Committee makes the selection once they have looked over the bids. To keep the bids fair, we supply an outline for what is being bid on by the companies. The Property Committee sends its recommendation to the Executive Council, who then approves the work. Once this approval is given, the budget and plans for the work are sent to Territorial Headquarters for their approval. Once approval for the work is obtained from THQ, the Property Committee will begin the work with the company hired to accomplish the approved work (see III.B.4-1 for long-range plans).

Dollars of all Capital projects come from the Territorial Headquarters in West Nyack, New York. Once the Territorial Property Council approves a project, they will allocate money for said project. These dollars come from reserves held at the Territorial office for the College.

Analysis and Evaluation

The CFOT follows the procedures and protocols set by the parent organization for the use of Capital dollars. The CFOT schedules property matters yearly. The Territorial office allocates money for the large property needs of the CFOT.

Conclusions on Standard III.B: Physical Resources

The CFOT operates a single campus (33 acres) with classrooms, offices, dormitories, a cafeteria, a library, a daycare center, and several living houses, all maintained by the College's Maintenance Department and numerous off-campus contractors and inspectors. The physical resources for the CFOT are sufficient and, we assert, meet the Standards required for post-secondary educational institutions and allow us to continue to meet the mission of the College and The Salvation Army.

Improvement Plan(s)

No major construction or renovation projects are currently scheduled. A complete window replacement project has recently been completed for buildings on the campus.

Evidence List

Ref		Evidence
III.B.1	1	<i>CFOT Campus Map</i>
	2	<i>Campus Climate Survey</i>
	3	<i>Campus Climate Survey results</i>
III.B.3	1	<i>Maintenance and Inspection Schedule</i>
III.B.4	1	<i>Long-Range Plans</i>

C. Technology Resources

- 1. Technology services, professional support, facilities, hardware, and software are appropriate and adequate to support the institution's management and operational functions, academic programs, teaching and learning, and support services.**

Evidence of Meeting the Standard

Hardware:

The CFOT IT department provides new computers for officers, all students, and employees. This equipment has a three-year warranty and is replaced every three to four years unless the machine is damaged or has performance issues prior to the warranty expiration date.

Software:

All CFOT computers come with Office 365, TEAMS, Sophos Anti-Virus, VPN, OneDrive, Egnyte, and Firewall. Footprints Service Core (IT Help Desk System) is available to all CFOT end users for IT assistance regarding hardware/software issues. The IT Help Desk may also provide software or one-on-one basic training.

Privacy and Security:

Sophos Anti-Virus is activated in all CFOT computers and cannot be removed or disabled by the end user. Anti-virus protection includes viruses and web filtering. The end user does not have admin access to their computer for security reasons; therefore, they cannot install any new hardware or software without IT assistance and approval. Each computer hardware has an Asset Tag with a different number assigned to the end user's computer. Each device is registered specifically to the individual's name to who the hardware is assigned. Every 90 days, the end user must change their computer login password to another complex password. End users are instructed not to share their passwords with anyone else for any reason. If necessary, they can change their password before 90 days.

Disaster Recovery:

All SA computer cloud-based software and network applications in the Eastern Territory are centralized at Territorial Headquarters (West Nyack, New York). Greater New York Divisional Headquarters (New York City) is the Territorial Headquarters backup site.

Education Technology:

This institution also provides education-focused technology resources to its students and faculty in the form of:

- a. Learning Management System (NEO)
- b. Student Information System (Orbund)
- c. Syllabus Manager (Concourse)
- d. Plagiarism Checker (Unicheck)
- e. Digital Writing Assistant (Grammarly)
- f. Accuplacer (ESL Placement)
- g. Interactive Boards (i.e., SMART Boards)

These technologies are regularly scrutinized for effectiveness concerning the needs of our institution. Implementing the listed technologies also places this institution on par or better equipped than other institutions of greater size and standing. Adequate precautions are taken to ensure privacy and security within each system by adhering to the administrator's best practices set by the service provider and providing an appropriate level of access to individuals based on the institution's needs.

Analysis and Evaluation

The CFOT IT department employs four individuals; one is always assigned to monitor needs for repair or questions on proper use (education). The IT Director further evaluates logins and the history of repairs by the technicians, timeliness of services, and resolutions of questions (IT Help Desk). The technology services, support, facilities, hardware, and software established at the CFOT are sufficient to support its management and operational functions.

- 2. The institution continuously plans for, updates and replaces technology to ensure its technological infrastructure, quality and capacity are adequate to support its mission, operations, programs, and services.**

Evidence of Meeting the Standard

The IT Department at the CFOT works to keep all technology up to date and functioning to help the students and faculty with their computer needs and education. Computers are given to all students when they begin their two-year education at the CFOT, and they leave with them after graduation to their new positions. All computers are fitted for their work with Microsoft, various Salvation Army applications, and safety protocols for their protection. IT deals with all the problems when a computer is down.

The IT Department also watches over the internet connectivity and firewalls set up for the CFOT. Replacement of equipment for each of these items is a priority for the IT Department.

The Education Technology Coordinator encourages regular feedback from those utilizing the various technologies under their scope, which informs decisions on plans for updates or replacements. While most of the feedback is obtained verbally from regular conversations with faculty and students, other means of collecting feedback have been used, such as polls or surveys. The Education Technology Coordinator regularly reviews the cost-benefit of deployed systems and, when required, performs adequate research into current educational technology trends, standards, and best practices to inform plans for investment or divestment.

Analysis and Evaluation

The CFOT continually updates and replaces technology to ensure its technological infrastructure, quality, and capacity are adequate to support its mission, operations, programs, and services.

- 3. The institution assures that technology resources at all locations where it offers courses, programs, and services are implemented and maintained to assure reliable access, safety, and security.**

Evidence of Meeting the Standard

This institution offers courses, programs, and services at only one location. Resources classified as education technologies under the Curriculum Department are allocated appropriate resources for replacement, repair, or upgrade as requested by the Education Technology Coordinator and approved by the relevant supervisory authorities. Resources are requested via a Command Finance Council Requisition form, and their approval, amendment, or denial serves as evidence for institutional compliance with this Standard. Such forms and corresponding meeting minutes are digitally stored in the Command Finance Council database.

Analysis and Evaluation

Technology resources are sufficiently implemented and maintained and provide reliable access, safety, and security. As the CFOT has one location where it offers its program and services, the concern for consistency and equity across multiple sites does not apply.

- 4. The institution provides appropriate instruction and support for faculty, staff, students, and administrators, in the effective use of technology and technology systems related to its programs, services, and institutional operations.**

Evidence of Meeting the Standard

The Salvation Army CFOT provides several opportunities for the instruction of students and staff to become better educated on the effective use of technology and electronic media systems. Two one-hour seminars, annually scheduled (one in early fall and the second in spring), are offered by combined Communications and A/V staff. The goals of the teaching seminars are to instruct all constituents in the proper use of technology hardware, software, digital/electronic systems used on campus, best practices, and official digital media policies created and enforced by The Salvation Army. Multiple additional teaching sessions are hosted throughout the school year when requested. In addition to these teaching sessions, the Communications Office remains open daily for drop-in assistance as needed. Teaching resources created by the service providers

and available to all reinforce topics learned during training. Regarding education technologies, all faculty staff and students may request additional training and/or support on a one-to-one basis with the Education Technology Coordinator or the Social Media and Communications Coordinator (the latter more for web-based technology). Evidence attached includes Fall Introduction Seminar Keynote slides 1 (III.C.4-1) and 2 (III.C.4-2) and Digital Photo Release form sample (III.C.4-3).

Analysis and Evaluation

The current staff of three separate employees - A/V, Social Media and Communications, and Education Technology Coordinators - has met all needs of students and faculty in the instruction of how properly to use electronic technology in higher education. If further needs are revealed, the College will move quickly to resolve any issues or meet new developments to benefit students.

5. The institution has policies and procedures that guide the appropriate use of technology in the teaching and learning processes.

Evidence of Meeting the Standard

The CFOT provides multiple official policies implemented and enforced for all staff and students to prevent the spread of misinformation. Additionally, the College provides various seminars throughout the year where The Salvation Army's National Media Policies and Social Media Digital Communications Policies are discussed and taught (III.C.5-1, III.C.5-2). For official communication through the College's website and social media accounts, the Communications Office is responsible for ensuring consistency and appropriate use per the College's mission and accurate communication of messages on this platform. For education technologies, the guidance of usage is often through previous in-house precedents, as well as policies and best practices established by commercial providers. Standard operating guidelines for internal College educational purposes and acceptable use policies are developed by supervisory authorities and internally, again to ensure faithful and accurate information dissemination.

Analysis and Evaluation

The CFOT's policies and procedures provide effective guidance on the appropriate use of technology in the teaching and learning processes. Cadets are introduced to and guided by the broader Salvation Army policies and procedures on the use of technology to prepare them for the expectations they will face as Salvation Army officers in this regard on the field.

Conclusions on Standard III.C: Technology Resources

The CFOT provides cadets, faculty, and administrators with sufficient, excellent technological tools and strong training for their use. The IT department and the Social Media and Communications Coordinator do a fine job of keeping every tool functioning, up-to-date, and accurate in conveying information and its educational roles. IT help and instruction are readily available and robust; Web information is rapidly and accurately processed for all public to see. Finally, all security measures and tools for the internet are used when and where warranted and updated as needed. Repairs and/or replacements of hardware and software are accomplished, and a regular assessment of the electronic systems and machines is undertaken; a regular 3-year review of functioning computers takes place, and replacements can be made before if needed.

Improvement Plan(s)

The CFOT continues to explore new, innovative technologies designed for educational and management purposes of colleges and universities. At present, all needs of faculty, cadets, and administration appear to be met, are functioning well, and are highly effective. Without these technological advances, it is difficult to see how any post-secondary educational institution could meet its mission in the most efficient and productive manner. The College asserts that it meets the Standards for technology and will remain vigilant for advances or innovations that can further education and our mission.

Evidence List

Ref		Evidence
III.C.4	1	<i>Social Media class 1</i>
	2	<i>Serviceable Streaming class 2</i>
	3	<i>Digital Photo Release form sample</i>
III.C.5	1	<i>The Salvation Army National Media Relations Policy</i>
	2	<i>Social Media Digital Communications Policy</i>

D. Financial Resources

Planning

- 1. Financial resources are sufficient to support and sustain student learning programs and services and improve institutional effectiveness. The distribution of resources supports the development, maintenance, allocation and reallocation, and enhancement of programs and services. The institution plans and manages its financial affairs with integrity and in a manner that ensures financial stability. (ER 18)**

Evidence of Meeting the Standard

The CFOT is a unit of The Salvation Army, USA Eastern Territory. As such, oversight and funding are provided by the Territorial Board of Trustees. The Salvation Army Territorial Headquarters (THQ) has committed to funding the needs of the CFOT on an annual basis. The CFOT's current operating budget is approximately \$11,900,000. The trust funds allocated to the CFOT generate about \$150,000 annually. Students are charged a minimal amount of tuition per year, \$1,070 per student, which is applied to the operating budget but is not a significant source of funding. There is a locally held maintenance endowment fund for the CFOT with a balance of \$12,295,000. In addition, the Territorial Capital Reserve of approximately \$18,000,000 can be used in the event of unanticipated situations related to the property.

In addition to this maintenance endowment, THQ has created a Quasi-Endowment (QE) Fund, with the ultimate intent of having a balance that would provide sufficient earnings to provide funding for the annual budget; this is intended as the equivalent to most colleges' endowment base. Currently, the QE has a balance of \$26,606,000. The funding strategy over the next five years, depending on a stable and positive market return, would include \$40,000,000 annually towards the operating endowment, less an estimated \$13,000,000 annual CFOT operating costs, leaving a balance of \$27,000,000 added to be credited to the operating endowment annually. This would result in a balance of \$156,000,000 over the five-year period. At this level, the QE's earnings, estimated at 10% annually, would meet the annual budgetary needs of the CFOT. The following graphics demonstrate the funding scheme approved by the Territorial Finance Council (the amounts in red parentheses on the bottom line indicate the annual funding draw down from the endowment to fund the annual CFOT operating budget).

Current Balance	2023	2024	2025	2026	2027	2028-2032	QE Balance 9/30/32
26,605,747	23,000,000 (13,000,000)	23,000,000 (13,000,000)	23,000,000 (13,000,000)	23,000,000 (13,000,000)	23,000,000 (13,000,000)	110,000,000	251,605,747

As mentioned earlier, in addition to the funding of the operating budget for the CFOT, THQ also has a Territorial Capital Reserve, which the CFOT can access through the proper approval process for large facility projects. The balance in this reserve is currently around \$18,000,000.

Analysis and Evaluation

The mission and purpose of the CFOT is to train and equip cadets (students) with the skills and resources to be successful Salvation Army officers. As this is the only Salvation Army college for the Eastern Territory, Territorial Headquarters has an interest and commitment to continue to provide financial resources for this educational institution.

Annually, a budget is created by the CFOT Finance Department. The Assistant Director of Business and the Senior Accountant communicate with the department heads to receive their input, goals, and needs for the next fiscal year. Taking these recommendations into account and working with the variable number of students and fixed costs of maintaining the campus, the budget is developed and reviewed by the Director of Business, the Assistant Director of Business, and the College Finance Council. Once approved by the CFOT Finance Council, it is forwarded to the Territorial Financial Secretary for review and approval by the Territorial Finance Council.

When the budget is approved and uploaded into the accounting software, monthly budget comparison reports are generated and automatically distributed to each department head, with a full set of reports distributed to the Training Principal, Assistant Training Principal, Director of Business, Assistant Director of Business, and Senior Accountant. See CFOT Budget 2022-23 approved (III.D.1-1), T & E Minute #54N (Tuition) (III.D.1-2), CFOT Sample Automated Budget Reports 20220930 (III.D.1-3, CFOT Trust Balances 20220930 (III.D.1-4) showing the maintenance endowment balance but not the new quasi-endowment THQ is funding.

- 2. The institution's mission and goals are the foundation for financial planning, and financial planning is integrated with and supports all institutional planning. The institution has policies and procedures to ensure sound financial practices and financial stability. Appropriate financial information is disseminated throughout the institution in a timely manner.**

Evidence of Meeting the Standard

The CFOT receives minimal funding from sources external to The Salvation Army and has no mortgages or liens on the property or equipment. All funding is used to advance and support educational goals and maintain the campus in a continuing debt-free environment.

The CFOT follows all policies and procedures as outlined in The Salvation Army Minutes (internal policies and procedures). These policies also guide the budgeting and spending of Salvation Army funds. As noted above, monthly financial reports are automatically distributed to department heads and administration. The Territorial Finance Secretary and staff also have access to all CFOT financial information and provide additional oversight and information as needed.

Analysis and Evaluation

As a private college, the CFOT will make financial information available upon reasonable request, but budget information is not published on the website. Department heads, members of the Finance Council, Executive Council, and members of the Strategic Oversight Committee have access to financial information as needed to monitor spending, plan for programming, and maintain the facilities. Upon written or program request from ACCJC, financial records can be made available; external governmental agencies, on a need-to-know or programmatic schedule, have been continually informed for all accreditation purposes over the past 20 years of accreditation. See CFOT Sample Automated Budget Reports 20220930 (III.D.1-3), P & P Minute #24 CFC (III.D.2-1), sample CFC Minutes (III.D.2-2).

- 3. 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.**

Evidence of Meeting the Standard

The CFOT is in-line with the budgeting policies and procedures of The Salvation Army Eastern Territory, USA. The salaries and benefits portion of the budget is completed by the Business Department (Finance Section) staff and shared with the Department Heads. They are asked to provide recommendations and rationale for any proposed changes to hours and/or wages outside of the annual review process, as set by Territorial Headquarters. Department Heads are also given the opportunity to make recommendations for budgeting of supplies and resources. Prioritizing large property maintenance and construction projects (non-emergent) is done through the CFOT Property Council and incorporated into the budget process annually.

Analysis and Evaluation

The above budget process meets the guidelines as established by Territorial Headquarters. Given the size of the CFOT Finance Department staff, the above budget process is manageable, and the Department Heads are responsible for monitoring their budgets monthly. See CFOT Budget 2022-23 approved (III.D.1-1), Levels of Approval September 2020 (III.D.3-1), P & P Minute #24, CFC (III.D.2-1).

Fiscal Responsibility and Stability

- 4. Institutional planning reflects a realistic assessment of financial resource availability, development of financial resources, partnerships, and expenditure requirements.**

Evidence of Meeting the Standard

The annual budget and available funding are determined in consultation with THQ per the budget policies and procedures. All Department Heads are members of the CFOT Finance Council and are part of the approval process for large expenditures.

The CFOT has no external funding sources (other than unsolicited donations from groups in the outside community and/or Army) and no partnerships or obligations to any sources outside of The Salvation Army Eastern Territory, USA.

Analysis and Evaluation

Financial planning considers cadet enrollment, maintenance of facilities, operating costs, and economic conditions.

Resource availability is determined in consultation with THQ. Members of the CFOT Finance Council are responsible for planning and, as such, receive accurate information about available funds, including the annual budget showing anticipated fiscal commitments.

Monthly budget reports are distributed automatically, and Department Heads can contact the Business Department (Finance) staff for more detail as needed. The Business Department staff track and present information on financial results.

- 5. To assure the financial integrity of the institution and responsible use of its financial resources, the internal control structure has appropriate control mechanisms and widely disseminates dependable and timely information for sound financial decision making. The institution regularly evaluates its financial management practices and uses the results to improve internal control systems.**

Evidence of Meeting the Standard

The CFOT has appropriate internal controls in place and is in compliance with the policies and procedures of The Salvation Army Eastern Territory, USA. These policies require the completion of an internal audit no less than annually. Until the logistics of COVID changed the ability to complete internal audits, the CFOT did have an annual internal audit performed by staff members from Territorial Headquarters. While the internal audits did not occur for a couple of years, the CFOT was part of the consolidated annual external audit for The Salvation Army Eastern Territory, USA. The CFOT is scheduled for an internal audit to begin in December 2022.

The policies of The Salvation Army Eastern Territory require that the CFOT respond categorically to each finding in the internal audit summary. The CFOT uses this process to ensure that our practices continue to meet the internal control guidelines and address any areas that may need to be re-evaluated. This strict internal control yields strong preparation for external audits.

Automated monthly budget comparison reports are set up to be delivered to each Department Head by the 15th of the following month. Reports are reviewed by staff in the Business Department (Finance Section), and concerns or discrepancies are brought to the attention of the Director of Business. Serious concerns would then be shared with the Training Principal and Assistant Training Principal for Administration.

Two members of the CFOT Business (Finance) Department are part of a monthly conference call with all Finance personnel across the Eastern Territory, USA. These Teams meetings occur on the third Thursday of each month. Various financial items of concern and any changes to be implemented are discussed in this forum.

Analysis and Evaluation

The CFOT assures financial integrity and responsible use of its financial resources by following the internal control policies and procedures (Minutes) established by THQ. The CFOT shares financial information monthly with Department Heads and participates in monthly meetings with Salvation Army Finance personnel across the Territory.

It should also be noted that the CFOT is committed to practicing and modeling Biblical stewardship in spending without compromising the program and well-being of our cadets.

Recent external audits have produced no findings or recommendations that would indicate the CFOT is not following internal control policies. The internal audit will be conducted, and we anticipate that it will show the same positive results. See CFOT Man't Observation Report 05-17-19 (III.D.5-1), Consolidated External Audit 2021 (III.D.5-2).

- 6. Financial documents, including the budget, have a high degree of credibility and accuracy, and reflect appropriate allocation and use of financial resources to support student learning programs and services.**

Evidence of Meeting the Standard

A review of the CFOT's operating budget will show the appropriate allocation and use of financial resources to support residential life, instructional programs, and maintenance of facilities.

The monthly financial reports are reviewed to ensure compliance with the established budget unless there is approval from the CFOT Finance Council or Executive Council, which allows additional resources for specific programs or situations.

At the end of the fiscal year, any surplus funds are returned to the Maintenance Endowment (held at THQ) to be used for future funding (see breakdown and description in Standard IV.D.1). The CFOT is committed to practicing good stewardship over the financial resources and facilities available.

Analysis and Evaluation

The CFOT's monthly budget reports will demonstrate that funds are allocated in a manner that enables the CFOT to achieve its mission and stated goals for student learning and preparation in order to advance the mission of The Salvation Army as officers when graduated and commissioned.

The CFOT's budget is an accurate estimation of the spending necessary to maintain the program and facilities. This is ensured by thoughtful preparation, review by CFOT Finance Council, and by the final review and approval of the Territorial Finance Council.

Recent audits confirm the integrity of the CFOT's financial management practices (see CFOT Surplus 2020-21 and 2021-22 Deposit Advice Forms (III.D.6-1) showing surplus refund to Maintenance Endowment).

7. Institutional responses to external audit findings are comprehensive, timely, and communicated appropriately.

Evidence of Meeting the Standard

Recent consolidated external audits do not have any recommendations specific to the CFOT. External audits are performed annually for the Territory by Grant Thornton LLP, New York.

Analysis and Evaluation

The consolidated external audits have not included any findings that require a response from the CFOT. If there are audit findings, solely or in large part, related to the CFOT, the CFOT will work with THQ in a timely and complete manner to ensure that the CFOT's integrity will not be called into question and to demonstrate proper financial management practice.

8. The institution's financial and internal control systems are evaluated and assessed for validity and effectiveness, and the results of this assessment are used for improvement.

Evidence of Meeting the Standard

The CFOT follows The Salvation Army's financial and internal control policies, which are consistent with FASB and GAAP policies. This is evaluated through internal and external audits. While internal audits completed by staff from Territorial Headquarters were placed on hold during the height of the COVID pandemic, the CFOT is part of The Salvation Army Eastern Territory's annual external consolidated audits performed by Grant Thornton, LLP, New York, New York.

There have been no major findings related to the CFOT in either the internal or external audits over the last ten years. General findings and suggestions for improvement in the consolidated external audit are discussed with representatives from each Command as part of the monthly standardization meetings.

Analysis and Evaluation

There was a lapse in internal audits conducted during the height of the COVID pandemic. During this period, the Territorial Audit Department (internal auditors) implemented risk-based auditing software and procedures, which include remote auditing. The CFOT internal audit is scheduled to begin on-site and remotely on December 5, 2022. As per the Territorial Audit Secretary for Internal Audits, "The CFOT is not considered a high-risk Command due to the history of past internal audits which indicate internal controls are being followed." Internal controls are established by THQ Minutes and are in compliance with FASB and GAAP.

9. The institution has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences.

Evidence of Meeting the Standard

The CFOT, through The Salvation Army Eastern Territory, USA, has sufficient cash flow and reserves as documented in the financial reports and external audit reports.

THQ has a plan in place to continue the funding of a Quasi Endowment for the purpose of funding the ongoing operations of the CFOT. For unforeseen occurrences, THQ has reserves in place to cover the funding of emergent facility issues. The Territorial Capital Reserve currently has a balance of around \$18,000,000 and is available to the CFOT through the proper approval process.

Analysis and Evaluation

As previously indicated, the CFOT is almost completely funded by The Salvation Army Eastern Territory, USA. The CFOT has no external financial obligations. As shown in the Annual Consolidated Audit, THQ has sufficient cash flow and reserves to maintain stability, support strategies for appropriate risk management, and, when necessary, implement contingency plans.

Financial securities are held by and distributed by THQ. Requests for these funds, if needed, are made through the Territorial Secretary for Business Administration through processes outlined in the budget preparation policies and property manual for maintenance or renovations for campus facilities (see Property Manual Overview (III.D.9-1) for the process for accessing THQ Capital Reserves).

10. 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.

Evidence of Meeting the Standard

This standard does not apply to the CFOT. The CFOT is funded by The Salvation Army Eastern Territory and has no financial aid, grants, externally funded programs, contractual relationships, auxiliary organizations, foundations, or locally held investments.

Analysis and Evaluation

Not Applicable

Liabilities

11. The level of financial resources provides a reasonable expectation of both short-term and long-term financial solvency. When making short-range financial plans, the institution considers its long-range financial priorities to assure financial stability. The institution clearly identifies, plans, and allocates resources for payment of liabilities and future obligations.

Evidence of Meeting the Standard

The CFOT is fully funded by The Salvation Army Eastern Territory, USA. As such, the CFOT's short-term and long-term financial solvency is determined by the financial solvency of The Salvation Army Eastern Territory.

Unlike other educational facilities, the CFOT's income is not based on enrollment or tuition and fees. All liabilities and future obligations are the responsibility of THQ.

Analysis and Evaluation

As detailed throughout this portion of the report, the CFOT's financial resources, including its quasi-endowment, are provided by, held, and distributed by THQ as per the approved budget. As such, the financial solvency of the CFOT depends on that of THQ. Future obligations, including those related to officer and employee compensation agreements, are the responsibility of THQ. Only a portion of these obligations (premiums for retirement, and health benefits, for example) are included in the CFOT's operating budget based on the number of employees and/or officers serving at the CFOT in that fiscal year.

Additional information on the fiscal solvency of The Salvation Army Eastern Territory, USA, can be obtained in the annual consolidated external audit (III.D.5-2) from Grant Thornton LLP, New York, New York.

12. The institution plans for and allocates appropriate resources for the payment of liabilities and future obligations, including Other Post-Employment Benefits (OPEB), compensated absences, and other employee related obligations. The actuarial plan to determine Other Post-Employment Benefits (OPEB) is current and prepared as required by appropriate accounting standards.

Evidence of Meeting the Standard

The CFOT's annual budget plans for and includes the payment of liabilities and payments for Other Post-Employment Benefits, compensated absences, and other employee-related obligations. These funds are augmented and managed by The Salvation Army Eastern Territory according to policies and procedures.

Policies related to employee paid time off (PTOs) and retirement benefits are included in the Employee Manual. Officers are included under The Salvation Army Eastern Territory policies. It should be noted that officers are only appointed to the CFOT for a portion of their officer service. As such, all payroll, benefit, and retirement plans come under THQ, and records are maintained by the appropriate department at that site. THQ assumes responsibility for all long-term financial obligations.

Analysis and Evaluation

The evidence above demonstrates that THQ plans for and allocates appropriate resources for the payment of liabilities and future obligations related to CFOT employees.

As officers are only assigned to the CFOT for a portion of their careers, officer-related liabilities and future obligations are handled by THQ.

13. On an annual basis, the institution assesses and allocates resources for the repayment of any locally incurred debt instruments that can affect the financial condition of the institution.

Evidence of Meeting the Standard

This standard does not apply to the CFOT as we have no locally incurred debt instruments.

Analysis and Evaluation

Not Applicable

14. All financial resources, including short- and long-term debt instruments (such as bonds and Certificates of Participation), auxiliary activities, fund-raising efforts, and grants, are used with integrity in a manner consistent with the intended purpose of the funding source.

Evidence of Meeting the Standard

This standard does not apply to the CFOT. The CFOT does not have any short- or long-term debt instruments, auxiliary activities, fundraising efforts, or external grants.

Analysis and Evaluation

Not Applicable

15. The institution monitors and manages student loan default rates, revenue streams, and assets to ensure compliance with federal requirements, including Title IV of the Higher Education Act, and comes into compliance when the federal government identifies deficiencies.

Evidence of Meeting the Standard

This standard does not apply to the CFOT. The CFOT does not participate in Title IV Federal Student Aid programs.

Analysis and Evaluation

Not Applicable

Contractual Agreements

16. 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 and the quality of its programs, services, and operations.

Evidence of Meeting the Standard

This standard does not apply to the CFOT. The CFOT does not have any agreements with external entities to provide educational services.

Analysis and Evaluation

Not Applicable

Conclusions on Standard III.D: Fiscal Resources

The Salvation Army, as has been stated earlier, is a charitable, faith-based religious organization that exists in a 501-c-3, tax-free status. This is stated here to remind ourselves and the reader that we do not look for and make decisions based on a for-profit basis. The CFOT is a prime example of this philosophy with regard to its educational programs. We seek to have cadets enter debt-free and leave debt-free, and The Salvation Army of the Eastern Territory, USA, is the primary source of financial support for the education of these cadets. To maintain and protect the above status or perception of the Army, we must plan and manage our financial affairs with honesty, integrity, and transparency in a manner to generate stability. Stewardship of all resources is of the highest priority.

The Salvation Army Eastern Territory, USA, has a solid history of maintaining financial resources with integrity. The CFOT also strives to be mindful and act with intent and integrity when managing the resources allocated for the purpose of training cadets. This is evidenced by both the internal and external audit reports and minutes.

The majority of funding for the CFOT comes from THQ, and, as such, the CFOT is free from external obligations and the pressures of external fundraising. THQ is also an active participant in the oversight of the financial functions of the College.

We offer that the budget policies and procedures of the CFOT are designed to produce the efficient education of future officers (ministers) in The Salvation Army, as they are in all other Army Colleges. The processes, goals, and reporting are developed to ensure sound financial practices and stability in an environment of honesty and trust. The accounting and financial auditing practices are carried out every year by an internal group and an external, independent professional accounting firm. The documents are credible and accurate and reflect appropriate allocation to the mission of the Army and the education and spiritual development of the students. The College has no external debts and maintains adequate financial reserves and cash flow to handle emergencies or unforeseen, unplanned events.

Improvement Plan(s)

As noted, The Salvation Army Eastern Territory has committed to contributing additional funds to the Quasi Endowment over the next ten years with the goal of having a QE that will provide enough earnings to cover the annual operating expenses of the CFOT.

Evidence List

Ref		Evidence
III.D.1	1	<i>2022 Approved Budget (CFOT Budget 2022-23 Approved)</i>
	2	<i>Training & Education Minute #54N – CFOT Tuition and Textbooks</i>
	3	<i>CFOT Sample Automated Budget Reports 20220930</i>
	4	<i>CFOT Trust Balances 20220930</i>
III.D.2	1	<i>Training & Education Minute #24 – Scholarships – Accepted Candidates</i>
	2	<i>Sample CFC Minutes (minutes from three meetings in one document)</i>
III.D.3	1	<i>CFOT Levels of Approval September 2020</i>
III.D.5	1	<i>2019 Internal Audit Management Report (CFOT Management Observ Report 5-17-19)</i>
	2	<i>2021 External Audit Report (Consolidated External Audit 2021)</i>
III.D.6	1	<i>Surplus 2020-21 and 2021-22 Deposit Advice Forms</i>
III.D.9	1	<i>Property Manual Overview</i>

Standard IV: Leadership and Governance

The institution recognizes and uses the contributions of leadership throughout the organization for promoting student success, sustaining academic quality, integrity, fiscal stability, and continuous improvement of the institution. Governance roles are defined in policy and 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 executive officer. Through established governance structures, processes, and practices, the governing board, administrators, faculty, staff, and students work together for the good of the institution. In multi-college districts or systems, the roles within the district/system are clearly delineated. The multi-college district or system has policies for allocation of resources to adequately support and sustain the colleges.

A. Decision-Making Roles and Processes

- 1. Institutional leaders create and encourage innovation leading to institutional excellence. They support administrators, faculty, staff, and students, no matter what their official titles, in taking initiative for improving the practices, programs, and services in which they are involved. When ideas for improvement have policy or significant institution-wide implications, systematic participative processes are used to assure effective planning and implementation.**

Evidence of Meeting the Standard

The Salvation Army's College for Officer Training, Eastern Territory, USA, designates as its leadership team the following positions: Training Principal (CEO-equivalent), Assistant Training Principal for Community Life, Assistant Training Principal for Administration, and Executive Assistant to Training Principal. However, the institutional leaders for educational planning would also include Department Chairs and some members of the Strategic Oversight Council (SOC) and Corporate Board of Trustees (BOT) – those most heavily invested in the training and development of future officers in The Salvation Army. The cross-fertilization of some members having positions and roles in more than one of these groups of leaders, we believe, allows for a more complete and cohesive planning process for the College.

While the above individuals are relied heavily upon to create and support innovation, many employees from other departments, due to their training, backgrounds, and expertise, are regularly called upon to give technical and necessary direction and support to maintain and improve the educational mission of the College. Additionally, cadets experiencing the training and spiritual development programs at the CFOT, through the Cadet Council, and as individuals give insight and aid in strengthening the educational process. As an entry requirement to the CFOT, cadets must be members of The Salvation Army, and many faculty and staff share that identification and worldview. Thus, it is common that agreement emanates and persists in initiatives to improve the practices, processes, programs, and services in which all are commonly involved and participating. The College's mission is one of

unity and community, learning and growing together to "sustain and advance the mission of The Salvation Army in the salvation of the world" (Catalog, p. 5, CFOT mission statement).

Typical of universities and colleges worldwide, administrators and faculty, due to education and training experiences, are more often the initiators of program and program change. However, the leadership team cited initially in this response has almost to a person experienced the same training, spiritual development, and practical education as the current cadets/students. This ensures sensitivity and understanding of the cadets, individually and collectively, so that complete and systematic participation in planning, executing, and evaluating outcomes is shared, and all have a voice. The shared worldview further strengthens this unity of purpose and encourages constituents of opportunity to speak into the educational processes and any proposed change.

Analysis and Evaluation

All levels of constituency at the CFOT share the responsibility and ownership of the education and development for the College. While admittedly most planning, evaluating, and designing of change lies in a leadership group, all have a voice into the processes of teaching and learning. The CFOT advances that it meets the Standard required in this endeavor.

- 2. The institution establishes and implements policy and procedures authorizing administrator, faculty, and staff participation in decision-making processes. The policy makes provisions for student participation and consideration of student views in those matters in which students have a direct and reasonable interest. Policy specifies the manner in which individuals bring forward ideas and work together on appropriate policy, planning, and special-purpose committees.**

Evidence of Meeting the Standard

As indicated above, policies and procedures in decision-making processes are shared and cooperative in the maintenance and innovation of the educational experiences at the CFOT. As one of the primary stakeholders in this educational experience, cadets (students) have a voice in this process, individually and collectively. As stated earlier, all faculty, many staff and employees, and all accepted and matriculated students identify themselves as lay members or officers (ministers) in The Salvation Army. While armies are typically hierarchical, The Salvation Army is also a community. Everyone in that community accepts the responsibility to work for the common good, and very few cadets, as members of that community, report feeling unheard in Campus Climate surveys (IV.A.2-1). Also, the "Perceptions" survey, which assesses the overall strength of preparation and learning presented to the students in an anonymous format just before commissioning and graduation, guides the College forward over the next few years in curriculum adjustment (IV.A.2-2). Finally, as a collective voice, the

Cadet Council has, through their meetings and appointed faculty member, can forward requests and concerns and note conflicts directly to the Administration of the College.

A "Strengths and Weaknesses/Opportunities" approach to the proposed sufficiency of curriculum and potential changes that might need to be made characterizes the discussions of the Curriculum Council and Faculty meetings. All faculty members, including adjunct or part-time instructors, are invited or required to attend these meetings and, thus, have a voice in the educational program. Department meetings in Curriculum, Personnel, Finance, and others give voice in smaller groups to discuss more thoroughly the "good and the bad" of any issue. It is also true that any individuals in all stakeholder groups can arrange a voice with the Training Principal and be heard; the Principal's view has been one of community and democracy, not paternalism or autocracy. This is a strength of the College at this point.

Finally, the College maintains "formal grievance policies" and methods of reporting and deliberation for all stakeholders. These policies are cited in the Community Guidelines; Security, Safety, and Sensitivity Procedures booklet; Faculty and Employee Manuals; and the College Catalog. These policies seek to reduce harassment and give all on campus a clear feeling of being heard, cared for, and valued.

Analysis and Evaluation

The College has numerous opportunities and methods by which all voices can be heard. However, The Salvation Army follows a hierarchical pattern of decision-making and leadership, and the College models that. Anti-Harassment and Grievance policies appear in the College Catalog on pages 47-49 (IV.A.2-3); in the Security, Safety, and Sensitivity Procedures booklet on pages 19-20 (IV.A.2-4); in the Faculty Handbook on pages 16-22 (IV.A.2-5); and, in the Employee Manual on pages 8-9 (IV.A.2-6). We assert that the College meets the required Standard in this area.

- 3. Administrators and faculty, through policy and procedures, 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.**

Evidence of Meeting the Standard

The CFOT administration and faculty have clearly defined roles and the leading voice in separate, and sometimes overlapping, College-wide planning, policy and budget decisions, and initiatives. While the faculty often centers on educational curriculum and academic planning and budgeting, from discussions on mission to general education to practical learning opportunities, the administration, through the Executive and Finance Councils and their roles in teaching, must make the final decisions on all changes instituted at the College.

An example of the above process recently occurring was the initial offering of the course in Cultural Dynamics in Ministry. A few faculty members, via recent reading and experiences, felt the College curriculum was not sufficient in this area and brought a proposal for a new course to cover this to the Curriculum Department and Council. In both Curriculum Department and Council discussions, agreements were reached on the course content, faculty members who would develop and teach the course, when in the curriculum it could first be offered, and how that change could be incorporated without increasing credit requirements. Then, the proposal was brought to the Executive Council and approved.

Calendar changes, mission clarification or elaboration, and administrative tasks are further defined and assigned within departments and then forwarded to Executive Council and College leadership for approval and initiation. As already mentioned in Standard III, faculty members, with Department Chairs, determine budget needs for each area and forward these to the Command Finance Council and College leadership for approval. Individual faculty members have a voice and initiative in all these arenas of function within the College. Administrators have this input, as well as the approval roles, and these policies are defined in the Faculty Handbook (IV.A.3-1). Employees share these roles of initiation, discussion, and planning in their departments and the route to approval and action policies follows the same processes. Again, by way of example, when transportation changes are required or a grounds structure is damaged, the appropriate maintenance managers forward requests to Property, then Command Finance Council for approval and enactment.

Analysis and Evaluation

The above processes may appear cumbersome to some. Still, they guarantee a voice and sense of responsibility for all on campus, not just to maintain the facilities and program but to fulfill the College's mission. All work for the common good and improvement and have a stake in what occurs here. Also, by having multiple levels of review, the College manages to stay on budget, keep cadets safe and free to learn, and thereby protect and achieve the College's mission. We believe faculty and administrators know the procedures, policies, and outcomes required to meet all students' educational and living needs and work together to achieve a safe, secure, and sensitive teaching and learning experience.

- 4. Faculty and academic administrators, through policy and procedures, and through well-defined structures, have responsibility for recommendations about curriculum and student learning programs and services.**

Evidence of Meeting the Standard

As briefly mentioned in the preceding responses, officers of The Salvation Army and employees who support the Christian message and ministry of this organization make up the teaching faculty of the College. The CFOT has openly stated that its mission is to share our Christian worldview intended "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." As a chief tool in promoting this mission, the curriculum and all student learning programs are designed by faculty and faculty-administrators to accomplish this task with currency, open and frank discussion and debate, solid academic writings, and sensitive applications to the rampant need apparent in many areas of our world. The multiple levels of responsibility for curriculum updating and clarity begin with the Faculty, the Curriculum Department, and Curriculum Council; virtually, all changes, improvements, and eliminations of curriculum come from these two bodies or certainly must be approved by their consensus.

The curriculum is divided among six different Divisions, and a Division Chair is primarily responsible for completing a review of the coursework offered. Division Chairs meet yearly, usually near the end of the spring quarter or over the summer break, with each instructor in the Division to review syllabi, discuss teaching approaches, and share ideas/developments within the academic domain. The coursework planned is compared to the Course Outline of Record (COR) or past syllabi, and any recommendations to improve and strengthen cadet learning are discussed. Final recommendations, when agreement is reached, are then forwarded for review and approval to the Director of Curriculum and for final review to the College Principal and Executive Council (recall that all administrators have some additional duties as instructors). When the instructors, Divisional Chairs, Director of Curriculum, and Executive Council reach final agreements, the curriculum is considered approved and shared with the SOC and BOT and sent for publication in the College Catalog.

While the paragraph preceding describes the normal policy and procedures for recommendation on curriculum adequacy, the flow direction has occasionally changed. In the recent past, the BOT has recommended the College improve or increase instruction in developing youth and adult programs. Also, the processes of accreditation over the past 20 years (and recommendations from this important process to the SOC and then to the College) led to changes in the General Education sections of the curriculum. Each of these modifications was added to the curriculum by altering the design of existing coursework through innovations of several faculty members, again without increasing the overall required number of academic credits.

Building off the previous paragraph, the College has added an instructor specialized in the increasing array of accommodations necessary for differing types of learners under the guidance of accreditation and Title IX regulations. With the accommodations required for differently enabled learners and those with ESL concerns, several courses were altered to a more individualized pacesetting and assistance schedule such that these students could have more success. Offering all courses except the Administration coursework in the Spanish language has enabled our major group of ESL cadets to become more successful and has been copied by a few other faith-based Colleges. Our Faculty and the BOT championed this curriculum provision.

Analysis and Evaluation

In summary, the CFOT believes it meets the Standard in faculty ownership and responsibility for the curriculum while simultaneously remaining faithful to our boards of control and mission. The easy flow of discussions and recommendations from top-down or bottom-up has worked well over the period of accreditation.

- 5. Through its system of board and institutional governance, the institution ensures the appropriate consideration of relevant perspectives; decision-making aligned with expertise and responsibility; and timely action on institutional plans, policies, curricular change, and other key considerations.**

Evidence of Meeting the Standard

The CFOT's board and institutional governance system are established through our International/Territorial Orders and Regulations (O & R, available at ACCJC site visit) and the Strategic Oversight Council bylaws. The College's decision-making and organizational responsibilities are prescribed in these documents (IV.A.5-1). Members of the SOC are drawn from various higher educational settings, Salvation Army experiences, and the geographical area covered by the CFOT in the Eastern Territory. The Board of Trustees and Territorial Commander are Salvation Army officers with extensive and wide-ranging experience, and by O & R, are delegated this further important role. This variety of backgrounds and professional expertise helps to provide a rich variety of perspectives.

Approved decisions from the BOT and SOC are communicated directly to the College Executive and Finance Councils, then to departments by department heads, and in regular staff meetings, weekly cadet assemblies, and bi-monthly officer/faculty meetings. In addition, Minutes of Executive Council meetings are distributed to all officers and key employees once approved (see CFOT Committees and Councils membership list IV.A.5-2, Executive Council Minutes sample IV.A.5-3).

CFOT department heads, through the established policy and procedures, provide significant, well-balanced input into the institutional governance, decision-making, and communication processes. This is practically demonstrated through the leadership of their respective departments, the budgeting process, chairing of assigned committees, and, for some, membership in Executive and Finance Councils.

In addition, to assist with SOC decision-making processes, department heads and/or assigned staff are asked to provide staff support to the SOC as per committee needs or SOC agenda items. This informed sharing of expertise, responsibility, and experience is invaluable.

Analysis and Evaluation

The CFOT is working and will continue to structure our relationships between the external board of control and the internal groups (i.e., between the BOT, the SOC, the Executive, and the Finance Councils at the College). Naturally shared topics of concern will lead the BOT to work most extensively with the Finance Council, while the SOC will relate to and work more closely with the Executive Council. The pending addition of expanded SOC membership will serve to further deepen the pool of relevant perspectives and informed decision-making. However, we believe all will be able to work together to reach a consensus in all areas of decision-making when the formation and procedures are fully accomplished.

6. The processes for decision-making and the resulting decisions are documented and widely communicated across the institution.

Evidence of Meeting the Standard

The CFOT's organizational flowchart and Committees and Councils list demonstrate the College's governance and decision-making structure and processes (IV.A.6-1) (IV.A.5-2). The processes for decision-making will be communicated through the Faculty Handbook (IV.A.3-1), and SOC bylaws (IV.A.5-1).

Decisions are communicated directly to departments by department heads and regular staff meetings, weekly cadet assemblies, and monthly officer/faculty meetings.

To assist with the communication of discussion, decisions, and action steps, the College utilizes agenda and minute tools for each of its councils. Changes in policies, procedures, or processes are noted on a timely basis with adjustments to relevant manuals and communicated to the community and/or to the appropriate groups.

Analysis and Evaluation

The decision-making process has recently been developed and documented more fully and communicated. All community members of the College are encouraged to reach out to any faculty member for further explanation or description. Officers or employees are encouraged to take this step at any time via their supervisors or assigned advisors. The College community members may also submit comments, questions, or potential initiatives through the appropriate council process. One of the major goals of the CFOT is to continue to enhance a "Culture of Listening" that extends to all cadets, officers, and employees. A high priority is placed on timely response and communication once decisions are finalized.

Minutes are taken at all councils, committees, and formal meetings. Once minutes are created and approved, they are shared with the appropriate membership and/or the full community. If approved changes are made to manuals, this is communicated by the appropriate department via email and during assemblies or other public meetings.

Decisions made in Executive Council are shared immediately with department heads to support timely action follow-up. All officers receive a copy of the Executive Council minutes following each meeting. Information related directly to the cadets is shared during the weekly assembly on Friday. Communication is also shared in writing with key employees and those affected via email and/or posting on the internal closed video screens.

BOT decisions and approvals relating to the CFOT are communicated promptly to the Training Principal.

- 7. Leadership roles and the institution's governance and decision-making policies, procedures, 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.**

Evidence of Meeting the Standard

Currently, the primary processes for evaluating the College's governance, decision-making policies, and processes include the completion of the inclusive Annual Command Review by the Territorial Headquarters leadership team. Further, the review of completed surveys and other relevant data by the SOC and faculty groups contributes to the overall evaluation. Finally, the ongoing review processes of international reporting and internal departmental reviews take place; these reviews are more for information and potential future follow-up (see International Headquarters Session Report IV.A.7-1).

Analysis and Evaluation

The SOC Nominating Committee has been tasked with identifying and implementing a SOC member evaluation and expanding the membership (more discussion in Standard IV.C) (IV.A.7-2). It is evident that the College will both require and will benefit from a more intentional review of its policies and processes in governance and decision-making to ensure their effectiveness and integrity.

This will be a major discussion aspect during the April 2023 SOC meeting.

Conclusions on Standard IV.A: Decision-Making Roles and Processes

The CFOT Leadership encourages and supports the necessity of all faculty, staff, and employees in measuring and improving the College's functioning in fulfilling the mission. Innovation and change proposals from students (Cadet Council), individual faculty members, Department or Divisional Chairs, or employees are fully reviewed, discussed, and responded to when forwarded to Leadership for consideration. Leadership strives to circulate proposals to each of the most relevant stakeholders of the function or outcome cited to gain more insights; however, when decisions are made, communication to all parties is carried out, and when agreements are reached, outcomes are enacted. Examples of curriculum change (cited in Standard IV.A.3 and IV.A.4 above) are provided, resulting from multi-level deliberations and cooperation, whether initiated by Leadership or faculty and students.

The roles of the external boards of control are described in the decision-making and guidance of the College. Internally, the Executive and Finance Councils must offer initiatives and decisions reached to the SOC and the BOT (Territorial Headquarters) for final approval. As cited, the BOT is the fiduciary and legal board of control, while the SOC recommends and approves all academic changes, policies, and procedures. Over the past two years, the CFOT has been engaged in revitalizing and empowering the SOC to maximize the Council's expertise and academic input to the College. We have made significant progress and are now mid-stream in adapting meaningful changes. As previously noted, these changes include the addition of the newly formed nominating committee, the expansion of membership, added diversity, and the development of better training and onboarding policies. The formation of additional focused committees and clarification of responsibilities, terms of membership, and procedural protocols will be solidified. The last meeting minutes of the SOC (10/24/22) will attest to the progress made, and the next meeting in 2023 will be tasked with further steps to completing this task.

Improvement Plan(s)

As indicated above, the major plan stemming from this review and preparation for future functioning in this Standard is to formulate a renewed, revitalized, and full procedural statement and charge for the SOC.

Evidence List

Ref		Evidence
IV.A.2	1	<i>Campus Climate Survey results</i>
	2	<i>Perceptions Survey results</i>
	3	<i>2022-23 CFOT Catalog, pages 47-49</i>
	4	<i>Security, Safety, and Sensitivity Procedures booklet, pages 19-20</i>
	5	<i>Faculty Handbook, pages 16-22</i>
	6	<i>Employee Manual, pages 8-9</i>
IV.A.3	1	<i>Faculty Handbook, pages 2-14</i>
IV.A.5	1	<i>Strategic Oversight Council Bylaws</i>
	2	<i>CFOT Committees and Councils list</i>
	3	<i>Executive Council Minutes sample</i>
IV.A.6	1	<i>CFOT Organizational chart</i>
IV.A.7	1	<i>International Headquarters Session Report sample</i>
	2	<i>Strategic Oversight Council Minutes 10/24/2022</i>

B. Chief Executive Officer

- 1. The institutional chief executive officer (CEO) has primary responsibility for the quality of the institution. The CEO provides effective leadership in planning, organizing, budgeting, selecting and developing personnel, and assessing institutional effectiveness.**

Evidence of Meeting the Standard

The Training Principal is the chief executive officer of the College for Officer Training and, therefore, has overall responsibility for the curriculum, budget, facilities, operation, programs, and personnel of the College. The Training Principal's authority is outlined in Article 2.1 of the Brief of Appointment from Territorial Headquarters (THQ) (IV.B.1-1):

The Training Principal (TP) is authorized to take action appropriate and necessary to carry out the duties of the office as set forth in this Brief of Appointment, including authority to approve procedures and programs directed by personnel under their immediate jurisdiction and budgeted expenditure, except where expressly reserved for approval by another authority. It is understood that such action shall always be pursuant to and within the provisions of Territorial policy. Special authority may be further delegated from time to time through official minutes or directives issued by the Territorial Commander.

This authority is carried out, in part, through the role as the chair of the Finance Council of the College. The Training Principal also serves as the chair of the Executive Council.

Analysis and Evaluation

Considering the authority described above, the Training Principal seeks to ensure the quality of the college through the following means:

Planning and Organization: The Training Principal is responsible for setting both long-term and short-term goals for the College and strives to ensure that all procedures, policies, and practices are conducted through the lens of the College's mission statement. Planning is practically coordinated through the Executive Council with input obtained via Cadet Council, student input, personal surveys, and other contributing College councils.

The Training Principal engages with the Executive Council and Strategic Oversight Council in making decisions on behalf of the College. These decisions are then communicated to the CFOT community through Council minutes, weekly cadet/officer assemblies, weekly staff/officer meetings, internal media outlets, and email correspondence. The Training Principal reviews and approves all Council minutes and is responsible for confirming that appropriate distribution occurs.

Budgeting: The Training Principal is responsible for reviewing and approving the budget for the College. All budgets are prepared for review by the College Finance Council in advance of submission to Territorial Headquarters (THQ).

Personnel: All staff positions are reviewed by the Training Principal. This would include staff employees, adjunct instructors, and all Salvation Army officers appointed to the College. All employee positions are vetted through the Finance Council, which the Training Principal chairs.

The Training Principal reviews all annual employee evaluations and personally conducts the reviews of all officers appointed to the College.

The Training Principal reviews all cadet surveys, course evaluations, and academic achievement reports and has the authority to address any concerns.

Institutional Effectiveness: The Training Principal is responsible for ensuring that the College's policies, programs, and procedures accurately reflect the College's mission statement. This vital role is assisted by the following: (1) The College's Annual Command Review, which is conducted by Territorial Headquarters leadership, (2) the periodic review of accreditation standards through the Curriculum Council and Executive Council, (3) the Strategic Oversight Council agenda, (4) reviews of surveys completed by current cadets, recent graduates, and commanders who give oversight to officers in the field. The Training Principal has the authority to act on recommendations given through these or other relevant sources.

2. The CEO plans, oversees, and evaluates an administrative structure organized and staffed to reflect the institution's purposes, size, and complexity. The CEO delegates authority to administrators and others consistent with their responsibilities, as appropriate.

Evidence of Meeting the Standard

The CFOT's administrative structure is reflected through the College's organizational chart (see Section D in Introduction). The Training Principal delegates authority to Department Heads as detailed in each administrator's Brief of Appointment or job description. Additional delegation of authority may be assigned via the College's Executive Council processes.

Analysis and Evaluation

The administrative structure of CFOT is determined by Salvation Army policy and is consistent for all Salvation Army colleges worldwide. The Training Principal is, however, authorized and expected to ensure that, operating within these frameworks, officers are identified and appointed to the CFOT with the education, experience, and knowledge required to meet the specific goals of this CFOT setting.

As noted above, authority is delegated by the Training Principal as indicated in each of the Department Head's briefs and required in the decision-making processes. This provides for a healthy balance of autonomy within each department with a clear understanding that the Training Principal maintains ultimate responsibility and authority to fulfill the mission of the CFOT.

- 3. Through established policies and procedures, the CEO guides institutional improvement of the teaching and learning environment by:**
- **establishing a collegial process that sets values, goals, and priorities;**
 - **ensuring the college sets institutional performance standards for student achievement;**
 - **ensuring that evaluation and planning rely on high quality research and analysis of external and internal conditions;**
 - **ensuring that educational planning is integrated with resource planning and allocation to support student achievement and learning;**
 - **ensuring that the allocation of resources supports and improves learning and achievement; and**
 - **establishing procedures to evaluate overall institutional planning and implementation efforts to achieve the mission of the institution.**

Evidence of Meeting the Standard

Through established policies and procedures and under the office of the Training Principal, the CFOT has established institutional standards and outcomes. The Training Principal develops and implements plans, allocates and distributes appropriate resources to support learning, and systematically evaluates the effectiveness of the College. Responsibility for the above is distributed through multiple councils (see CFOT Committees and Councils list IV.A.5-2) after final approval is ultimately given by the Executive Council (and Training Principal). Delegation of authority from the Training Principal to Department Heads and others for the topics listed in this Standard is shown in the College's organizational chart (IV.A.6-1).

In the chairing of the Finance Council, the Training Principal ensures adequate, responsible, and timely resource allocation to implement the established educational plans. In addition, the Principal utilizes the established end-of-semester or academic-year review processes to assess whether the approved plans were effective, sufficiently funded, and adequately staffed. The evaluative procedures are focused on determining whether the approved initiatives advanced the mission of the College.

Analysis and Evaluation

The Training Principal is responsible for the overall oversight of the CFOT, including all policies, procedures, and operations. In this capacity, the Training Principal is mandated to ensure that all such policies and procedures remain focused on meeting the College's mission.

The Strategic Oversight Council, as the recommending, governing board of the College, provides educational guidance for the College. As such, it is responsible for reviewing the overall academic operations of the College and making recommendations per its scope of authority. The Council's bylaws support the "monitoring and overseeing of the curriculum and faculty appointments" as its primary role for the College. The Training Principal serves as a member of the SOC and thus takes an active role in the deliberations and follow-up on formal recommendations.

The Salvation Army, through its Board of Trustees, is the legal entity charged with the ultimate legal and fiduciary responsibility for the governance of the CFOT in accordance with applicable law and international Salvation Army regulations (IV.B.3-1, IV.B.3-2).

The Executive Council serves as the primary decision-making committee on campus. This Council is charged with maintaining the appropriate strategy, vision, and policies to ensure that the purposes of the CFOT are met. The Council makes its own decisions but is also responsible for reviewing and acting upon the advice the Strategic Oversight Council gives. The Training Principal is responsible for seeing that all decisions fall under the overall parameters of the College's mission.

The CFOT has several Councils that share the responsibility of implementing the academic program. The Curriculum Council is responsible for the review of curriculum policy and procedures, changes in educational trends, and the means of addressing the issues within the context of the CFOT. The Faculty Affairs Committee is proactive "to develop, enhance, and protect the quality of instruction at the College for Officer Training and the academic freedom of each faculty member" (CFOT Committees and Councils IV.A.5-2).

Each of the College's councils and committees reports to the Executive Council, which, under the authority of the Training Principal, is responsible for responding to and implementing recommendations and changes as they are submitted.

Institutional and educational planning, resource allocation, and programming are processed under the responsibility of the Executive Council. The Executive Council includes all department heads and is well-positioned to integrate mission, vision, and learning outcomes with adequate fiscal and personnel resourcing. The Finance Council sources funding and manages expenditures to accomplish the planned developments within the budget.

- 4. The CEO has the primary leadership role for accreditation, ensuring that the institution meets or exceeds Eligibility Requirements, Accreditation Standards, and Commission policies at all times. Faculty, staff, and administrative leaders of the institution also have responsibility for assuring compliance with accreditation requirements.**

Evidence of Meeting the Standard

Primary leadership by the Training Principal for accreditation is included in the Brief of Appointment (3.6) "The TP shall oversee the accreditation and reaccreditation of the degree-granting process at the CFOT, ensuring related standards are adhered to, and all requirements are consistently met" (IV.B.1-1).

The importance of this role is reinforced by the direct report to the Principal by the Accreditation Liaison and Accreditation and Research Manager (Accreditation team).

Analysis and Evaluation

As noted above, the Training Principal's Brief mandates the "overseeing of the accreditation and reaccreditation of the degree-granting process at the CFOT." The Training Principal chairs an Accreditation Committee of selected department heads, employees, and SOC members. The Training Principal also delegates logistical responsibility to the CFOT Accreditation team, who, in turn, coordinates the inputs from College departments, evaluation tools, and other resources. The Training Principal further consistently communicates with all members of the CFOT community (faculty, cadets, SOC, BOT, and employees) regarding the status of the accreditation process.

- 5. The CEO assures the implementation of statutes, regulations, and governing board policies and assures that institutional practices are consistent with institutional mission and policies, including effective control of budget and expenditures.**

Evidence of Meeting the Standard

As shared in the College's council structure, the primary decision-making body is the Executive Council, of which the Training Principal is the chairman. In addition, all formal decisions on budget approvals, allocation of resources, personnel approvals, and expenditures are made by the Finance Council, which the Training Principal chairs. Through these roles, the Training Principal assures the implementation of regulations, statutes, and governing board policies and confirms that all institutional practices are consistent with the College's mission and policies, including effective oversight of budget and expenditures.

Analysis and Evaluation

Compliance with this Standard is promoted by the Training Principal's leadership roles in the Executive and Finance Councils and his membership in the Strategic Oversight Council. The Training Principal is responsible for all aspects of the College, including ensuring that the mission statement is clearly communicated and followed. The College for Officer Training exists to train and educate individuals for service as officers in The Salvation Army. The Training Principal's responsibility is to ensure that all cadets are well-prepared for their future roles as Salvation Army officers. The Training Principal is also required to endorse the readiness of each cadet before "commissioning and ordination," when cadets are ordained as ministers and commissioned as Salvation Army officers. Under the leadership and guidance of the Training Principal, the CFOT's institutional policy and practice, budget development, and resource allocation reflect this priority.

6. The CEO works and communicates effectively with the communities served by the institution.

Evidence of Meeting the Standard

The CFOT is unique in that the primary "community" served by our institution is not only a local one. The purpose of the College is to serve the Territorial Headquarters, The Salvation Army's USA Eastern Territory, and beyond by training men and women who are equipped to serve as Salvation Army officers. To effectively communicate with this far-reaching "community," the Training Principal engages in the following methods:

- Monthly meeting with the Chief Secretary at THQ
- Quarterly report to the Strategic Oversight Council
- Annual Report at the Command Review by THQ and BOT
- Membership in the Territorial Candidates Council
- Annual presentation to the Territorial Executive Council
- Training Principal's Expectations Session at Annual Candidates' Seminar
- Guest speaking engagements, including CFOT presentations, throughout the Territory
- Engagement in the local Suffern community via Rotary Club and other civic partnerships
- Reviewing and communicating surveys and their results with/from cadets, alumni, and those who supervise graduates commissioned by the College to minister in the Army
- Membership on the National Training Commission with bi-annual meetings

Analysis and Evaluation

In addition to the above-listed communication vehicles, the Training Principal strives to enhance effective communication by inviting THQ department heads to attend Executive Council meetings to encourage mutual education and mission support. One of the key CFOT goals for the current year is to deepen "a culture of listening" at the CFOT.

Conclusions on Standard IV.B: Chief Executive Officer

Lt. Colonel James LaBossiere is a Salvation Army Officer with over 37 years of experience. His education and experience(s) with multiple senior leadership roles qualify him to fulfill his current role as the Principal of the College for Officer Training.

Under the authority afforded him by the leadership of The Salvation Army USA Eastern Territory, supported by the Strategic Oversight Council, the Training Principal ensures that the mission of the CFOT is met. This is accomplished through proper oversight, planning, and organization, intentional fiscal management, shepherding of personnel, and guidance on College effectiveness and the accreditation process. This is accomplished through his leadership of the College's Finance and Executive councils, his membership on the Strategic Oversight Council, and his influence on the College community.

The Training Principal is accountable for the CFOT's fulfillment of its mission to the cadets, officers & employees, the Strategic Oversight Council, Territorial Leadership, and the Salvationists of the Eastern Territory. Considering this, the Principal represents the CFOT to THQ and the Territory. This is regularly achieved through formal reporting structures, participation in territorial and national councils, and speaking engagements at various key events.

Improvement Plan(s)

We feel no need to adjust these roles, relationships, or leadership at present.

Evidence List

Ref		Evidence
IV.B.1	1	<i>Training Principal Brief of Appointment</i>
IV.B.3	1	<i>Bylaws of The Salvation Army</i>
	2	<i>The Salvation Army Certificate of Incorporation</i>

C. Governing Board

- 1. The institution has a governing board that has authority over and responsibility for policies to assure the academic quality, integrity, and effectiveness of the student learning programs and services and the financial stability of the institution. (ER 7)**

Evidence of Meeting the Standard

The Salvation Army, a New York Corporation, is the legal entity charged with the responsibility, through its Board of Trustees (BOT), for the conduct and operation of Salvation Army affairs throughout the Eastern United States, including the CFOT. The BOT has ceded to the Strategic Oversight Council (SOC) the academic portions of governance of the CFOT, while they (BOT) retain fiduciary control and ultimate legal responsibility. The Council (SOC) is responsible for the academic educational quality, integrity, and stability of the CFOT and for ensuring that the mission of the College is being carried out as per the established policies and practices. The Council will ensure that the religious and moral content of the College's programs and courses of study shall be consistent with Salvation Army beliefs and principles. The Council also ensures that the College meets all academic responsibilities in General Education and follow-up coursework to prepare for ministry.

As noted above, the BOT, through the Territorial Finance Council, also provides fiscal oversight of the CFOT through the established budget review processes, regular auditing, and the Annual Command Review of the College.

Analysis and Evaluation

The Council's accountability for academic quality, integrity, and effectiveness of learning programs and services is noted in the Purpose Statement in the SOC Bylaws (IV.C.1-1). The financial stability of the College is ensured by the funding, required budget review processes, auditing, and review of the BOT through assigned Territorial Finance Department personnel, as outlined fully in Standard III.D.

- 2. The governing board acts as a collective entity. Once the board reaches a decision, all board members act in support of the decision.**

Evidence of Meeting the Standard

The SOC operates as a unified entity once recommendations and decisions have been established. There is support for both the decision and the appointed leadership. Communication is maintained between meetings regarding decisions and subsequent action steps via written reports and electronic communications. There is also representative cross-

membership by members of the BOT serving on the SOC that helps reinforce recommended decisions as well as up-to-date communications on College matters.

Analysis and Evaluation

Council members follow established protocols regarding the role and function of the SOC and the BOT. The recommendation/decision-making processes are carried out through the full membership of these groups. Committee action recommendations must be brought to the full membership for review and possible approval.

3. The governing board adheres to a clearly defined policy for selecting and evaluating the CEO of the college and/or the district/system.

Evidence of Meeting the Standard

Due to the unique structure of The Salvation Army worldwide, the titular authority as leader of this faith-based, nonprofit Christian organization is the General, and the location of the International leader is in London, United Kingdom. The General approves the appointment of the College's Principal, however, upon recommendation from the leadership of the Territory in which the College is located. As selected BOT members are also SOC members, representatives of both bodies have input to the recommendation of the appointment of the CEO (the Training College Principal). While this may appear to be a complex arrangement, it is not dissimilar to any Army and many hierarchical religious organizations and schools. Further, as mentioned earlier, the BOT is responsible for all activity taken by the Army (legal and fiduciary) and the SOC for all academic matters of the College. Together, these two Boards and Councils undertake evaluations of the Training Principal appointed to the role of leading the College. For further explanation, see the following response to Standard IV.C.4.

Analysis and Evaluation

International Salvation Army policy and procedures dictate that the appointment of the Training Principal is ultimately approved by the General of The Salvation Army, located in London. However, the choice is made at the recommendation of the Territorial Commander following informed inputs from the Chief Secretary/SOC Chairman (see O&R for the Training and Development of Salvation Army Officers. Section 2.1, IV.C.3-1).

The Training Principal is evaluated on an annual basis through the established Annual Command Review of the College and the required reporting structure of the International Salvation Army. During the Annual Command Review, the Training Principal is asked to report on the previous year's goals, student outcomes, and achievements. This report is shared with Territorial Leadership and SOC members (IV.C.3-2). The Chief Secretary/SOC Chairman provides the SOC with a relevant leadership review during one of the regular SOC meetings.

- 4. The governing board is an independent, policy-making body that reflects the public interest in the institution's educational quality. It advocates for and defends the institution and protects it from undue influence or political pressure. (ER 7)**

Evidence of Meeting the Standard

As a denominationally sponsored institution of higher learning, the CFOT in the Eastern Territory of The Salvation Army, USA, has a 'unique' governing and administrative structure.

The Salvation Army, as a Christian church, was founded in London in 1865 by William and Catherine Booth and rapidly spread worldwide. The military structure and characteristics, reflective of Victorian England, contributed significantly to its unprecedented growth. Inherent within this was a defined hierarchical structure. As the movement expanded, the need for rapid response and deployment saw the autonomy of its leadership, the General, delegated to more localized leadership (Territorial Commanders). This approach, attested to by an expansion into 134 countries, and a membership estimated to be in excess of 1.8 million (The Salvation Army Yearbook 2022), has helped ensure the consistency of the organization's beliefs, values, and practices, summed up in its mission statement:

“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” (*Catalog*, p. 5)

The office of the General is an elected position. Authority and responsibility is then delegated globally to Territorial Commanders by the General.

Covering 12 states, Puerto Rico, and the U.S. Virgin Islands, The Salvation Army USA Eastern Territory operates as the New York Corporation and falls under the authority of the Territorial Commander (Corporation President) and is located at the organization's Territorial Headquarters in West Nyack, New York. As an organization, it is administered by a Board of Trustees who hold the fiduciary responsibility and legal accountability. The academic authority is conceded to the Strategic Oversight Council (SOC), operating as a panel of education, theology, and missiology experts. The SOC, as stated earlier in this Standard in IV.C.1 then, is responsible for ensuring the quality, integrity, and stability of the academic program of the CFOT; that the College mission is being carried out; and that education laws, regulations, policies, and practices are proper, both legally and in accordance with principles and doctrines of The Salvation Army. Thus, fiduciary governance is under the guidance and authority of the BOT, and academic governance resides with the SOC. All minutes of SOC meetings are reviewed and approved by the BOT for accountability purposes and to properly reflect the legal and fiduciary responsibilities of the BOT.

As stated in the opening paragraph of this response, the 'uniqueness' of the structure has worked well for nearly 125 years. The CFOT was formally named and functioning in 1905 and has maintained this bi-fold governing arrangement from its original accreditation in 2004 by New York State, Board of Regents, and Commissioner on Education. In answering this Standard, then, the SOC recommends policies to ensure the mission is carried out and the quality, integrity, and improvement in student learning programs and services are met, while the BOT ensures that the resources necessary to support these programs and services are there to support them. Ultimately, the BOT provides funding and support for the College through the Territorial Commander. The SOC augments this in the design, validation, and recommendation of the procedures and policies to meet the educational standards of the full academic programs. The Territorial Commander carries accountability for both the functioning of the BOT and the SOC.

Together, THQ (the Territorial Commander), the BOT, and the SOC have combined full and ultimate responsibility for the educational quality, protection, and defense in any legal matters and the financial stability and integrity of the CFOT.

In the experience of the author of this response, in 50-plus years of post-secondary education, this governance is not entirely unlike the roles of college administration (SOC) and appointed fiduciary fund-raising groups (Board of Trustees) in many colleges and universities. And, for the CFOT, recommendations and approvals from all have resulted in a functioning educational, ministerial preparation program.

Analysis and Evaluation

As stated above, while differing from one primary, singular governing board or council of decision-making, we feel that the separate but equally essential SOC and BOT have worked well together. The SOC has a short history, having been established as a replacement for an earlier Academic Oversight and Advisory Council (AOAC), in part as a response to the pandemic and attendance and participation concerns. The diversity, members' experience, and enthusiasm of "new blood" has made good progress in the organization and function of the newly named and formed SOC. We anticipate an even more informed and capable response as we go forward. Evaluation assessments are being constructed to measure function and timeliness in the SOC.

- 5. The governing board establishes policies consistent with the college/district/system mission to ensure the quality, integrity, and improvement of student learning programs and services and the resources necessary to support them. The governing board has ultimate responsibility for educational quality, legal matters, and financial integrity and stability.**

Evidence of Meeting the Standard

As indicated in the two previous responses, the College has a separate Council (the SOC) which sets policies and procedures ensuring academic and education outcomes congruent to the institution's mission and providing quality, stability, integrity, and improvements in Student Learning Outcomes desired. The BOT, on the other hand, is responsible for ensuring legal and fiduciary integrity, consistent with the mission of the College and aimed at effecting strong Student Learning Outcomes and practices. The combined goal of the College is to provide a strong environment for cadets to learn, develop spiritually, and ultimately serve the mission of spreading God's Word in the world. As a charitable, nonprofit religious organization, protecting our integrity in all we do is a vital necessity; this enables our groups and each individual to work together in a congenial and united manner to serve the Army in the salvation of the world.

Analysis and Evaluation

We believe that the reputation and integrity of The Salvation Army in the world today and in our college's educational processes and policies will ensure our mission's quality and integrity. The College's function and well-being are the central and unified goal of the two shared governing bodies now and throughout our history. The cadets and future ministry of The Salvation Army in the northeastern United States depend on protecting our learning environment – our primary mission.

- 6. The institution or the governing board publishes the board bylaws and policies specifying the board's size, duties, responsibilities, structure, and operating procedures.**

Evidence of Meeting the Standard

The Strategic Oversight Council's bylaws related to size, duties, responsibilities, structure, and operating procedures are detailed below. The bylaws are provided to all Council members and support staff and are published on the College's website (IV.C.6-1).

Analysis and Evaluation

The Strategic Oversight Council bylaws contain policies on size, duties, responsibilities, structure, and operating procedures. These materials are available in print and electronically.

- 7. The governing board acts in a manner consistent with its policies and bylaws. The board regularly assesses its policies and bylaws for their effectiveness in fulfilling the college/district/system mission and revises them as necessary.**

Evidence of Meeting the Standard

The SOC formally reviews the bylaws each year during the fall meeting. In addition, the Council is in the process of completing a more comprehensive study of the bylaws, committee structure, and member training and evaluation tools.

Analysis and Evaluation

The Council bylaws continue to be periodically re-evaluated by both the SOC as well as the Board of Trustees. Any resulting recommendations will be reviewed by the SOC and THQ legal counsel. The outcome of this review will be presented to Council members in preparation for the April 2023 meeting.

- 8. To ensure the institution is accomplishing its goals for student success, the governing board regularly reviews key indicators of student learning and achievement and institutional plans for improving academic quality.**

Evidence of Meeting the Standard

As the Board directly responsible for oversight of all academic matters, the Strategic Oversight Council (SOC) receives all indicators of student mastery and success and reviews/approves all proposals for changes in the academic program and process. Reports to the SOC come directly from the Principal's office when all assessment is completed by the instructors, Director of Curriculum, Education Officer, and accreditation/statistical management team (individual student identifications and grading hidden at the necessary levels) at their meetings (spring and fall). Any proposed changes in the academic program or processes are also communicated after a thorough discussion in the Curriculum Department, Council, and Faculty meetings. The data most commonly forwarded at these SOC meetings are aggregate GPAs, academic term student retention rate, and anonymous results of relevant student surveys (for example, "Perceptions" study, course evaluations, and Campus Climate survey). Proposals for change in academic programs from year to year also follow this path, usually

beginning in faculty discussions and any changes proposed ending at the SOC for approval. At times, the SOC suggests changes to be studied and considered by the faculty, as this is a two-way process.

The Strategic Oversight Council agendas and minutes demonstrate the regular reporting, review, and discussion of key indicators of student learning and achievement and the College's plans to improve academic quality. In addition, including a second-year cadet and a recently commissioned graduate officer as SOC members has helped to provide firsthand feedback to the Council on current student learning and achievement.

Analysis and Evaluation

The College's key indicators of student learning and achievement are shared via the quarterly academic achievement reports and the cadet competency reports. The relevant committees review and discuss these reports during the first meeting following publication. In addition, Council members review, discuss, and provide advice on the College's plans for improving academic quality.

The above systematic and frequent discussion of Student Learning Outcomes has led to strong and consistent student retention and graduation on time results as two critical measures of cadet learning and achievement. While neither the SOC nor the BOT has indicated the need for improved institutional-set learning outcomes (ISLOs), the CFOT welcomes their discussion and guidance for the development of these as goals for the future. One potential ISLO recently discussed as a goal is that 90% of entering cadets are retained for the full two years and graduate on time.

- 9. The governing board has an ongoing training program for board development, including new member orientation. It has a mechanism for providing for continuity of board membership and staggered terms of office.**

Evidence of Meeting the Standard

In preparing for the transition of accreditation, the Strategic Oversight Council has identified board development as a high-priority growth item for the current year. This will include a review of recruitment, onboarding of new members, training, committee structure, and council member evaluation needs. At present, members of the SOC serve a three-year term with the option for renewal as approved by the Council.

Analysis and Evaluation

During the most recent meeting of the SOC, held on October 24, 2022, the Council invested considerable time in reviewing current terms of membership, recruitment, onboarding of new

members, training, committee structure, and council member evaluation needs (IV.C.9-1). The Council approved the motions to form a new Nominating/Onboarding Committee of the SOC to address the issues of present membership, recruitment, and training. The Council also recommended that the SOC bylaws be amended to reflect an increase in membership to strengthen new proposed committee structures and offer enhanced inputs. SOC members were nominated and approved to form the new committee.

The SOC Nominating/Onboarding Committee will be meeting in January to prepare the formal staggered slate of membership classes, review onboarding processes and identify additional member evaluation tools. The Nominating Committee will be making formal recommendations to the SOC at the April 17, 2023, Council meeting.

10. Board policies and/or bylaws clearly establish a process for board evaluation. The evaluation assesses the board's effectiveness in promoting and sustaining academic quality and institutional effectiveness. The governing board regularly evaluates its practices and performance, including full participation in board training, and makes public the results. The results are used to improve board performance, academic quality, and institutional effectiveness.

Evidence of Meeting the Standard

As noted in the previous Standard, the Strategic Oversight Council has been evaluating its practices and performance. The SOC has identified board development, training, and evaluation as high-priority growth items for the current year. This will include a review of recruitment, onboarding of new members, training, committee structure, and council member evaluation needs.

Analysis and Evaluation

Considering the critical importance of Council training and meaningful evaluation, the SOC has initiated an aggressive response to this Standard. The SOC Nominating/Onboarding Committee will be meeting in January to prepare the formal staggered slate of membership classes, review onboarding processes and identify additional member evaluation tools. The Nominating Committee will be making formal recommendations to the SOC at the April 17, 2023, Council meeting.

The SOC will be scheduling additional training programs for all members and will share the results of the training via the established CFOT media sites. It is anticipated that these efforts will assist in the improvement of Council performance, academic quality, and the overall effectiveness of the CFOT.

11. The governing board upholds a code of ethics and conflict of interest policy, and individual board members adhere to the code. The board has a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. A majority of the board members have no employment, family, ownership, or other personal financial interest in the institution. Board member interests are disclosed and do not interfere with the impartiality of governing body members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the institution. (ER 7)

Evidence of Meeting the Standard

The members of the SOC and BOT are subject to and closely adhere to The Salvation Army National Policy on Conflicts of Interest (Minute 28N) (IV.C.11-1).

Analysis and Evaluation

The Council has a code of ethics and conflict of interest policy by which all members abide. The Council has a clearly defined policy for dealing with any member who violates these policies.

No Council member has any employment, family, ownership, or other personal financial interest in the institution. Council members are asked to identify potential conflicts of interest for themselves or other persons subject to the policy. A copy of the Conflict-of-Interest Policy has been distributed to each member and will be included on the College website.

12. The governing board delegates full responsibility and authority to the CEO to implement and administer board policies without board interference and holds the CEO accountable for the operation of the district/system or college, respectively.

Evidence of Meeting the Standard

In accordance with The Salvation Army Orders and Regulations for the Training of Salvation Army Officers, the Chief Administrative Officer (CEO) of the College for Officer Training is the Training Principal. This authority is outlined in the Brief of Appointment (IV.C.12-1). The CEO is held accountable for the operations of the College, and the effectiveness here is annually assessed through the established review processes.

As indicated above, the Training Principal is responsible for implementing and guiding the CFOT staff, faculty, and cadets in following Salvation Army policies and procedures for the training of cadets. The actions and decisions made by the Principal are the primary and sole responsibility of this position. Through their oversight functions, the BOT and SOC hold the CEO accountable in all aspects of College life; however, the CEO must make decisions on how

best to fulfill all academic, spiritual growth, and practical (Field Training) learning goals. Using more common language, "the buck stops here," with the Principal.

Analysis and Evaluation

As indicated in the Training Principal's job description (Brief of Appointment), the Training Principal is the CEO-equivalent for the College and is responsible for all decisions and operations of the College (IV.C.12-1).

The Training Principal is the Chief Executive Officer and is delegated full authority by the Territorial Commander and recognized as such by the Strategic Oversight Council. As the chair of the College's Executive Council, the Training Principal directs the formation and implementation of College policies and assures that the educational program meets training and accreditation standards. In addition, the Training Principal also serves as the chair of the Finance Council overseeing the proper use of College resources. The Training Principal provides the Council and the Chief Secretary at THQ with regular reports on both fiscal and operational matters of the CFOT. The College's shared governance structure and decision-making processes support the Principal in these endeavors.

13. The governing board is informed about the Eligibility Requirements, the Accreditation Standards, Commission policies, accreditation processes, and the college's accredited status, and supports through policy the college's efforts to improve and excel. The board participates in evaluation of governing board roles and functions in the accreditation process.

Evidence of Meeting the Standard

The CFOT maintains a deliberate and continuous flow of accreditation information and data to both components of the governance team (SOC and BOT). The governing bodies have been fully informed and engaged in all matters related to accreditation eligibility, standards, policies, processes, and status while the College has been accredited previously by the New York State Board of Regents. These discussions on accreditation have now included the review and approval of the ACCJC Eligibility Requirements for the College. All accreditation Standards of ACCJC were also discussed thoroughly with the SOC at its meeting on October 24, 2022, and at times following through electronic discussions. Several members of the SOC took an active role in writing the response to the Standards in the Eligibility application and will contribute to the ISER (IV.C.9-1). The BOT has received a substantially completed draft of this application and formally approved this submission, when completed, by the Training Principal.

Analysis and Evaluation

The CFOT accreditation staff, along with the Training Principal, have kept the SOC, BOT and the College community informed about the accreditation eligibility requirements, accreditation status, standards, policies, and process. The recent ACCJC Accreditation process has helped the SOC to sharpen its evaluative focus and solidify its role in supporting the College's pursuit of fulfilling the mission of the CFOT.

The CFOT accreditation staff has shared with the public community the assessment of the eligibility for accreditation status of the College during the process of application. Accreditation status is evidenced in the College Catalog on pages 8-9 (IV.C.13-1).

Conclusions on Standard IV.C: Governing Board

As described above, the CFOT has a bi-fold arrangement for governance with two separate boards: one with ultimate fiduciary and legal responsibility for the organization as a whole, including the CFOT (BOT) and a second (SOC) to recommend and approve academic curriculum content, practices, policies, and procedures. While the BOT has been in existence since incorporation in the state of New York (1899), the SOC has more recently been formed to oversee the academic practices, policies, and procedures and the interactions with post-secondary educational accreditation. These two bodies act together to ensure strong missional, educational, and financial outcomes for the College; they, and members of each body, act in unity when obtaining consensus and decisions are made.

Members of the BOT and SOC evaluate the CEO's performance annually. The governance follows a strong code of ethics to ensure no conflicts of interest arise among members. Revision of the SOC's bylaws, policies on membership onboarding and term (limits), and codes of ethics are currently being developed and written, all to protect the College mission and strengthen the educational programs. The CFOT must continue to act with integrity and unity concerning financial, educational, and all legal matters to carry out all aspects of the College's functions and ensure the mission of The Salvation Army. Once the SOC bylaws are revised and approved by the BOT, they will be published on the website, along with full accreditation status. The SOC membership will continue to appear in the College Catalog. The SOC will be evaluated annually, and the CEO will be the only member of the SOC working at the College. Increased membership, improved onboarding, and the formation of working committees for the SOC are expected to be completed and ratified at the spring 2023 (April) SOC meeting and approved by the BOT soon thereafter. Currently, only the SOC nominating committee has been formed, and the SOC bylaws, as cited earlier, are undergoing revision. The SOC also includes student membership as well as recent graduates (one-year and five-year alumni) as cited in the College Catalog (p. 12).

We recognize that this Standard requires additional attention and will remain a high priority for the SOC and the College. We assure that progress has been made as we have moved from the past Academic Oversight Advisory Council (AOAC) role in governing. We believe that the SOC, with new, reduced (for now) membership and a strong ethos of ownership and involvement, will produce better, more responsible outcomes for the College.

Improvement Plan(s)

To date, the College has worked with only 15 members in the SOC, seeking to develop a stronger set of bylaws, form new working committees, and develop onboarding and membership rules and terms and potential limits. A nominating committee was formed and charged with finding and increasing membership and beginning work on the functioning cited above. The committee will update progress in January of this next year.

Evidence List

Ref		Evidence
IV.C.1	1	<i>Strategic Oversight Council Bylaws</i>
IV.C.3	1	<i>O & R for Training & Development of Salvation Army Officers, Section 2.1</i>
	2	<i>Annual Command Review sample</i>
IV.C.6	1	<i>CFOT website – SOC Bylaws screenshot</i>
IV.C.9	1	<i>Strategic Oversight Council Minutes, 10/24/22</i>
IV.C.11	1	<i>Salvation Army National Policy on Conflicts of Interest</i>
IV.C.12	1	<i>Training Principal Brief of Appointment</i>
IV.C.13	1	<i>2022-23 CFOT Catalog, pages 8-9</i>

D. Multi-College Districts or Systems

There is only a single College and campus for the CFOT; therefore, this Standard does not apply.