PEER REVIEW TEAM REPORT

The Salvation Army College for Officer Training
201 Lafayette Ave
Suffern, NY 10901

This report represents the findings of the Peer Review Team that conducted a focused site visit to The Salvation Army College for Officer Training from April 18 - 21, 2023. The Commission acted on the accredited status of the institution during its June 2023 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

John Hernandez, Ph.D.
Team Chair

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Summary of Peer Review Team Visit

INSTITUTION: The Salvation Army College for Officer Training

DATES OF VISIT: April 18 – 21, 2023

TEAM CHAIR: John Hernandez, PhD

A seven-member accreditation team visited The Salvation Army College for Officer Training (CFOT) from April 18 - 21, 2023, for the purpose of assessing the candidacy application according to Eligibility Requirements, Accreditation Standards, Commission Policies, and United States Department of Education (ED) regulations.

The team evaluated how well the institution is achieving its stated purposes, analyzing how The Salvation Army College for Officer Training is meeting the commission Standards providing for quality assurance and institutional improvement, and submitting a report to the Accrediting Commission for Community and Junior Colleges, (ACCJC) Western Association of Schools and Colleges regarding the Candidacy status of the institution.

In preparation for the team visit, the team chair attended a training on January 20, 2023, and conducted a pre-visit meeting with CFOT Lt. Colonel James LaBossiere on February 10, 2023. The entire peer review team received team training conducted by the ACCJC staff on February 23, 2023.

The peer review team received the Institutional Self-Evaluation Report and Teach-Out Plan several weeks prior to the site visit. Team members found the report addressing Eligibility Requirements, Commission Standards and Policies, and confirmed there was effective participation by the campus community in compiling the Institutional Self-Evaluation Report (ISER).

Prior to the visit, team members completed written evaluations of the ISER and began identifying areas for further clarification. Team members also discussed their impressions of the written materials provided by CFOT. The team identified four team leads and members for each standard. Team members carefully reviewed the ISER and assessed the evidence provided by the College. During the peer review team visit, team members conducted formal meetings, interviews, and observations involving approximately 60 college faculty, staff, administrators, a member of the Executive Council for Governance, a representative from the Salvation Army Territorial Headquarters, and student cadets. The team attended an open forum meeting to allow for comments from any member of the campus or local community.

Major Findings and Recommendations of the
Peer Review Team

Commendations

Commendation 1: The team commends the college for its dedication to its mission to develop cadets in knowledge, capabilities, spirit, and character through its thoughtful academic programming, holistic and comprehensive support services, and effective facilities across each cadet's educational journey. (I.A.1, I.A.3, I.B.1, I.B.4, II.A.7, II.C.5, III.B.2)

Recommendations to Achieve Initial Accreditation

Recommendation 1 (Compliance): In order to achieve initial accreditation, the team recommends that CFOT aligns their general education learning outcomes to ACCJC's programmatic learning outcomes (communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning and ability to engage diverse perspectives). (I.B.2, II.A.11)

Recommendation 2 (Compliance): In order to achieve initial accreditation, the team recommends that CFOT 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. (I.B.3)

Recommendation 3 (Compliance): In order to achieve initial accreditation, the team recommends that CFOT documents its policy on clock to credit hours conversion. (II.A.9)

Recommendation 4 (Compliance): In order to achieve initial accreditation, the team recommends that CFOT formalizes processes that demonstrate alignment of their general education curriculum to their academic program. (II.A.12)

Recommendation 5 (Compliance): In order to achieve initial accreditation, the team recommends that the Strategic Oversight Council (SOC) regularly assesses its policies and bylaws for their effectiveness in fulfilling the college's mission and revises them as necessary. (IV.C.7)

Recommendation 6 (Compliance): In order to achieve initial accreditation, the team recommends that the Strategic Oversight Council (SOC) develops an ongoing training program for board development, including new member orientation. (IV.C.9)

Recommendation 7 (Compliance): In order to achieve initial accreditation, the team recommends that the Strategic Oversight Council creates a clear process to evaluate its

effectiveness including full participation in board training and results of such evaluation be available to the public as appropriate. (IV.C.10)

Recommendation 8 (Compliance): In order to achieve initial accreditation, the team recommends that the Strategic Oversight Council (SOC) develops a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. (IV.C.11)

Recommendations to Improve Quality:

Recommendation 9 (Improvement): In order to increase effectiveness, the team recommends that CFOT documents its existing program review process and ongoing evaluation cycle. (I.B.5, II.A.16)

Recommendation 10 (Improvement): In order to increase effectiveness, the team recommends that CFOT clarifies the Associate in Applied Science degree program learning outcomes in the catalog. (I.C.4)

Introduction

The Salvation Army is an international religious organization or church active in 132 countries worldwide. Founded as "The Salvation Army" in 1865, 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."

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. 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 are identified as cadets in training. Upon graduation officers become ordained ministers.

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 in 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 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. From the original mansion and school building the campus has experienced gradual expansion of its facilities to include several residence halls and apartments for staff and faculty, a gymnasium/auditorium, an Administration Building with library and chapel, an expansion of the cadet dining hall, student center, Brengle Library, Davidson Hall

gym, and a state-of-the-art lecture hall. 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 to offer a single degree and currently has an enrollment of 24 students (referred to as cadets). All cadets study the same curriculum in a single residential campus, and complete an Associate in Applied Science Degree in ministry 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. Additionally, a licensed child-care center, fully staffed, exists on campus with programs for daily infant and after school programs. Transportation is provided for family, educational, and other needs. CFOT does not participate in Title IV financial aid programs, however, the costs of education at the CFOT are borne mostly by The Salvation Army, the host entity. Tuition, fees, and other expenses are planned before the cadet enters the College, and cadets enter and graduate the College as close to debt-free as possible.

Based on the ISER, provided evidence, and interviews the team recognized noteworthy practices and processes that reflect the institution's commitment to the continuous improvement of the student learning experience. These notable achievements include (1) faculty responsiveness to assure currency of instructional courses as evidenced in the creation of the new course Cultural Dynamics in Ministry without adding time to degree completion; and (2) effective and efficient fiscal and business processes that demonstrates long-term fiscal stability in its annual operating and capital outlay/property funding.

Eligibility Requirements

1. Authority

The Salvation Army College for Officer Training – Eastern Territory is authorized by the New York State Board of Regents and the New York State Education Department.

The College meets the Eligibility Requirement.

2. Operational Status

The team confirmed that the Salvation Army College for Officer Training – Eastern Territory is operational and provides educational services as evidenced by the 10-year retention and on-time graduation report, current schedule of classes, and enrollments in its degree program by year, including degrees awarded.

The College meets the Eligibility Requirement.

3. Degrees

The College offers one Associate in Applied Science degree in Ministry which is comprised of 94 quarter units, which is considered equivalent to approximately two academic years of coursework.

The College meets the Eligibility Requirement.

4. Chief Executive Officer

The Training Principal (TP) serves as the College's Chief Executive Officer (CEO). The TP has responsibility for the operation of the CFOT and the overall functions of the institution. Due to the unique structure of the organization, the TP is appointed by the General of the Salvation Army upon the recommendation of the Territorial Commander and reports to the Chief Secretary. The TP does not serve as the chair of the governing board.

The College meets the Eligibility Requirement.

5. Financial Accountability

The Salvation Army College for Officer Training – Eastern Territory undergoes and makes available an external financial audit by a certified public accountant as part of The Salvation

Army Territorial Headquarters audit. The College does not have any audit findings and demonstrates a strong financial position to address its operational expenditures and long-term capital outlay needs. The College does not participate in Title IV Federal Financial Aid program.

The College meets the Eligibility Requirement.

Compliance with Federal Regulations and Related Commission Policies

The evaluation items detailed in this Checklist are those which fall specifically under federal regulations and related Commission policies, beyond what is articulated in the Accreditation Standards; other evaluation items under ACCJC standards may address the same or similar subject matter. The peer review team evaluated the institution's compliance with Standards as well as the specific Checklist elements from federal regulations and related Commission policies noted here.

Public Notification of a Peer Review Team Visit and Third Party Comment

Evaluation Items:

x	The institution has made an appropriate and timely effort to solicit third party comment in advance of a comprehensive review visit.
x	The institution cooperates with the review team in any necessary follow-up related to the third-party comment.
x	The institution demonstrates compliance with the Commission *Policy on Rights, Responsibilities, and Good Practice in Relations with Member Institutions* as to third party comment.

[Regulation citation: 602.23(b).]

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Third party comment was solicited via CFOT's website. The Commission received one third party comment.

Standards and Performance with Respect to Student Achievement

Evaluation Items:

x	The institution has defined elements of student achievement performance across the institution, and has identified the expected measure of performance within each defined element. Course completion is included as one of these elements of student achievement. Other elements of student achievement performance for measurement have been determined as appropriate to the institution's mission. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
x	The institution has defined elements of student achievement performance within each instructional program, and has identified the expected measure of performance within each defined element. The defined elements include, but are not limited to, job placement rates for program completers, and for programs in fields where licensure is required, the licensure examination passage rates for program completers. (Standard I.B.3 and Section B. Presentation of Student Achievement Data and Institution-set Standards)
x	The institution-set standards for programs and across the institution are relevant to guide self-evaluation and institutional improvement; the defined elements and expected performance levels are appropriate within higher education; the results are reported regularly across the campus; and the definition of elements and results are used in program-level and institution-wide planning to evaluate how well the institution fulfills its mission, to determine needed changes, to allocating resources, and to make improvements. (Standard I.B.3, Standard I.B.9)
x	The institution analyzes its performance as to the institution-set standards and as to student achievement, and takes appropriate measures in areas where its performance is not at the expected level. (Standard I.B.4)

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

Conclusion Check-Off (mark one):

	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

CFOT has defined elements of student-level achievement standards (e.g., 2.0 minimum GPA), but not institution-set standards for course or program pass rates (e.g., 80% or 90%). The college is aware that this must be completed prior to accreditation and has advanced a proposal for institution-set standards to its external governance bodies.

Evaluation Items:

x	Credit hour assignments and degree program lengths are within the range of good practice in higher education (in policy and procedure). (Standard II.A.9)
x	The assignment of credit hours and degree program lengths is verified by the institution, and is reliable and accurate across classroom based courses, laboratory classes, distance education classes, and for courses that involve clinical practice (if applicable to the institution). (Standard II.A.9)
x	Tuition is consistent across degree programs (or there is a rational basis for any program-specific tuition). (Standard I.C.2)
	Any clock hour conversions to credit hours adhere to the Department of Education's conversion formula, both in policy and procedure, and in practice. (Standard II.A.9)
x	The institution demonstrates compliance with the Commission *Policy on Credit Hour, Clock Hour, and Academic Year*.

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

Conclusion Check-Off (mark one):

	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

The college follows standard Carnegie units for course to credit hour conversion in practice; however, the credit hour conversion is not communicated in CFOT's policies, catalog, or faculty handbook documents (see II.A.9). The college may consider placing these policies in a curriculum-related handbook. CFOT is aware that this must be completed prior to accreditation.

Transfer Policies

Evaluation Items:

x	Transfer policies are appropriately disclosed to students and to the public. (Standard

	II.A.10)
x	Policies contain information about the criteria the institution uses to accept credits for transfer, and any types of institutions or sources from which the institution will not accept credits. (Standard II.A.10)
x	Transfer of credit policies identify a list of institutions with which it has established an articulation agreement.
x	Transfer of credit policies include written criteria used to evaluate and award credit for prior learning experience including, but not limited to, service in the armed forces, paid or unpaid employment, or other demonstrated competency or learning.
x	The institution complies with the Commission *Policy on Transfer of Credit*.

[Regulation citations: 602.16(a)(1)(viii); 602.17(a)(3); 602.24(e); 668.43(a)(11).]

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

Students are unable to use their prior earned credits towards program completion but can take Independent Study if they demonstrate prior course completion through course transcripts. The process is described clearly in the college catalog aligned with the Commission *Policy on Transfer of Credit.*

Distance Education and Correspondence Education

Evaluation Items:

For Distance Education:	
N/A	The institution demonstrates regular and substantive interaction between students and the instructor in at least two of the methods outlined in the Commission *Policy on Distance Education and Correspondence Education*.
N/A	The institution ensures, through the methods outlined in the Commission *Policy on Distance Education and Correspondence Education*, regular interaction between a student and an instructor or instructors prior to the student's completion of a course

	or competency.
N/A	The institution demonstrates comparable learning support services and student support services for distance education students. (Standards II.B.1, II.C.1)
N/A	The institution verifies that the student who registers in a distance education program is the same person who participates every time and completes the course or program and receives the academic credit.

For Correspondence Education:	
N/A	The institution demonstrates comparable learning support services and student support services for correspondence education students. (Standards II.B.1, II.C.1)
N/A	The institution verifies that the student who registers in a correspondence education program is the same person who participates every time and completes the course or program and receives the academic credit.

Overall:	
N/A	The technology infrastructure is sufficient to maintain and sustain the distance education and correspondence education offerings. (Standard III.C.1)
N/A	The institution demonstrates compliance with the Commission *Policy on Distance Education and Correspondence Education*.

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

Conclusion Check-Off (mark one):

	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the Institution does not meet the Commission's requirements.
x	The college does not offer Distance Education or Correspondence Education.

Narrative:

Not applicable.

Student Complaints

Evaluation Items:

x	The institution has clear policies and procedures for handling student complaints,

	and the current policies and procedures are accessible to students in the college catalog and online.
x	The student complaint files for the previous seven years (since the last comprehensive review) are available; the files demonstrate accurate implementation of the complaint policies and procedures.
x	The team analysis of the student complaint files identifies any issues that may be indicative of the institution's noncompliance with any Accreditation Standards.
N/A	The institution posts on its website the names of associations, agencies and governmental bodies that accredit, approve, or license the institution and any of its programs, and provides contact information for filing complaints with such entities. (Standard I.C.1)
x	The institution demonstrates compliance with the Commission *Policy on Representation of Accredited Status* and the *Policy on Student and Public Complaints Against Institutions*.

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

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

CFOT informs and provides information on the complaint process to cadets through its catalog, cadet handbook and other methods such as advisor and mentor interactions. During the site visit and interviews, the team verified that the institution maintains complaint records in the respective cadet's file. The files are kept for two years and upon graduation, the files are delivered to the New York Office, which become a part of the cadet's permanent file. While CFOT meets the intent of record keeping for this Section, the team advises that the College creates a repository of complaints and grievances for easier access and review to evaluate trends and issues for further enhancement of operations. In addition, once the institution becomes accredited by ACCJC, CFOT will be required to provide information to the public on how to file complaints against the institution to ACCJC.

Institutional Disclosure and Advertising and Recruitment Materials

Evaluation Items:

x	The institution provides accurate, timely (current), and appropriately detailed information to students and the public about its programs, locations, and policies. (Standard I.C.2)
x	The institution complies with the Commission *Policy on Institutional Advertising, Student Recruitment*, and *Policy on Representation of Accredited Status*.
x	The institution provides required information concerning its accredited status.(Standard I.C.12)

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

Conclusion Check-Off (mark one):

x	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

CFOT communicates accurately about programs and policies to students and the public via its General Catalog, published online. CFOT complies with commission policies and provides correct information on the college's accreditation status.

Title IV Compliance

Evaluation Items:

N/A	The institution has presented evidence on the required components of the Title IV Program, including findings from any audits and program or other review activities by the U.S. Department of Education (ED). (Standard III.D.15)
N/A	If applicable, the institution has addressed any issues raised by ED as to financial responsibility requirements, program record-keeping, etc. If issues were not timely addressed, the institution demonstrates it has the fiscal and administrative capacity to timely address issues in the future and to retain compliance with Title IV program requirements. (Standard III.D.15)
N/A	If applicable, the institution's student loan default rates are within the acceptable range defined by ED. Remedial efforts have been undertaken when default rates

	near or meet a level outside the acceptable range. (Standard III.D.15)
N/A	If applicable, contractual relationships of the institution to offer or receive educational, library, and support services meet the Accreditation Standards and have been approved by the Commission through substantive change if required. (Standard III.D.16)
N/A	The institution demonstrates compliance with the Commission *Policy on Contractual Relationships with Non-Accredited Organizations* and the *Policy on Institutional Compliance with Title IV*.

[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.]

Conclusion Check-Off:

N/A	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements.
	The team has reviewed the elements of this component and has found the institution to meet the Commission's requirements, but that follow-up is recommended.
	The team has reviewed the elements of this component and found the institution does not meet the Commission's requirements.

Narrative:

CFOT does not participate in the Title IV Federal Financial Aid Program. The College does not have contractual relationships to offer or receive educational, library, and support services.

Standard I

Mission, Academic Quality and Institutional Effectiveness

I.A. Mission

General Observations:

The Salvation Army College for Officer Training (CFOT) USA Eastern Territory has a mission statement that describes its purpose, intended student population, and commitment to student achievement. CFOT collects and uses data to determine how effectively it is meeting its mission, and the mission drives CFOT's institutional priorities. CFOT communicates its mission through all outward facing materials, including its website and catalog.

Through the evidence provided and team interviews, it is clear that the administration, faculty, and staff are deeply committed to CFOT's mission.

Findings and Evidence:

CFOT's mission describes its overall purpose, intended student population, the type of degree it offers, and its commitment to student achievement. Nested under the Salvation Army's mission, the CFOT mission clearly identifies its intended student population of men and women Salvationists who pursue academic and spiritual programs to prepare for ministry and service. CFOT's expanded mission statement includes an overview of the college's values, including spiritual and personal growth that will support students' future roles as leaders within the Salvation Army. Its commitment to student learning is demonstrated through its high retention and graduation rates, as well as its thoughtful academic programming, responsive academic and support staff, and holistic support services. (I.A.1)

CFOT uses data to determine how effectively it is accomplishing the mission, and whether the mission directs institutional priorities in meeting the educational needs of its students. The Annual Command Review (ACR) serves as a summary report that captures CFOT's accomplishments over the previous year covering all aspects of the college, including academic departments, student support services, facilities, and human and financial resources. CFOT receives a framework for the ACR from the Territorial Headquarters; the CFOT leadership team and various councils populate the framework with data and narrative accomplishments as well as goals for the coming year. CFOT develops their institutional goals in conjunction with the Territorial goals. The leadership team then presents the ACR and draft goals to the staff during summer professional development sessions. Departments have access to a database that feeds into the ACR that the staff can use to develop their work. CFOT forwards the ACR and strategic goals to the Territorial Headquarters for affirmation in the fall. The ACR captures evidence of how CFOT integrates data to inform resourcing priorities and to improve practices and

processes to meet its mission. In addition to the ACR, the Strategic Oversight Council (SOC) receives several reports from different committees and offices for review and recommendations. Through interviews, the team learned that the SOC engages in dialog on institutional effectiveness for all areas of the college, including curriculum, spiritual development, recruitment, business, and training. (I.A.2)

The team was impressed with the college's resourcing of wrap-around programs and services to support cadet learning and achievement. CFOT's programs and services are aligned to its mission. The programs serve their intended population. Decision-making bodies, to include the Curriculum Council, Executive Council, and SOC, demonstrate alignment between institutional decision-making, planning, and resource allocation for student learning and achievement. In addition to instructional programs, the team observed holistic learning support services, such as spiritual and academic advising, library materials, residential facilities, childcare, and meal services. The team was impressed with CFOT staff, faculty, and leadership and their unwavering commitment to student success. The ACR provides evidence of prioritizing services based on students' needs, as well as allocating resources, to include budgeting and staffing. (I.A.3)

CFOT's mission statement is publicly available in its catalog. The Salvation Army Board of Trustees delegates functional roles to the SOC which serves as the governing board of CFOT. The team affirmed that the mission statement is reviewed annually through the Executive Council and then the SOC for final approval. The SOC last reviewed and approved the mission statement in October 2022. (I.A.4)

Conclusions:

The College meets the standard.

Commendation 1: The team commends the college for its dedication to its mission to develop cadets in knowledge, capabilities, spirit, and character through its thoughtful academic programming, holistic and comprehensive support services, and effective facilities across each cadet's educational journey. (I.A.1, I.A.3, I.B.1, I.B.4, II.A.7, II.C.5, III.B.2)

I.B. Assuring Academic Quality and Institutional Effectiveness

General Observations:
The Salvation Army College for Officer Training (CFOT) USA Eastern Territory has a systematic, and sustained process for collegial dialogue, assessment, and program review for continuous program improvement and institutional planning. Through the evidence provided and team interviews, it is clear that the administration, faculty, and staff are deeply committed to CFOT's mission and student success.

The team observed that CFOT is in the process of ratifying Institutional Set Standards (ISS) for student achievement and is also developing Program Learning Outcomes that they call

Institutional Set Student Learning Outcomes (ISLOs) that align with ACCJC's general education requirements. In addition, the team noted that documenting its program review process, the Annual Command Review, would increase CFOT's effectiveness.

Findings and Evidence:

The CFOT engages in a robust, systematic, and sustained process for collegial dialogue through ten interrelated and supportive councils and boards that discuss and collaborate on student outcomes, student equity, academic quality, institutional effectiveness, and continuous improvement of student learning and achievement. Student outcomes and suggested curriculum revisions to improve student learning and achievement are discussed during the monthly Curriculum Department meeting, and those revisions are approved by the Curriculum Council. The Academic Review Board meets on an as needed basis to discuss improvement of individual cadet learning well as accommodations to improve equity. During the visit, the team observed the close-working relationship between the instructional faculty, chairs, Curriculum Director, and Educational Officer around continuous opportunities to refine the curriculum and learning supports for cadet success. (I.B.1)

Student learning outcomes attached to individual courses are used to assess course success and the effectiveness of accommodations, and to drive improvement of each course. Instructors complete mid-quarter progress reports on each cadet and these reports indicate the learning supports and accommodations that are being utilized. The Educational Officer (EO), which serves as an academic counselor, meets with cadets who are struggling to ask whether the current supports are working or if they need additional or different supports. The EO works with cadets to determine what it will take to be successful and may intervene with instructors to modify instruction to accommodate other learning styles. In difficult cases, the EO may go to the Curriculum Director to seek additional resources. Quarterly assessments are reported to the Curriculum Director and modifications are made to a course if significant widespread failure is perceived. (I.B.2)

The CFOT's Program Learning Outcomes are embedded within courses as course learning outcomes. To align with the standard, the team recommends that CFOT develop Program Learning Outcomes that are separate from courses. In Standard II.A.11 and II.A.12, the CFOT notes that they are currently working on developing clearly stated Program Learning Outcomes that they are calling Institutional-Set Student Learning Outcomes. The team recommends that the CFOT develop Program Learning Outcomes that align with ACCJC's requirements for student outcomes (e.g., communication competency, information competency, quantitative competency, analytic inquiry skills, the ability to engage diverse perspectives, responsible participation in civil society, and skills for lifelong learning) and map the current course learning outcomes to the Program Learning Outcomes. This mapping will help the CFOT communicate expected learning outcomes with cadets, instructors, learning support providers, and other stakeholders. (I.B.2)

In section B of the ISER, the CFOT presents aggregate data on GPA, course success, retention, and on-time graduation rates and indicates that the CFOT and SOC have proposed a 90% success rate as their institutional standard for all of these student achievement indicators. The ISER states and the team confirmed through interviews that the 90% Institutional Set Standard has been discussed and voted upon by the SOC and has been forwarded to the Executive Committee for endorsement. Once the EC has endorsed the ISS they will be sent to the Board of Trustees for approval. Compliance with Standard I.B.3. requires ratification of the ISS as well as documentation of plans for improvement in the event that the standards are not met. In addition, ACCJC's annual reporting will require setting aspirational stretch goals and the team suggests the College engage in those discussions in due time. While the College publishes on-time graduation rates in the Catalog, other student achievement indicators should also be published. (I.B.3)

The team found that the CFOT has a robust system of data collection and review to support cadets throughout their educational journeys. The CFOT uses two reports to support student learning and student achievement. Quarterly academic achievement reports and specific notations taken by instructors in the case of significant failure to achieve SLOs are assessed for individual students to advise them. The instructors and the Curriculum Council review aggregate data to determine any needed course improvements. The Cadet Competency Report comprehensively covers students' needs and accommodations, class interactions, academic achievement in core discipline courses (standard is a minimum GPA of 2.0) and writing, self-care, and emotional strength. (I.B.4)

The CFOT conducts an annual program review called the Annual Command Review that is published each December. The review includes qualitative and quantitative data to assist in assessment of the previous year's programs and progress on goals and to set goals for the upcoming year. During interviews, the team learned that Territory Headquarters provides a framework with standards to report. The Training Principal reviews the framework and territory goals and sends the template to CFOT's six department heads to populate with their annual reports. The six department annual reports include data and analysis, successes, challenges, reflections on the previous year's goals, and new goals for the coming year. The Training Principal sends the draft Annual Command Review to the Strategic Oversight Council for their review. The department heads attend one of the SOC's biannual meetings to give a presentation on their annual report and engage in discussion with the SOC. The SOC makes recommendations based on their review of the ACR and the presentations and discussions with department heads and then sends the final ACR to the Board of Trustees for approval and then back to Territorial Headquarters. To increase effectiveness, the team recommends that CFOT document how the ACR, its program review process, is conducted and include it in an introduction to the ACR. The team also suggests adding a table of contents and page numbers to make the document easier to navigate. (I.B.5)

CFOT examines acceptance and completion-on-time data disaggregated by age, gender, ethnicity, previous education, and previous Salvation Army experience. Of these variables, only previous education and previous Salvation Army experience has an impact on acceptance and

completion-on-time. CFOT monitors SLO and achievement data for two subgroups, cadets entering with diagnosed learning disabilities as well as cadets who are in the Spanish track. Due to their small size, most examination of student data occurs at the individual cadet level. Instructors complete mid-quarter reports for all cadets and the Education Officer tracks learning and achievement for each cadet and provides learning support as necessary. (I.B.6)

CFOT states that they do not disaggregate SLO or other student achievement data by other subgroups because of their small population size. CFOT may want to monitor trends for additional subgroups (e.g., cadet age, country of origin, etc.) by combining multiple years of data to look for evidence as to whether current curriculum, pedagogy, and support services are effective for these subpopulations. (I.B.6)

CFOT regularly assesses policies and practices in all areas, such as instructional programming, learning support services, personnel support services, financial support services, medical support services, governance, and resource management. CFOT's small size allows them to be highly responsive when there is feedback or other evidence from cadets or faculty that change is needed. A department chair or committee head can report an issue to the Executive Council, which can have the practice or policy changed and published immediately. In addition, each department writes an annual report that includes information about policies and practices that are not working and the Strategic Oversight Committee reviews and recommends changes. The Executive Council discusses and approves all institutional policies and processes. The team suggests that CFOT develop a process for documenting when each policy has been reviewed and updated. (I.B.7)

CFOT communicates the results of its assessment and evaluation activities internally in council meetings, the summer faculty development conference, and department annual reports. Assessment results are communicated both internally and externally through the Annual Command Review report (i.e., CFOT's program review). In addition, CFOT publishes graduation rates in its catalog, which is publicly available to current and prospective students and other interested stakeholders. (I.B.8)

Each department conducts evaluation through its internal governing councils, such as the Curriculum Council, Faculty Affairs Council, and Finance Council. Short-term planning needs are brought to the attention of the Executive Council for approval and action. Longer term evaluation and planning occurs via departmental annual reports, which funnel up to the Annual Command Review. The ACR assesses successes, challenges, and progress toward goals across the college over the previous year. This report incorporates findings from the annual reports of all departments, including curriculum, student support services, facilities, and human and financial resources. The Annual Command Review provides evidence of CFOT using data to inform resourcing priorities and improve practices and processes to meet its mission. The Strategic Oversight Council reviews department reports and presentations on an annual basis and makes recommendations for program changes and goals. These priorities are approved by the Board of Trustees and sent to Territorial Headquarters. (I.B.9)

Conclusions:

The College meets the Standard except I.B.2 and I.B.3.

See Commendation 1

Recommendation 1 (Compliance): In order to achieve initial accreditation, the team recommends that CFOT aligns their general education learning outcomes to ACCJC's programmatic learning outcomes (communication competency, information competency, quantitative competency, analytic inquiry skills, ethical reasoning and ability to engage diverse perspectives). (I.B.2, II.A.11)

Recommendation 2 (Compliance): In order to achieve initial accreditation, the team recommends that CFOT 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. (I.B.3)

Recommendation 9 (Improvement): In order to increase effectiveness, the team recommends that CFOT documents its existing program review process and ongoing evaluation cycle. (I.B.5, II.A.16)

I.C. Institutional Integrity

General Observations:

The Salvation Army College for Officer Training (CFOT) USA Eastern Territory demonstrates clarity and integrity in the accuracy of the information to students and the public, including its website and publications. CFOT regularly reviews its catalog, policies, procedures, and publications to ensure their integrity in supporting the mission. The catalog, faculty handbook, and employee handbook specify responsible behavior on the part of all constituencies concerning academic integrity and the freedom to express opinions. Standard I.C.11 does not apply to CFOT.

Findings and Evidence:

CFOT provides information to students and prospective students, personnel, and all persons or organizations related to the college on its mission statement, learning outcomes, educational programs, and student support services. The institution presents accurate information as to its accredited status to students and the public. The catalog goes through an annual review and

update through the Curriculum Department with the Training Principal approving locally and the Territorial Headquarters providing final approval before publication. (I.C.1)

CFOT provides electronic access to its catalog for all students and prospective students online. The catalog includes all facts, requirements, policies, and procedures. (I.C.2)

CFOT publishes retention and transfer rates in its catalog which is publicly available to current and prospective students and other interested stakeholders. CFOT shares student achievement data with external stakeholders in its USA East Annual Session Report and with faculty during its summer conference. (I.C.3)

CFOT has one Associate in Applied Science degree. The purpose of this degree is to train students to become Salvation Army officers, prepared practically and academically to fulfill the requirements of ministry. The degree's scope, including course requirements, course sequencing, credit hours, and learning outcomes, are described in the catalog. CFOT meets the standard; however, the program outcomes are embedded in the individual course descriptions and do not clearly convey the AA degree's culminating program outcomes. In order to increase effectiveness and to strengthen alignment with the standards, the team recommends that CFOT clarify the Associate in Applied Science degree program learning outcomes in the catalog. (I.C.4).

CFOT leverages a committee, council, and board structure to regularly review institutional policies, procedures and publications to assure their integrity in representing the mission and current programs and services. CFOT reviews policies through its Catalog and Faculty Handbook review process. Roles and responsibilities are outlined in the Faculty Handbook. Through the interview process, the team learned that concerns related to policies may surface outside of the review cycle and the leadership team will address these as appropriate if adjustments to policies need to occur. To strengthen alignment with the standard, CFOT may wish to consider a more intentional, cyclical review of its policies separate from its Student Catalog and Faculty Handbook review. (I.C.5)

CFOT accurately informs current and prospective students regarding the total cost of education, including tuition, fees, and other required expenses. The Candidates' Secretary works with potential and current cadets to ensure they exit the program debt-free. The Salvation Army funds the majority of the cadets' tuition and living expenses with additional funds available through bequests and grants. (I.C.6).

CFOT has an Academic Freedom Statement guided by and grounded in the college's theological mission. This statement is publicly available to current and prospective students in the college's catalog. Freedom of inquiry for faculty is likewise grounded by CFOT's mission and outlined in the Faculty Handbook. Faculty are free, "to draw from the Scriptures insights, interpretations, and applications of truth." The faculty are encouraged to engage in open dialogue for meaningful learning. CFOT reviews the Academic Freedom Statement annually through its Catalog and Faculty Handbook review process. To strengthen alignment with the standard,

CFOT may wish to consider a more intentional, cyclical review of its Academic Freedom Statement and Freedom of Inquiry statements separate from its Student Catalog and Faculty Handbook review. (I.C.7)

The catalog includes policy statements on student discipline and academic integrity, and covers plagiarism, cheating, and academic dishonesty. These topics are covered during the student orientation. CFOT has an established grievance policy for faculty in the Faculty Handbook, as well as policies for responsible behavior outlined in the Employee Handbook. (I.C.8)

CFOT faculty adhere to professionally accepted views through the lens of the Salvation Army's conservative, orthodox orientation to doctrine and ministry outlined in their course of record. Curricular content is centrally developed through the Course Organizer using the Course Outline of Record that includes doctrinally aligned views on instructional topics. (I.C.9)

CFOT has clear guidelines specifying codes of conduct for staff, faculty, administrators, and students aligned with the spiritual mission of the college. These codes of conduct are available on the CFOT website, in the catalog, and in the Faculty Handbook for prospective and current members of the CFOT community. As a college with a religious mission, CFOT clearly communicates its requirements of conformity to codes of conduct for employees in its public job announcements. (I.C.10)

Standard I.C.11 is not applicable to CFOT.

CFOT agrees to comply with the Eligibility Requirements, Accreditation Standards, Commission policies, guidelines, and requirements for public disclosure, institutional reporting, team visits, and prior approval of substantive changes. CFOT is committing to respond to accreditation and eligibility requirements within a time period set by the Commission (I.C.12)

The team observed that the CFOT website includes information on college accreditation, including a public announcement on the college's intention to seek candidacy status with ACCJC (I.C.13).

The Salvation Army, which is the parent organization of CFOT, is a nonprofit organization committed to supporting the CFOT mission. The college places the preparation, education, and development needs of its students above other objectives, such as generating financial returns, contributing to a related organization, or supporting external interests. (I.C.14)

Conclusions:

The College meets the standard.

Recommendation 2 (Improvement): In order to increase effectiveness, the team recommends that CFOT clarifies the Associate in Applied Science degree program learning outcomes in the catalog. (I.C.4)

Standard II

Student Learning Programs and Support Services

II.A. Instructional Programs

General Observations:

The Salvation Army College for Officer Training (CFOT) USA Eastern Territory has one academic program, associate in applied science, and it is reflective of the institution's mission to educate, train, and equip cadets for full time ministry as Salvation Army officers. The 94-unit degree is completed in 22 months in a cohort model. All students take all courses unless they can show prior learning experiences. Students who have prior learning experiences will create an independent learning plan for an alternate course with guidance and approval from staff. Faculty drive the curriculum development and are involved in the course and program reviews. CFOT has a robust curriculum process that includes evaluating individual student progress within classes and reviewing syllabi (content and student learning outcomes). It is clear that staff care and are committed to ensuring the courses are valuable and appropriate for the cadets. It is also clear that processes are known and understood internally. Documenting the existing course/program review process, as well as evaluation cycle, and including it in an internal document, such as a curriculum handbook or faculty handbook, will strengthen the effectiveness of meeting and maintaining the ACCJC standards.

To transition from New York State Board of Regents requirements, CFOT will need to align with ACCJC in the areas of program learning outcomes and general education. It is understood that the CFOT is in the process of developing program learning outcomes (called ISLOs - Institutional Set Student Learning Outcomes), that will align with ACCJC's requirements for student outcomes (e.g., communication competency, information competency, quantitative competency, analytic inquiry skills, the ability to engage diverse perspectives, responsible participation in civil society, and skills for lifelong learning). Mapping the current course learning outcomes to these new program learning outcomes (ISLO) will reflect the excellent work and practices that already happen in the CFOT's curriculum review process. Similarly, CFOT will need to establish, document and share the process on how they determine the appropriateness for each course for inclusion in the general education curriculum, specifically addressing the learning outcomes of students' 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 the sciences.

Findings and Evidence:

CFOT's one academic program, associate in applied science, is reflective of the institution's mission and students are subsequently enrolled in the Salvation Army's Continuing Education program for future learning and degrees and are employed by the Salvation Army. Explanation of the standards and expectation of the student's behavior and the degree requirements are in the college catalog. Student Learning Outcomes are included in the course syllabi. The Curriculum Department, Curriculum Counsel and faculty meetings are where the college reviews, modifies if needed, and communicates changes to the program. (II.A.1)

CFOT reviews curriculum through multiple steps and involves several committees and individuals. These reviews occur using the Concourse curriculum management system. A course's curriculum is reviewed every quarter the course is offered. The course curriculum is reviewed by looking at content and the results of the SLO assessment conducted by the faculty member and grades earned. Faculty create syllabi for each course. Results from the curriculum review are shared and discussed at Curriculum Department, Curriculum Council and faculty meetings. The CFOT Assessments Calendar documents the college wide and academic evaluations. This includes the dates and staff involved with surveys and assessments on the effectiveness of the curriculum, cadet learning, course survey, and cadet perceptions of curriculum. Changes are voted on and recommendations go to the Training Principal for approval. In June all revisions are confirmed, added to the college catalog, and shared with students and instructors. Faculty have opportunities to attend enrichment seminars twice a year to learn new strategies and improve teaching skills. All administrators also have teaching responsibilities. (II.A.2)

The team was impressed by the process and path CFOT embarked on with the recent addition of the course Cultural Dynamics in Ministry. Due to an observation of the increase in population of interested Hispanic and Korean cadets as well the established Track in Spanish, the CFOT determined additional instruction was needed in cultural traditions and its impact on worship and ministry. Using experienced faculty, the new Cultural Dynamics Ministry course was designed and reviewed in the Curriculum Department and Council meetings. The course was held as a pilot course and received positive feedback. By reviewing the other courses in the degree, faculty agreed that another course could be decreased by units due to the workload. This allowed the new course to be added and to improve the program study and not require the cadet to take additional time to complete the degree. (II.A.2)

CFOT has SLOs listed on all syllabi and students obtain their class syllabus through the learning management system, NEO. SLOs are tied to assignments and based on the student's grade. Faculty provide an analysis of the completion of the SLOs within their course. Program learning outcomes appear to be embedded in the individual course descriptions and do not clearly convey the AA degree's culminating program outcomes. Assessment and review of student learning outcomes occur every quarter the course is taught. If changes are needed to improve SLO and student success, instructors can consult with others on teaching methods that can help

improve SLO success. Faculty can also bring forth possible changes to courses and programs to the Curriculum Council. Through collaboration and discussion and polling of the faculty, curriculum and program changes occur. CFOT has an Assessments Calendar that outlines when student's progress on student learning outcomes is reviewed and assessed. (II.A.3)

CFOT does not offer any pre-college courses. The college is creating a preparatory course that students would take before entering the institution with the goal of offering the course in 2023. (II.A.4)

CFOT has one associate degree that is 94 quarter credits over 22 months. The number of credits needed for successful completion of the degree is stated in the catalog. The sequencing of courses in the program is reviewed yearly and adjustments are made if necessary. The faculty determine the breath, depth, and rigor based on their knowledge and credentials through a process each quarter the course is offered. The process includes reviewing student progress, course progress and instructor observation. Faculty make suggestions on content to the Curriculum Council where changes are made and sent on for approval. Changes are communicated with students and staff. (II.A.5)

CFOT has one degree in a cohort model. Only one cohort is enrolled at the college for the 22-month program. The schedule is published in the catalog and remains similar from year to year. If a student needs a revised schedule, there is an opportunity to develop a plan. CFOT reviews student achievement data in the Curriculum Council and Curriculum department to determine if any modifications are needed to course and course sequencing. Students can complete the degree within a period of time consistent with established expectations in higher education. (II.A.6)

CFOT is deeply committed to supporting equity and success for all students. The team noted that the student population is diverse with cadets coming from a spectrum of prior learning backgrounds. In response, CFOT has organized its instructional programs, administrative processes, and student support services around the needs of each cadet. There is a six-week check in progress of all students by the use of a mid-term assessment. Academic advisors are available for tutoring, resources, and study skills workshops. An Educational Officer is available to help with educational apps and learning management use. CFOT accommodates 504 plans as a method to administer academic accommodations in the classroom. CFOT does not offer distance education, hybrid or correspondence education courses. The team observed that the faculty engage in professional development workshops, including topics that focus on accessibility and classroom accommodations and are appreciative of ongoing opportunities for professional growth in response to changing cadet needs over time. The Strategic Oversight Council reviews the number of students receiving accommodations in each of the cohorts over time. (II.A.7)

CFOT has two program-wide examinations that measure prior learning and post-learning in the areas of Biblical Knowledge and Salvation Army Doctrine/Theology. The Bible knowledge tests

are developed and standardized by the Association of Biblical Higher Education and the Salvation Army Doctrine/Theology test is developed by the college course instructors. Both tests are evaluated for relevance, fair coverage, and avoidance of bias every two to three years by instructors teaching the courses. The ESL and Writing Accuplacer tests are used to appropriately place students. The CFOT Assessments Calendar explains the procedure of assessing the prior learning. (II.A.8)

CFOT awards course credit based on the successful completion of the course and attainment of the learning outcomes. Further, CFOT awards the associate degree based on the successful completion of 94 units, an overall 2.0 GPA, a minimum GPA of 2.0 in specific core requirements of study and no failing grades. These standards are explained and/or are evident in the college catalog, course syllabi and course outline of record. Specific assignments are tied to student learning outcomes and are reviewed for relevance by the faculty member, Division Chair, Education Officer, and Curriculum Director. Rubrics are embedded in the syllabus to share how grades are earned on assignments. Grades and grade point average are explained in the college catalog and show a link to attainment of learning objectives. During the team visit, the college confirmed they use the federal standards for clock-to-credit hour conversions, and these are communicated to students and faculty orally, but are not documented. In order to clearly show and share the minimum of hours of work per unit of credit awarded, the team suggests adding a section on the Course Outline of Record indicating this expectation; CFOT must document its policy on clock to credit hours conversion, possibly in a curriculum handbook or manual. (II.A.9)

CFOT defines their Independent Study as their transfer of prior learning process, and it is outlined in the college catalog. Students are not able to use their prior earned credits to the associate degree, but they can prove they do not need to take the similar class again. In its place, students can request to take an alternative course under Independent Study. The process is described clearly in the college catalog. The Academic Review Board minutes show that the student's request is reviewed and approved in this committee. Since this process does not include transferring of credits, no transfer articulation agreements are developed with a student's previous institution. CFOT holds articulation agreements with several colleges, cadets attend after CFOT and are explained in the college catalog. (II.A.10)

During the team interview, CFOT shared that their current general education learning outcomes were originally aligned with the New York State Board of Regents. The team observed that the general education courses listed in the catalog mapped for some, but not all, of ACCJC's programmatic learning outcomes (communication competency, information competency, quantitative competencies, analytic inquiry, ethical reasoning competency and ability to engage in diverse perspectives), but that the degree program does include coursework in all of these areas. The team learned during the interview process that the college assesses general education learning outcomes as part of its curricular review processes. However, through the interview process the team observed that general education learning outcomes do not appear to be set and standardized independent of the instructor across multiple iterations of the same

course. Or, alternatively, for those non-general education courses where the college has identified and nested general education outcomes. (II.A.11)

CFOT has a general education philosophy listed in their catalog that describes the general education courses and their purpose and intent. Each of the general education courses have student learning outcomes included on the syllabi. All cadets take all courses offered at the college and by taking all of the courses, the general education requirements are met. Through interviews, the team observed that CFOT's general education component was originally aligned to New York State Board of Regents, however, the team could not verify a policy, procedural document, planning document, template, or similar that determines the appropriateness for each course for inclusion in the general education curriculum, specifically addressing the learning outcomes of students' preparation for and acceptance of responsibility 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 the social sciences. However, the team also observed during the visit that cadets are developing these skills throughout their educational journeys. (II.A.12)

The CFOT has one academic program for the training and preparation of cadets to full-time ministry as officers of the Salvation Army. The program focuses on specific areas represented in the mission statement. This information is available in the college catalog. Each course syllabi includes student learning outcomes and states the relevance of the course on the cadet's program. (II.A.13)

CFOT does not offer career-technical certificates or degrees. (II.A.14)

The college submitted a teach-out plan as part of its application for candidacy. The plan reflects the process when significant changes to the program are made the college ensures students can complete the program in a timely manner. (II.A.15)

The CFOT reviews and evaluates the courses and the academic program quarterly. They use data from SLO assessments provided by faculty through the analysis of the assignments attached to the SLO. CFOT also gathers the student's input on courses through the Perceptions survey. Through the interview process, the team validated that the program review process exists and is understood by the college stakeholders, however, the process is not formally documented. CFOT is committed to improving programs and courses to enhance learning outcomes and achievements for students through modifications of courses, offering support services to students, and monitoring ongoing progress of individual students. (II.A.16)

Conclusions:

The College meets the Standard except for II.A.9, II.A.11, and II.A.12.

See Commendation 1

See Recommendation 1 (Compliance)

Recommendation 3 (Compliance): In order to achieve initial accreditation, the team recommends that CFOT documents its policy on clock to credit hours conversion. (II.A.9)

Recommendation 4 (Compliance): In order to achieve initial accreditation, the team recommends that CFOT formalizes processes that demonstrate alignment of their general education curriculum to their academic program. (II.A.12)

See Recommendation 9 (Improvement)

II.B. Library and Learning Support Services

General Observations:

The Brengle Library supports students and faculty through in person and online services. It has an impressive number of publications, databases, and resources with many available in Spanish and Korean languages. The effectiveness of the library is evaluated based on student surveys and faculty input, with excellent marks. The library staff provide orientations and workshops for students on research related skills. The library has a media center, study rooms and a children's area as resources for the students. All syllabi are provided to the library staff to ensure appropriate textbooks, materials, and resources are available to students. Furthermore, faculty can request additional resources. Tutoring is provided through the Education Officer. The library collaborates with the Association of Christian Librarians for interlibrary loan services and professional sharing of information.

Through its visit, the team affirmed that the College is meeting the library and learning support standards; however, the team suggests that the College strengthen its documentation for library and learning support services for future visiting teams and to capture its ongoing work in this area. Possible examples of evidence include memoranda, pamphlets, workshop or tutoring schedules, annual reports, circulation or usage reports over time, or meeting agendas that capture planning priorities.

Findings and Evidence:

The CFOT's Brengle Library supports student learning and achievement. The library is open with regular hours and accommodates extra hours needed by cadets. There is online assistance

offered through an email subscription service, "Ask a Librarian." The library has over 20,000 titles including publications in Spanish and Korean, as well as electronic databases which allows 24/7 access for all students. At the end of the year, an Institutional Effectiveness Survey focuses on library resources, skills and personnel is completed by all cadets with favorable results. The CFOT uses survey results and feedback to determine the effectiveness of the library program. During the site visit, the team learned the Library Subcommittee serves as a venue to review the sufficiency of educational support services. Information about the library is in the college catalog and on the college website. The librarian provides orientations at the beginning of every academic year to cadets which includes online resources, proper citations in writing, and research standards. Further, the team confirmed CFOT provides learning support, such as tutoring. Tutoring is coordinated through the Educational Officer, who also monitors and reports on outcomes. (II.B.1)

Faculty and library staff work effectively together to select and maintain educational equipment and materials to support learning and enhance the achievement of the mission. The CFOT employs two full-time librarians and a full-time IT support staff who maintain the educational equipment and materials. Each quarter, a review of the current inventory is completed. Additionally, instructors give feedback about library materials and needs to their Department Chairs who serve on the Library Subcommittee. Further, all approved syllabi are shared with the library staff each quarter so that appropriate textbooks, materials and resources are ordered and available for students. Library staff also report on current library news at faculty meetings and through emails. A media center is available to cadets which allows for wireless printing, color scanner, copying, and faxing capabilities. There are reference computer terminals, a small group meeting room, two individual study rooms, and a kid's corner to support student learning and enhance the achievement of the mission. (II.B.2)

The Brengle Library's goals are to support the curriculum requirements of the syllabi and provide the resources needed for students to learn. Further, the catalog includes information about the library and its role in student support. Additionally, the Brengle Library staff provides awareness activities and displays in accordance with initiatives such as Black History, Autism Awareness, and Local Poets. The Curriculum Director and Educational Officer work closely with library staff and faculty quarterly to evaluate the library and support services to assure adequacy in meeting student needs. Individual student needs as they relate to library and student support are assessed through mid-quarter progress reports, meeting with the Educational Officer, and implementing support, such as tutoring, study skills training, and additional resources. The Educational Officer informs the Curriculum Director about any unmet needs, if any, such as materials or additional tutoring services. Approved requests are reviewed by the Executive Council. Lastly, the Strategic Oversight Council reviews services, equipment, and budgets of the Brengle Library to ensure that it is meeting the goals of the Salvation Army's mission. (II.B.3)

The CFOT Brengle Librarian has an active membership with the Association of Christian Librarians (ACL). The library also participates in reciprocal relationship for interlibrary loan services with the local Association of Christian Librarians and Southeastern New York Library Resources Council. During the site visit, the team confirmed there are Memorandum of Understanding documents in place. Students and staff are made aware of the interlibrary loan option through library brochures and emails. The CFOT runs usage reports on student circulation within the library. Staff also receive positive feedback about these services through notes and emails from the students and staff. The Brengle Library Survey is given to students to rate their experience with the library. In 2021, 100% of the students agreed that the library met their research needs. Information from the usage reports and survey are shared with the Strategic Oversight Committee every 6 months. (II.B.4)

Conclusions:

The College meets the standard.

II.C. Student Support Services

General Observations:
Student Support Services are provided and directed under the institution's clearly defined mission. The institution's current enrollment number and on-campus living requirement has led to a closer observation and holistic approach to student development, mentorship and advancement outside of the classroom. The College has an evaluative strategic plan for defining students' needs, assessment, and continuous improvement to evaluate services. The high level of care to cadets was evident during the site visit. In addition, the institution provides a number of services that are otherwise barriers to successful completion, e.g., childcare, housing, debt-free education, mentoring support, etc.

Support and care were evident during the site visit and testimonials by cadets. The team suggests that moving forward and as enrollment grows, the institution establish a more structured program review process in which support service areas establish defined outcomes. This will allow the College to be able to assess trends and support outcomes and utilize outcomes data on a predetermined timeline for continuous improvement.

Findings and Evidence:

The institution utilizes different methods to evaluate the quality of its support programs. All graduating cadets are interviewed prior to departure to provide feedback. The institution also receives feedback from cadets through mentoring support and advising. While not consistent, there are also surveys of certain activities to enhance programming. The institution also distributes some surveys to cadets to collect feedback. (II.C.1)

Considering the small number of cadets, the current evaluation of support services is effective to collect individual cadets' feedback upon graduation or throughout their studies. This feedback provides a way to evaluate the quality of student support services. The team suggests that the institution establish area outcomes for effectiveness and build a systematic, structured evaluation of all support services on a documented interval. The institution can evaluate its effectiveness and incorporate strategies to reduce any gaps that might exist to those stated outcomes. Current practices are not systematically documented to link the feedback to program improvements for student support services, nor is data utilized to identify patterns to enhance services or programs. This is particularly important in the future and as enrollment grows. Systematic program review can provide the institution with a better understanding of program improvement based on specific unit outcomes. (II.C.2)

The institution provides equitable access to services to all cadets. All cadets live on campus and attend classes in-person. In extenuating circumstances when a class is missed, virtual classes are available on the institution's platform. Further, the institution provides English as a Second Language (ESL) training and assessment is done at the end of each quarter to review progress. Instruction is also available in Spanish to provide more access. In addition to services for continuing students, the College adjusted mentoring availability to provide increased access to prospective students. (II.C.3)

The institution does not offer athletics programs, but cadets can engage in various activities, such as sports and fitness programs, community service (practicum part of the instruction), and other activities that are consistent and promote the mission of the institution, e.g., prayers (led by students) and bible study groups. The College demonstrates commitment to the well-being of cadets and provides financial support to conduct such activities. (II.C.4)

The institution assigns each cadet an academic advisor to provide guidance on academic progress, completion, and transfer. However, support goes beyond academic success, as faculty and staff develop a genuinely deep level of concern for the holistic maturity and growth of the cadets. The institution provides a number of support services that would otherwise be barriers to cadet success, for example, housing, food, childcare, debt-free education, etc. During the site visit, the team experienced heartfelt testimonials from cadets and their connection to the institution. Additionally, the team observed the unique approach CFOT takes in supporting and mentoring its students through their educational journey. (II.C.5)

The institution has a clearly defined mission and expectations and qualifications of cadets for admission. The admission requirements are documented in the catalog and the institution provides advising to ensure cadets are aware of expectations and requirements for completion. Through the visit, the team learned that the admissions process can take upwards of 2-3 years to screen and prepare potential cadets for admissions to CFOT (II.C.6)

The institution discusses admissions requirements and utilizes the placement instrument Accuplacer to support students' placement with respect to ESL. The institution evaluates the instrument for validation (II.C.7).

The institution keeps student records confidentially in locked files as well as permanently in digital format. As reflected in the catalog, cadets are informed of how they can access their records and how the institution adheres to confidentiality of records. Through on-site interviews, the team also confirmed that physical files are transferred securely to the New York Office after the student completes coursework at the college. The file then becomes a part of their future journey with the Salvation Army (II.C.8).

Conclusions:

The College meets the standard.

See Commendation 1

Standard III

Resources

III.A. Human Resources

General Observations:

The Salvation Army College for Officer Training (CFOT) USA Eastern Territory has established processes for hiring, onboarding, evaluation, and continued professional development of their faculty. CFOT ensures the quality of their programs and services by employing qualified faculty, employees, and officers. Faculty, both full-time and part-time, at CFOT have appropriate degrees and field experiences in the areas of their teaching assignment and the Territorial Headquarters appoint officers with the appropriate degrees and field experience. CFOT has an established process for evaluating faculty, employees, and officers annually and uses this process for professional development, accountability, and effectiveness. CFOT has processes to ensure there is a sufficient number of faculty, employees, and officers to support effectively its educational, technological, physical, administrative operations. There are established processes for hiring, onboarding, orienting, integrating, and evaluating faculty to the institution. CFOT has an established code of ethics for faculty, employees, and officers.

Findings and Evidence:

CFOT has processes in place in ensuring that its officers, faculty, and staff are qualified with appropriate education, training, and experience to provide and support the program and services CFOT offers. CFOT uses its online application portal for advertising vacancies that include job requirements, qualifications, and its relationship with the institutional mission. CFOT job descriptions align with the institutional mission and outline the essential duties, responsibilities, and authority. (III.A.1)

CFOT employs qualified faculty knowledgeable in the respective subject matter. Faculty have appropriate educational degrees in their disciplines. CFOT has an information form that summarizes the individual faculty's professional and educational experiences. Faculty job description reflects the educational degree and skills requirements, the development and review of curriculum, and learning assessment. CFOT has a process for professional development to ensure faculty currency. (III.A.2)

CFOT employs officers and employees with appropriate qualifications to perform their duties and responsibilities. Appointment of officers comes from the Territorial Headquarters leadership. The Territorial Headquarters appoint CFOT officers based on their CFOT experiences, education, and field leadership. CFOT has a process to fill administrative leadership positions. (III.A.3)

CFOT requires appropriate degrees for faculty and officers from institutions accredited by US accrediting agencies. The institution informs candidates and has established transparent processes about establishing equivalencies for degrees from non-US institutions. (III.A.4)

CFOT evaluates its personnel annually. CFOT has a standard evaluation form used to document the evaluation. CFOT also reviews periodically the performance of its officers. Faculty also undergoes evaluation periodically. In these situations, CFOT uses these processes to set clear expectations, assessment and affirmation of work, an opportunity for communications, and planning for future development. (III.A.5)

CFOT included in its faculty handbook that teaching assignments for credit-bearing courses are assigned to qualified instructors. There is sufficient faculty to teach the courses offered by CFOT. There is a process in assigning classes to faculty by reviewing their academic credentials and field experience. CFOT utilizes its officers to teach, and if there is a need for adjunct faculty, CFOT may reach out to other Salvation Army sites. The ratio of student to faculty is 1:1.2. (III.A.7)

CFOT has opportunities for adjunct and part-time faculty to integrate and familiarize themselves with the institutions through fellowships, faculty development workshops, training, faculty handbook, and community gathering. Furthermore, they are invited to attend orientation and meet with the Director of Curriculum and Education Officer. CFOT demonstrated the conduct of these activities, including evidence of attendance throughout the year. (III.A.8)

CFOT has sufficient employees to support all aspects of programming and operations. CFOT employees include librarians, licensed childcare, and licensed healthcare personnel for student support services. CFOT has adequate employees to support faculty and students related to instructional technology. CFOT has employees in addition to contracting with a third-party agency to maintain the facilities and cleanliness. CFOT has a process in identifying and recruiting employees to ensure continued operations and support its educational mission. (III.A.9)

CFOT supports and administers the institution through a sufficient number of officers. Their appointments come from the Territorial Leadership. CFOT's officers have the appropriate education and experience aligned with their assigned duties and responsibilities. Officers have a brief appointment document accompanying their assignment to CFOT from the Territorial Leadership. (III.A.10)

CFOT has a Territorial Employee Manual. Employees are made aware of the manual during the orientation. Employees must participate in annual training related to safety, security, and sexual harassment prevention. CFOT has a faculty handbook that provides faculty information on policies and procedures. Officers have a manual that summarizes all personnel policies and

procedures. Policies and procedures are established according to internal protocols and are equitably administered. (III.A.11)

CFOT is an equal-opportunity employer. CFOT's current pool of officers, faculty, and employees demonstrates diversity in age, race, and gender. CFOT has reviewed its progress toward further diversifying its workforce and has programs to create and maintain an environment that supports its diverse officers, faculty, and employees. (III.A.12)

CFOT officers sign a document as part of their appointment that includes language on professional ethics. The faculty handbook includes the code of professional ethics for faculty. Employees receive the code of professional ethics through the employee manual. CFOT has an established process to ensure all employees, faculty, and officers receive and confirm the code of ethics. (III.A.13)

CFOT has activities planned throughout the academic year for professional development. CFOT further promotes faculty professional development through further studies and advanced degrees. CFOT also offers an all-day twice-a-year teaching and learning seminar taught by a visiting professional. CFOT further promotes professional development monthly via online teaching seminars. CFOT also participates in the Salvation Army national training seminar to provide its faculty with professional development opportunities. Employees have professional development opportunities, both for formal and informal education, that CFOT supports, promotes, and advances. There is an established annual professional development plan for the institution. (III.A.14)

CFOT securely stores employee records. These include locked files and digital records for payroll information. The system is protected by a firewall. Employment application and records are available to employees who request it. (III.A.15).

Conclusions:

The College meets the standard.

III.B. Physical Resources

General Observations:

The Salvation Army College for Officer Training (CFOT) USA Eastern Territory has established processes to ensure safe and sufficient facilities including a residence hall with cadet support services. CFOT has established processes to maintain its facilities including a long-term planning of its facilities to support its programs and services to achieve its mission. CFOT has a Property

Committee that serves as an advisory governance body to help inform the short-term and long-term plan for facilities.

CFOT has physical resources designed to effectively address its educational mission with holistic support services to its cadets. CFOT has a robust physical infrastructure that includes a 30-acre campus with more than adequate lecture classrooms, laboratories, two gymnasiums, a 300-seater lecture hall, a fitness center, two dining halls, residential facilities (apartment style units for students with families and suites for single students), a chapel, childcare center, library, and adequate facilities for the various departments and offices. The Salvation Army Eastern Territory is committed to provide CFOT the physical resources responding to the needs of its cadets through a capital investment fund that CFOT can use for addressing its facilities needs through its long-range capital/facilities planning.

Findings and Evidence:

CFOT has a single campus. It conducts regular inspection of its facilities for safety. Appropriately licensed personnel are in place to ensure the safe use and occupancy of facilities such as the childcare center and the heath center. With a campus dormitory, CFOT ensures safety by having a 24x7 registered nurse available on campus, via phone, and via email. The team observed that the CFOT campus facilities are maintained and available for the CFOT community to access. CFOT has a process for gathering feedback to inform its safety and security as part of its campus climate survey. (III.B.1)

CFOT maintains and adheres to an annual maintenance schedule for its facilities and infrastructure. CFOT annual maintenance schedule is comprehensive and addresses all physical facilities including safety inspections. CFOT has a Property Committee to discuss the ongoing needs of CFOT. Part of the discussion includes long-range planning for new construction and renovation, short-term goals to keep physical resources updated, and equipment needs. (III.B.2, III.B.3)

The Property Committee of CFOT develops the long-range capital plan for consideration by the Executive Council and for approval of the Territorial Headquarters. CFOT has a long-range plan for its physical resources that includes the cost of maintaining the facilities and there is an appropriate committee that oversees the planning. (III.B.4)

Conclusions:

The College meets the standard.

See Commendation 1

III.C. Technology Resources

General Observations:

The Salvation Army College for Officer Training (CFOT) USA Eastern Territory has adequate and appropriate services, staffing, infrastructure, hardware, and software to support the institution's teaching, learning, support services, and administrative management operations. The technology resources are provided by the College and by The Salvation Army Territory Headquarters including the replacement and renewal of computers, information security, back-up and disaster-recovery. CFOT has adequate support for faculty, employees, officers, and students through a work order system and through scheduled workshops and trainings. CFOT has documented policy for the appropriate use of technology resources.

Findings and Evidence:

CFOT has adequate technology tools and a computer replacement cycle of four years for its officers, employees, faculty, and students. The replacement occurs when the standard warranty expires in the third year. CFOT has a practice of early replacement of computer equipment due to performance issues or damage to the equipment. CFOT's IT department manages the computer replacement and monitors the replacement cycle. CFOT also has sufficient software tools for enterprise and educational use installed in the computers before distribution. The IT department also supports students, officers, faculty, and employees through a help desk system. When needed, the IT department also offers basic training. (III.C.1)

Through the Education Technology Coordinator, CFOT receives feedback that informs planning and updating. There is sufficient technological infrastructure to support CFOT's mission, operations, programs, and services. CFOT also utilizes online platforms such as Microsoft Office 365 for educational and operational use. (III.C.2)

CFOT has internet connectivity for educational and operational use with an adequate firewall. Endpoint devices (computers) have anti-virus software installed for security, including VPN. CFOT takes advantage of the technology resources that The Salvation Army Territory Headquarters provides for its backup and disaster recovery. The team observed reliable access to online technology infrastructure and resources that meet the CFOT's teaching, learning, and operational needs. (III.C.3)

CFOT provides support to its students, faculty, employees, and officers through annual seminars. The seminars cover the proper use of technology hardware, software, digital/electronic systems, best practices, and official digital media policies by the Salvation Army. Additional sessions happen when requested. (III.C.4)

CFOT adopted the Salvation Army National Media Relations Policy and the Social Media Digital Communications Policy. CFOT has a practice of informing all faculty, students, employees, and officers about the appropriate use of technology during orientations, workshops, and training.

The CFOT's Community Guidelines and Faculty Handbook documents the CFOT's policies on the appropriate use of technology. (III.C.5)

Conclusions:

The College meets the standard.

III.D. Financial Resources

General Observations:

The Salvation Army College for Officer Training (CFOT) USA Eastern Territory has sufficient financial resources to support its operational needs and short-term and long-term capital outlay needs. CFOT's audit is part of the annual audit of The Salvation Army Territory Headquarters. CFOT's financial resources support its mission and goals as the foundation for financial planning. CFOT has established processes and procedures for budget development and expense management that includes input from various stakeholders. CFOT ensures that employee post-employment benefits are in the annual budget and the officers' post-employment benefits are not CFOT's direct responsibility. CFOT does not have nor participate in fund-raising, auxiliary services, locally incurred debts, contracts and agreements, its educational programs and services, and Title IV Federal Financial Aid program.

It is worth noting that the team applauds CFOT for its effective and efficient established fiscal and business processes and has demonstrated long-term fiscal stability that addresses both its annual operating and capital outlay/property funding tied to its education mission.

Findings and Evidence:

CFOT is a unit under the umbrella of The Salvation Army USA Eastern Territory. Funding directly comes from the Salvation Army Territorial Headquarters. The Territorial Headquarters allocates CFOT's annual financial resources (operating budget) and a trust fund. CFOT has a long-term strategy to fund its operations through a quasi-endowment fund that would stabilize funding. CFOT also has access to the Territorial Headquarters' capital reserve earmarked for capital outlay projects. CFOT has a process for budget development with stakeholders included which starts in March and is submitted to Command Finance Council in July and submits the final budget for approval to the Territorial Headquarters. The budget development process includes input from department heads, the goals of CFOT, and other needs. CFOT has processes for monitoring budgets on a periodic basis. (III.D.1)

CFOT has adequate controls and oversight with its financial resources. The Command Finance Council has authority on the overall fiscal sound practices and stability. There is delegated

authority on specific items to ensure timely implementation and distribution of financial resources as stipulated in the manual of procedures. CFOT demonstrated the integration of planning and financial planning through various committees such as the Property Committee. Institutional goals are included in the budget development process. CFOT has established processes for budget approval and expenditures authorization as stipulated in their guidelines for level of approval. CFOT's Annual Command Review process provides and informs the budget needs for the ensuing year, which demonstrates integrated planning and budgeting. (III.D.2, III.D.3, III.D.5)

CFOT relies solely on the Territorial Headquarters for their financial resources. The reliance provides CFOT the stability for their financial resources including long-term funding. CFOT has sufficient and realistic financial resource availability including an investment plan to fund its operational and capital outlay expenditures in at least five years. (III.D.4)

The periodic distribution of budget versus actual expenses to all department heads provides CFOT the transparency and credibility in managing its financial resources. The adopted budget as approved by the Territorial Headquarters ensures availability of funds for CFOT and ensures appropriate distribution of resources to support programs and services for student learning, student support services, operations, and capital outlay. The budget also includes allocation for residential life, which is a critical component of CFOT's operations and student support services being a residential campus. (III.D.6)

CFOT is part of the umbrella organization of the Salvation Army USA Eastern Territory and its external audit is part of the Salvation Army Eastern Territory audit. The recent external audit of the Territorial Headquarters is clean and has no recommendations. Grant Thornton LLP serves as the external audit firm for the Salvation Army Eastern Territory. (III.D.7)

CFOT adheres to the policies of the Financial Accounting Standards Board (FASB) and follows the generally accepted accounting principles (GAAP). The external audit demonstrates CFOT's adherence to standard processes and procedures accepted for accounting and financial management. While there were some laps in internal audit due to the COVID-19 pandemic, CFOT has internal controls review as part of the Territorial Headquarters' Standardization Committee (formerly the GAAP Committee) monthly meetings. (III.D.8)

CFOT has a quasi-endowment fund and a capital reserve fund sufficient to maintain stability, support strategies for risk management, and when necessary, implement contingency plans to meet financial emergencies and unforeseen occurrences. Being part of a larger organization, CFOT has no external obligations and there is sufficient cash flow and endowments to predict cash requirements. There is a process in place to request funding through the quasi-endowment and capital reserve in cases of emergencies. CFOT has effective practices for effective oversight of its finances and does not have externally funded programs, auxiliary organizations or foundations, and other institutional investments and assets. (III.D.9, III.D.10, III.D.11)

In their Other Post-Employment Benefits (OPEB), CFOT's budget includes payment of such liabilities such as paid time off (PTO) and retirement benefits. It is worth noting that officers are not direct employees of CFOT but of the territorial headquarters. As such, their OPEB is part of the Territorial Headquarters' budget and not of CFOT. (III.D.12)

CFOT does not have locally incurred debt instruments such as bonds or certificates of participation. (III.D.13)

CFOT does not have fund-raising activities nor grants. (III.D.14)

CFOT does not participate in Title IV Federal Student Aid programs (III.D.15)

CFOT does not have contracts and agreements with external entities to provide educational services. For operational maintenance and services, there is a required bid process for capital projects, and CFOT adheres to the established processes from the Territorial Headquarters documented in the Property Manual. (III.D.16)

Conclusions:

The College meets the standard.

Standard IV

Leadership and Governance

IV.A. Decision-Making Roles & Processes

General Observations:

The Salvation Army College for Officer Training (CFOT) USA Eastern Territory has a decision-making process that is understood under the overall global mission and structure of the organization. Further, it is evident that the organization has bylaws, and individuals with ranks and roles who are responsible for the oversight as well as fulfilling the institution's mission. CFOT has an established decision-making process which incorporates multiple perspectives while following its hierarchical structure. There are existing lines of communication between department heads as well as meeting minutes and discussions. The concept of 'unity' to work for the good of the organization is understood and through the interviews and the site visit, the belief system and commitment to the mission was visible. The Board of Trustees (BOT), which is an oversight body overseeing the Salvation Army Eastern Territory, has ceded authority and delegated the oversight of the College for Officer Training (CFOT) operations and planning to the Strategic Oversight Council (SOC) which functions as the governing board with oversight for the quality of the institution. The SOC has two representatives in its membership who are members of the BOT creating a relationship between the two.

CFOT has an existing governance structure and an overarching decision-making body. There are various councils in charge of different aspects of the organization. The institution operates under the umbrella of its global organization and has an existing evaluation cycle to examine its policies and procedures and to communicate to its constituencies.

Findings and Evidence:

CFOT encourages innovation and involvement of stakeholders in the planning process. The culture and the overall structure of the organization is under the umbrella of the global organization with an understood hierarchical environment. Existing Councils or committees make recommendations to the Executive Council for review. The charge of each council is documented. The institution has a structure and a prescribed process for evaluating recommendations. The roles of constituencies are understood in the organization, but also defined further in Faculty Handbook and Cadet Handbook (Community Guidelines) for students. (IV.A.1, IV.A.2)

The team confirmed through its interviews and review of examples in the ISER involvement of faculty for curriculum improvement. The Cadet Council also demonstrates involvement of students who may provide recommendations and ideas to the Executive Council. (IV.A.2)

Administrators and faculty roles are clearly understood and documented in the faculty handbook, charges of the councils, and the organizational structure with respect to administration roles. (IV.A.3)

Faculty roles with respect to governance are defined under the Faculty Handbook, as well as clearly defined processes to make recommendations for changes. The institution has a process for making revisions to the curriculum and its sole degree program. Proposed suggestions, once agreed, are forwarded to the Director of Curriculum. Final approval for recommendations rests with the Executive Council. The team also verified that faculty have direct and in-depth involvement with academic and curriculum related changes and recommendations. (IV.A.4)

CFOT has an existing governance structure and a decision-making body, the Strategic Oversight Committee (SOC), that had been delegated authority for the operation of CFOT and implementation of plans and policies. The institution has documented its review process, recommending councils list, their charge, and their memberships. (IV.A.5)

CFOT communicates to employees decisions that are made through department heads and action items. Discussions are reflected in the minutes which are distributed to appropriate members and shared with the college community as appropriate. The team validated the communication aspect through interviews as well as reviewed an example of campus-wide communication. (IV.A.6)

The team, during the site visit, verified that all policies, procedures, and processes are evaluated annually with input. Opportunities exist outside of the annual review cycle to address, modify or change existing policies. CFOT communicates any changes or decisions to appropriate officers and or the college stakeholders. (IV.A.7)

Conclusions:

The College meets the standard.

IV.B. Chief Executive Officer

General Observations:

The Salvation Army College for Officer Training (CFOT) USA Eastern Territory has designated a CEO (The Training Principal) who has overall responsibility for college operations, curriculum, budget, programs, personnel, and to ensure institutional effectiveness. CFOT, under the umbrella of the Salvation Army Eastern Territory, has a hierarchical decision-making process that supports its mission, academic polices, and planning. The college has an established governance structure and a CEO to provide effective leadership for institutional effectiveness. The Executive Council is the leading decision-making body and is charged with maintaining strategy, vision, and policies.

Findings and Evidence:

The CEO (The Training Principal) is responsible for the operation of the CFOT and has authority for planning, budgeting, hiring and developing personnel (evaluations). The Strategic Oversight Council makes the final evaluation and determination for all academic matters. The Training Principal provides leadership to the institution including the development, training, and supervision of all CFOT personnel as well as the overall comprehensive training of the Cadets. The responsibilities of the Training Principal (TP) are also defined in the "Brief of Appointment" from The Salvation Army – Eastern Territory Headquarters. (IV.B.1)

According to the "Brief of the Appointment" the Training Principal's charge is to provide oversight and evaluation of the overall operation of the CFOT. The institution has a structure for governance and supervision, with different councils and committees that evaluate various aspects of the institution. The CEO has delegated responsibility to appropriate personnel to manage and carry out the mission of the organization related to their specific area(s) of supervision. (IV.B.2)

The Training Principal (TP) has guided the implementation of plans and procedures to establish a collegial process and set values that support the mission of the organization. The Team observed the collegial process and the values consistent with the mission during the site visit. In addition, the TP has ensured integrated planning and resources allocation are appropriate to support the organization in achieving its mission. The team received various examples to confirm CFOT incorporates research and evaluates its mission. The TP is engaged within the community, such as the rotary club, police, and fire departments. He is also required to attend councils, conferences, seminars, and training courses in order to improve and advance the effectiveness of the training program. Examples of how the self-evaluation led to enhancements or changes to services include the future plans to redesign of housing to include stovetops for cooking, considering the age change in admission of cadets, and the expansion of its comprehensive childcare services. It is noteworthy to state that the team observed a cohesive, warm, and caring campus culture. The members of the institution, including cadets, believe in the mission of the institution and demonstrate a genuine care for each other. This is

a reflection of effective leadership to promote collegiality and a caring culture within the organization. (IV.B.3)

The TP provides leadership in the accreditation process and the "Brief of Appointment" reflects this requirement. Faculty, staff and administrative leaders were actively engaged in the development and writing of the Institutional Self-Evaluation Report and have responsibility for accreditation compliance. (IV.B.4)

The TP has led the incorporation and evaluation of policies and procedures. The College has effectively managed and controlled expenditures and resource allocation with respect to budget. (IV.B.5)

The TP provides support to the community and has established partnerships that support various organizations within the surrounding community. The TP serves as the representative of the Salvation Army to any advisory organization that is associated with CFOT. The team, through an onsite interview, confirmed that the TP works with local organizations such as the police and fire departments, the local hospital and K-12 school district. CFOT personnel are encouraged to be in support of the community. (IV.B.6)

Conclusions:

The College meets the Standard.

IV.C. Governing Board

General Observations:

The Salvation Army College for Officer Training (CFOT) USA Eastern Territory has a structure that meets the definition of the standards for a governing board. The Board of Trustees (BOT) has oversight for the entire Eastern Territory which includes all activities and commands of the Salvation Army. The Board of Trustees has ceded overall authority to monitor quality of the CFOT to the Strategic Oversight Council (SOC), with the exception of legal and/or significant property and financial matters. This authority includes responsibilities for ensuring that the CFOT has in place appropriate policies to assure the academic quality, integrity, and effectiveness of programs and services, as well as fiscal stability.

Findings and Evidence:

CFOT has a governing board, referred to as the Strategic Oversight Council (SOC), which has authority over the functions and policies of the CFOT. The BOT has also assigned two members to serve on the SOC. (IV.C.1)

Through interviews and the site visit, the team established that the SOC acts as a collective entity. Minutes of the SOC meetings reflect discussions and outcomes that are supported by members. SOC has established bylaws, documenting its charge and membership. (IV.C.2)

Due to the unique structure of the institution, the SOC does not evaluate the TP. The TP is selected by the General of the Salvation Army Territorial Headquarters and reports to the Chief Secretary. The ISER states that the TP is evaluated annually through the annual command review which is his direct report and not through the SOC. (IV.C.3)

Due to the unique organizational structure, and according to its by-laws, the members of SOC, with the exception of five external members, are affiliated with the Salvation Army. The SOC has the interest of the organization to ensure sound academic and institutional policies and to support the overall operation and mission. (IV.C.4)

SOC guides, supports, and provides strategic oversight to the CFOT. The Council establishes goals and monitors performance across all aspects of CFOT. The charge of the Council is documented in its bylaws. However, legal matters or significant capital consideration with budgetary impact will require approval by the Salvation Army Eastern Territory Board of Trustees. (IV.C.5)

The SOC has established by-laws including its purpose, size, membership, and meetings. (IV.C.6)

The team confirmed that the SOC acts in accordance with its policies and bylaws. As confirmed through SOC meeting minutes (10/24/22), the Council recently initiated a discussion for by-laws revisions. However, there is not a procedure or timeline for regular review of SOC policies and bylaws. The team recommends that the SOC establish a process to regularly assess its policies and by-laws for their effectiveness in fulfilling CFOT's mission and to revise them as necessary. (IV.C.7)

The SOC, under its charge, tracks performance across all aspects of CFOT and reviews and recommends major changes to the course of study and the overall philosophy of the training for cadets. The institution is finalizing and approving its institutional set standards and the SOC plays a significant role in determining the expectations for student achievement. The SOC also monitors performance through their Annual Command Review. (IV.C.8)

During the site visit and through interviews, the Team confirmed the current orientation for SOC members consists of an informal introduction and there is no on-going training for members of the SOC. The SOC has approved a nominating and onboarding committee to address training and onboarding. The committee, as stated in the ISER, was scheduled to meet

in January to start the review of its processes. The team recommends the Strategic Oversight Council develops an ongoing training program for board development, including new member orientation. (IV.C.9)

The SOC does not have a board evaluation process to assess its effectiveness as a governing board. The team recommends that SOC create a clear process to evaluate its effectiveness including full participation in board training and results of such evaluation become available as appropriate. (IV.C.10)

The SOC operates under the Salvation Army National Policy on Conflicts of Interest and Code of Conduct. A copy of the Conflict of Interest Policy is provided to each member. The SOC minutes of 10/24/2022 reflect that the Legal Department in the Territorial Headquarter is currently developing a code of ethics and conflict of interest for the SOC. No council member has any employment, family, ownership, or other personal financial interest in the institution. The team recommends the SOC include in its code of ethics a written policy that deals with behavior that violates its code of conduct or conflict of interest policy and implements such action when necessary. (IV.C.11)

Within CFOT's organizational structure, the SOC does not oversee the TP. However, during through the site visit and interviews, the team confirmed delegation of duty and operational authority rests with the TP, which is also reflected in the Brief of Appointment of the TP. (IV.C.12)

The SOC is informed about Eligibility Requirements, Accreditation Standards and processes. SOC meeting minutes show active discussions and participation by its members regarding accreditation standards and eligibility requirements. (IV.C.13)

Conclusions:

The College meets the Standard except IV.C.7, IV.C.9, IV.C.10, IV.C.11.

Recommendation 5 (Compliance): In order to achieve initial accreditation, the team recommends that the Strategic Oversight Council (SOC) regularly assesses its policies and bylaws for their effectiveness in fulfilling the college's mission and revises them as necessary. (IV.C.7)

Recommendation 6 (Compliance): In order to achieve initial accreditation, the team recommends that the Strategic Oversight Council (SOC) develops an ongoing training program for board development, including new member orientation. (IV.C.9)

Recommendation 7 (Compliance): In order to achieve initial accreditation, the team recommends that the Strategic Oversight Council creates a clear process to evaluate its effectiveness including full participation in board training and results of such evaluation be available to the public as appropriate. (IV.C.10)

Recommendation 8 (Compliance): In order to achieve initial accreditation, the team recommends that the Strategic Oversight Council (SOC) develops a clearly defined policy for dealing with behavior that violates its code and implements it when necessary. (IV.C.11)