



The Salvation Army
College for Officer Training

**Institutional Follow-Up Report
in Support of Reaffirmation of Accreditation**

Submitted by:
The Salvation Army College for Officer Training
30840 Hawthorne Blvd., Rancho Palos Verdes, CA 90275

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

October 2014

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CERTIFICATION PAGE

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

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

We certify there was broad participation by the campus community and believe this Report accurately reflects the nature and substance of this institution.

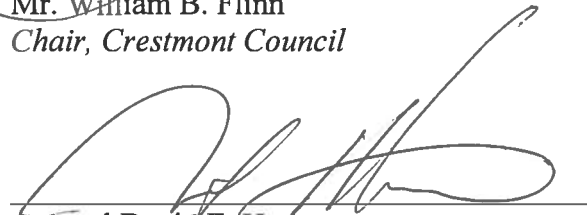
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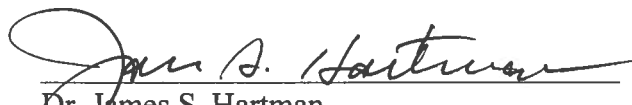
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Training Principal



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REPORT PREPARATION

The College for Officer Training's (CFOT) preparations for this Follow-Up Report began following the site-visit team's exit presentation at the conclusion of the college's October 2013 Comprehensive Evaluation site-visit.

Though mainly guided by Institutional Planning and Accreditation (IP&A) staff, the college's response to the visiting team's recommendations also received significant input from Major Tim Foley (Training Principal), Major Brian Jones (Director of Curriculum), and Major Ivan Wild (Director of Personnel). Additionally, CFOT received feedback on its approaches to meeting the recommendations from its external consultant, Dr. Fred Trapp, and the chair of the Academic Committee of Crestmont Council (the college's governing body).

CFOT utilized its existing participatory council structure to ensure institution-wide participation and review of progress from all constituents. Strategies for addressing the deficiencies identified in the visiting-team's recommendations were reviewed and discussed by appropriate sub-committees, the college's Personnel, Curriculum, Executive, and Strategic Planning councils; the Institutional Effectiveness and Academic Design committees; and the plenary session and subcommittees of the Crestmont Council.

This report represents the efforts of staff, faculty, and administration, through a broad-based and participatory process to rectify deficiencies and address the recommendations provided by the visiting team. In writing the report, IP&A staff used ACCJC's "Guide to Preparing Institutional Reports to the Commission" and reviewed several sample Follow-Up Reports from other institutions. Additionally, IP&A staff developed and used a deficiencies matrix¹ to ensure that each deficiency associated with the recommendations was considered and dealt with in CFOT's response.

In addition to providing CFOT's response to the recommendations from the 2013 comprehensive visit, a section has been included that details how the college has sustained and made further changes and improvements related to key recommendations from the 2007 comprehensive visit. In this section, the update on each recommendation is preceded by narrative on that recommendation from the 2013 Final Evaluation Report.

The following timeline was used for the review and approval of this report:

- August, 4 First draft sent to Institutional Effectiveness Committee members, Executive Council, members of Crestmont Council, and external consultant for review and feedback.
- September 12 Second draft reviewed and approved by Institutional Effectiveness Committee.²
- September 3 Final report approved by Executive Council.³
- September 15 Final report approved by the Cadet-Life,⁴ Academic,⁵ and Planning & Accreditation⁶ committees and by plenary session of the Crestmont Council.⁷

¹ Deficiencies/Recommendation Matrix

² Institutional Effectiveness minutes, September 12, 2014

³ CFOT Executive Council minutes, September 3, 2014

⁴ Crestmont Council Cadet-Life Committee minutes, September 15, 2014

⁵ Crestmont Council Academic Committee minutes, September 15, 2014

⁶ Crestmont Council Planning/Accreditation Committee minutes, September 15, 2014

⁷ Crestmont Council Plenary Session minutes, September 15, 2014

RECOMMENDATION SIX

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

Response

Developing Clear and Measurable Goals

The first response to the team visit was to review the actual goals in the Strategic Plan and to revise them to make them increasingly clear and more measurable.⁸ The goals in all five areas (Educational and Field Training Formation, Co-Curricular Programs and Professional Development, Long Range Planning and Institutional Effectiveness, Financial Strength/Business Structure and Leadership and Governance) were scrutinized by the members of the Strategic Planning Committee, staff in the Curriculum Department, Major Brian Jones, Director of Curriculum, and all faculty/staff responsible for implementing the goals. Recommendations from these constituents were made to the Director of Institutional Planning and Accreditation regarding potential changes to the strategic goals. These changes were then reviewed and approved by the College's Executive Council in May of 2014⁹ and sent to the Academic Committee¹⁰ and the Institutional Planning Committee¹¹ of the Crestmont Council. The changes were all approved at the plenary session of Crestmont Council in June 2014.¹² Not only was each goal revised to be more specific and measurable, each goal statement has an action plan, parties responsible for carrying out the action by a certain date and a clear reflection or plan for completing action to carry out the goal.

Communication of the Revised Strategic Goals

In the case of each goal, it was important to ask the context or rationale for the goal being created, the intended changes or actions undertaken to bring about changes, who and when the interventions were being implemented, what were the results and to what extent is the evidence quantifiable. This process ensured that the data collected had a high probability of being linked to student learning and institutional effectiveness. Revisions to the 2012-2015 Strategic Plan¹³ have been communicated to the campus via the campus website and the Crestmont News.¹⁴

⁸ Revised 2012-2015 Strategic Plan

⁹ CFOT Executive Council minutes, August 27, 2014.

¹⁰ Crestmont Council Academic Committee minutes, June 2, 2014

¹¹ Crestmont Council Planning and Accreditation Committee minutes, June 2, 2014

¹² Crestmont Council Plenary Session minutes, June 2, 2014

¹³ Revised 2012-2015 Strategic Plan

¹⁴ Crestmont News Special September Edition

Expansion of Strategic Planning Committee Function, Process and Structure

Finally, to make the planning process more robust and complete, the staff in the Institutional Research and Planning Department working with the Training Principal in the Fall of 2014 proposed an expansion in the roles of the Command Finance Council, Personnel Council and the Curriculum Council to include the function of strategic planning considerations. This concept was discussed over the summer with the chairs of the Personnel and Curriculum councils and was approved by the Training Principal, in his role as chair of the Executive Council, for inclusion in this report.

This approach would promote additional vitality and interaction as well as consensus over strategic goals and would improve the regularity of feedback on the feasibility and applicability of goals. This would improve access to and use of quantitative data and program review recommendations in the planning functions. The three Councils would need to structure three respective strategic planning functions by adding a permanent agenda item within the councils to accommodate existing strategic planning and data activities in their areas, (e.g. in the Command Finance Council attention would be focused on any program review data in that area, the technology plan, finance plan, property projects schedule, etc.). The Executive Council would continue to serve in the role of the encompassing overall Strategic Planning Committee for the College.

The benefits of this feedback would allow goals to be realized more quickly, stakeholders will have more information and quantitative data and can more quickly evaluate the effectiveness of the college in making a change and resources can be shifted more directly to address a revised strategic goal under the coordination of the Executive Council at the College. This would expand the base of strategic planning and allocate greater responsibility to more faculty and staff for being involved and engaged in this process at the development and funding stage. It would also allow for more specific focus on those strategic goals that come from the academic and support activity program review processes and their potential funding. This system will be piloted in the 2014-15 year and assessed in terms of effectiveness in improving our strategic planning. We will make any adjustments as needed as we develop strategic goals for the next 2015-2018 three-year plan.

Assessment of New Approach to Strategic Planning

The College has met this recommendation by establishing a systematic three year assessment of its strategic planning process which will ensure linkage between program review in academic and support units, campus planning generally and the related resource allocation processes. The College has broadened the planning base to include additional stakeholders in the planning activity and the on-going participation for creating, maintaining, and fulfilling the plan. The format used this year to develop clear and measurable goals will continue to be used, and efforts will be made to shape the number of goals to fit the college needs. We will be piloting the new Strategic Planning Committee process at the Finance, Academic, and Personnel Council level, and that should improve our use of data and our communication and feedback on goals progress and planning.

Finally, the College is also committed to assessing its planning process every three years and will be using quantitative data related to college performance such as financial solvency, cadet success in the classroom and in field training, results from implementation of the Strategic Plan and Program Review goals, etc. Feedback will also be solicited from all constituents engaged on the Strategic Planning Committees of the College, members of the Executive Council, members of the Crestmont Council Academic and Institutional Planning Committees and key administrators at

the college. This proposal¹⁵ to review the planning process every three years was approved by the Crestmont Council at their February 2014¹⁶ meeting based on a recommendation from the College Executive Council.

Process Commitment to Future 2015-2018 Strategic Plan

At the Fall Crestmont Council Meeting on September 15, the Executive Committee indicated a willingness to dedicate the February Crestmont Council meeting to a major 2015-2018 Strategic Plan session. They requested that at the November Executive Committee meeting a format be proposed for developing an evidential plan that would produce a document containing:

- 1) The context for the goal (the problem to be addressed);
- 2) A statement of intended changes/actions to be undertaken to bring about those changes);
- 3) A section on how and to what extent were the changes and actions to be implemented by whom and when; and
- 4) A reference as to what were the results that occurred from the interventions and did the college achieve the outcomes To what extent is the evidence quantifiable?

The college would thereby have as a record a short story on each selected goal, its rationale, and the case for its selection and approach.

Such a journal approach would provide additional data regarding the planning process tied to the Strategic Plan and would enable the College to highlight college-wide goals and thereby eliminate some of the maintenance-type departmental goals in the current plan. The goal for the 2015-2018 Strategic Plan is to identify and sharpen those all-campus strategic goals that can be communicated and tracked effectively given the resources and scope of the college, and distinguish these goals from ones at the departmental and operating levels. The Strategic Plan would then be reviewed by all the major existing Councils of the College and the broader constituency involving cadets, faculty, Council members, and THQ representatives at that February meeting of the Crestmont Council. The proposed Strategic Plan would then go through the usual campus review and approval process prior to the Crestmont Council approval process at the Council June meeting.

¹⁵ Policy to Review the Planning Process in Three Year Cycle

¹⁶ Crestmont Council Plenary Session minutes, February, 2014

RECOMMENDATION SEVEN

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

Response

Program Review Materials

The college's response to this recommendation began with a review of its existing program review forms and instructions. Based on feedback from review committee chairs and members (including IP&A staff) it was determined that the current program review forms should be revised. As such, new and now separate academic¹⁷ and non-instructional¹⁸ program review materials were developed by the IP&A staff that:

- Clearly communicate the purpose of Program Review.
- Are more user-friendly and contain less academic/assessment language or jargon.
- Are centered on the assessment of program/service area's goals and objectives (ensuring their existence and development when needed).
- Incorporate the analysis of qualitative and quantitative data, including SLO or SAO achievement data.
- Produce data-driven recommendations of changes and improvements that can feed into the planning and resource allocation process.
- Document programmatic improvements and progress towards previous recommendations.

The new program review documents were presented during the January faculty/staff development meeting. Feedback was received and concerns were addressed, though these related more to implementation than the actual documents. The documents were then reviewed and approved by the Institutional Effectiveness committee on January 17, 2014¹⁹ and the college's Executive Council on March 5, 2014.²⁰ Additionally, the documents were reviewed by the Cadet-Life²¹ and Academic²² committees of the Crestmont Council and approved by the plenary session of Crestmont Council on June 2, 2014.²³

¹⁷ Academic Program Review Guide

¹⁸ Non-Instructional Program Review Guide

¹⁹ Institutional Effectiveness Committee minutes, January 17, 2014

²⁰ CFOT Executive Council minutes, March 5, 2014

²¹ Crestmont Council Cadet-Life Committee minutes, June 2, 2014

²² Crestmont Council Academic Committee minutes, June 2, 2014

²³ Crestmont Council Plenary Session minutes, June 2, 2014

Data Incorporation

To facilitate and ensure the incorporation of sufficient and appropriate data, the IPA staff proposed the use of a “Program Review Data Development Worksheet”²⁴ in preparation for conducting a program review. This worksheet was designed to assist programs/service areas in identifying (or developing if needed):

- Goals and objectives.
- How effectiveness/success will be measured (by identifying outcomes and/or evaluation questions).
- The data needed to adequately evaluate the achievement of outcomes and/or answer evaluation questions.

Implementation

In light of the pending implementation of these new documents, it was proposed that the program review schedule be adjusted to allow for two programs/service areas to be used as pilots: Field-training and the Academic Achievement Center (AAC). This approach was supported by the Institutional Effectiveness Committee on February 14, 2014²⁵ and approved by the college’s Executive Committee on February 19, 2014.²⁶ At that time, the Executive Council also approved the committees for these program reviews.²⁷

The AAC program review²⁸ was completed in fall 2014. Though the committee was able to integrate qualitative and quantitative data into the review,²⁹ still more is needed. As such the following important recommendations were developed:

- It is recommended that measures for assessing the effectiveness of the AAC using more authentic and quantitative data be identified, rather than relying on informal feedback and cadet responses on surveys and evaluations.
- It is recommended that an outcomes based approach be adopted for evaluating the AAC. Outcomes would be defined by the reasons that individual cadets identify for using the AAC (attending a workshop, study group, or individual session) and subsequent measures would assess whether these personal goals/needs were met or addressed. (For example, grade data could be used if achieving a certain grade was the goal of the cadet. However, if increased self-confidence was the goal, other measures would be used.)

Due to a change in administration, the field-training program review was not completed and has been rescheduled. However the new director of field-training (and new program review chair) has already identified the data sources available to her³⁰ and additional measures, such as a ministerial skills efficacy survey,³¹ are being considered.

In early September 2014, IA&P staff met with the chairs of each committee to review the new documents and to assist them in beginning completion of the ‘Program Review Data Development Worksheet.’ At this time, in addition to facilitating the completion of the program review, review committee chairs also agreed to provide feedback on the documents, integration of the data worksheet, and the process overall. Though not on the official program review timeline, IP&A

²⁴ Program Review Data Development Worksheet

²⁵ Institutional Effectiveness Committee minutes, February 14, 2014

²⁶ CFOT Executive Council minutes, February 19, 2014

²⁷ Program Review committees.

²⁸ 2014 Academic Achievement Center Program Review

²⁹ 2014 AAC Program Review Data Overview

³⁰ Field-training data sources

³¹ Field-education survey (Vance, 2012)

staff plan to meet with program review chairs in the near future to receive update reports and, more specifically, this important feedback. This will allow improvements and changes to be made in a timely manner.

During the remainder of the academic year, IA&P staff plan to meet with chairs for future Program Reviews (2015-17) to orient them to the new forms and get them started on the data development worksheet. Again, this is primarily to ensure that come time for that program review, sufficient data have been collected.

As outlined by the Program Review Timeline,³² completed Program Reviews will be submitted to IP&A staff for review and preparation for submission to the Institutional Effectiveness committee. The Institutional Effectiveness Committee will review all Program Reviews and forward supported recommendations to the Curriculum or Personnel council, as appropriate, for approval. Approved recommendations will then be sent to Executive and Strategic Planning councils for final approval and integration into the planning and resource allocation process.

³² Program Review Timeline

RECOMMENDATION EIGHT

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

Response

Development and Approval of New Institutional SLOs

At the time of the self-evaluation team visit, CFOT was developing a process for assessing cadet achievement of its Institutional SLOs. This task was complicated by what many felt were vague and immeasurable Institutional SLOs. With the issuing of this recommendation, CFOT took the opportunity to review the existing Institutional SLOs and it was determined that new, more succinct and measurable Institutional SLOs should be developed.

Draft Institutional SLOs were proposed by IP&A staff that reflect the three main tenets of the college's mission (Knowledge, Capabilities, Spirit & Character) as the foundation for the learning and development that occurs at CFOT. Additionally, the proposed Institutional SLOs were mapped to CFOT's existing curriculum and Personnel department (spiritual formation) activities/processes³³ to ensure sufficient data exist for the new Institutional SLOs to be measurable.

The draft Institutional SLOs were reviewed and discussed by the Executive Council,³⁴ Institutional Effectiveness Committee,³⁵ Curriculum Council,³⁶ and during a faculty/staff development program. Feedback was received on each occasion. On June 2, 2014 the new Institutional SLOs were reviewed by the Cadet-Life³⁷ and Academic³⁸ committees and the plenary session of Crestmont Council.³⁹ At this time, further feedback was provided and the Crestmont Council determined that the college's Executive Council had the authority to give final approval.

CFOT's new Institutional SLOs received final approval from the Executive Council on August 13, 2014.⁴⁰

Assessment of Institutional SLOs

Assessment of cadet achievement of CFOT's Institutional SLOs is assessed through three main processes.

Firstly, as faculty complete their quarterly course SLO assessment forms (assessing two SLOs per course), they are asked to identify the Institutional SLO to which each course-level outcome aligns. At the end of the academic year course-level outcome assessment data for the graduating cohort will be disaggregated by Institutional SLO, providing a general overview of that cohort's

³³ Institutional SLO Assessment Mapping

³⁴ CFOT Executive Council minutes, February 12, 2014

³⁵ Institutional Effectiveness Committee minutes, February 14, 2014

³⁶ Curriculum Council minutes, March 20, 2014

³⁷ Crestmont Council Cadet-Life Committee minutes, June 2, 2014

³⁸ Crestmont Council Academic Committee minutes, June 2, 2014

³⁹ Crestmont Council Plenary Session minutes, June 2, 2014

⁴⁰ CFOT Executive Council minutes, August 13, 2014

achievement of the college's Institutional SLOs based on the six quarters of course-level SLO data. To ensure integrity of the data, a 'not-applicable' option will also be provided. However, to ensure continued alignment of course-level Institutional SLOs, selection of this option by faculty will prompt a review of that course's SLOs by the Academic Design Committee.

Secondly, it was proposed by IP&A staff that a portfolio approach to assessing achievement of Institutional SLOs also be adopted. This will enable assessment of Institutional SLOs on an individual cadet basis and result in evidence of learning for each cadet that would be of use not only to the institution, but the cadet themselves. Faculty were fully involved in the identification of the assignments that would be required in the cadets' portfolios to ensure full representation of each courses' content, objectives, and SLOs.⁴¹ This approach was reviewed and approved by the Institutional Effectiveness Committee⁴² and the college's Executive Council.⁴³

These first two approaches combined ensure that authentic measures of performance on assignments and projects form the basis for assessment of the academic elements of the college's Institutional SLOs.

Lastly, a comprehensive spiritual assessment process that reflects the Personnel department's holistic approach to spiritual and personal growth has been developed to assess and report on individual cadet achievement of the affective components of the college's Institutional SLOs.⁴⁴ This plan was developed by Major Ivan Wild (Director of Personnel) and was reviewed by IP&A staff and reviewed and approved by Executive Council⁴⁵ and Crestmont Council.⁴⁶

This three-process approach is described for faculty in the college's "Guide to Assessment."⁴⁷

Implementation

CFOT began compiling cadet portfolios from the beginning of the 2014-15 academic year. Partial assessment of the current second-year cadets' achievement of Institutional SLOs will be possible in June 2015 (using assignments completed in the cadets' second year). At this time an informal review of the process will be done. A full assessment of Institutional SLO achievement will be conducted in June 2016 using data on the current first-year cadets. At this time a full evaluation of the Institutional SLOs, the assessment process, and use of assessment data for recommended changes/improvements will occur, focusing on the data collection methods, portfolio approach itself, and the measurability of the Institutional SLOs.

Dialogue

Recognizing that institution-wide dialogue on data is key to effective learning outcomes assessment, CFOT has included in its assessment plan a schedule for dialogue, which also details how learning assessment data feed into planning:

- Pre-quarter review of relevant course SLO data by Academic Design Committee during syllabi approval process to ensure all recommendations changes have been made.
- Post-quarter review of assessment data by Academic Design Committee to mediate identified deficiencies.

⁴¹ Emails to faculty re: Institutional SLO assessment

⁴² Institutional Effectiveness Committee, minutes September 12, 2014

⁴³ CFOT Executive Council minutes, August 13, 2014

⁴⁴ Spiritual Formation Profile and Assessment

⁴⁵ CFOT Executive Council minutes, June 4, 2014

⁴⁶ Crestmont Council Plenary Session minutes, June 2, 2014

⁴⁷ CFOT Guide to Assessment

- Quarterly review of previous quarter's SLO data during Faculty/Staff Development Program.
- Quarterly review of previous quarter's SLO data by Executive and Strategic Planning Councils.
- Annual review of Institutional SLO data by faculty and staff officers during end of year "staff wrap-up"
- Annual review of Institutional SLO data by Executive and Strategic Planning Councils.
- Annual review of Institutional SLO data and sample cadet portfolios by Crestmont Council and relevant committees.

Additionally, when appropriate, Institutional SLO data will be reviewed and analyzed as part of Program Review, as committees reflect on how the program under review contributes to cadet achievement of the college's Institutional SLOs.

RECOMMENDATION NINE

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

Response

Catalog Review Committee

The Curriculum Department Chair, Major Brian Jones, appointed a formal Catalog Review Committee comprised of the Curriculum Department Administrative Aide, three of the Curriculum Officers, the Research Analyst, and the Director of Institutional Planning and Accreditation. He charged them with drafting a revised catalog to be reviewed by the Curriculum Council, the Executive Council and by the Academic Committee of Crestmont Council⁴⁸ as well as the full Crestmont Council.⁴⁹ The primary intent of the review was to ensure the policies and procedures for alternative methods of awarding college level credit and specific degree requirements were clear and addressed properly and clearly. The College will continue the process of having a Catalog Review Committee and will add a cadet to the Committee to get a cadet perspective on the catalog material. By having a cadet on the committee, the college can field test the catalog material in advance.

Credits Required for Graduation

In the 2013-2014 Catalog there were conflicting references to the number of units required for graduation. This matter was reviewed by the Curriculum Department staff and a recommendation was made to the Curriculum Council and the Executive Council of the College and to the Academic Committee of the Crestmont Council that the requirement in terms of total units be modified to 93 units, and all cadets be held to that standard effective with the 2013-2015 graduating class. The requirements for the Associate Degree were changed to fit the modified unit requirement for all cadets, and this is reflected in the revised Associate of Arts in Ministries Chart in the 2014-2015 Catalog as approved by the Crestmont Council.⁵⁰

Required AA Courses by Class, Incompletes, Non-Credit Courses and Independent Study

To clarify curricular tracks, the required courses for first and second year cadets are presented by class in the 2014-2015 catalog. The language and application of incomplete grades was clarified, the non-credit developmental course status of English 095 and Business 062 (Math) were confirmed, and the acceptance of transfer credits was revisited and clarified for all staff and faculty who work with such cadets. The management of independent study was reviewed, and process improvements were made in this area.

Required English

In addition, there was confusion over the English requirement for ESL cadets. The catalog was modified to clarify that all cadets are required to pass English 101 as a graduation requirement. There is no ESL substitution in this case.

⁴⁸ Crestmont Council Academic Committee minutes, June 2014

⁴⁹ Crestmont Council Plenary Session minutes, June 2, 2014

⁵⁰ Academic Council minutes, June 2, 2014

RECOMMENDATION TEN

In order to meet the standards to ensure ongoing and systematic planning processes, the team recommends that CFOT evaluate its professional development programs for improvements in teaching and learning. (III.A.5b)

Response

Enhancement of the Planning Process for the Faculty/Staff Development Program

Effective with the 2013-2014 academic year the CFOT enhanced the faculty development program by systematically collecting data on topics that academic administrators and faculty deemed important to their teaching and cadet learning at the college. These topics were rank-ordered by the IP&A staff, were then further reviewed by the Institutional Effectiveness⁵¹ Committee members, and converted to a monthly faculty/staff professional development program.⁵² The Institutional Effectiveness Committee is composed of key staff representatives from the Curriculum Department, Personnel Department, the Business Department, the Assistant Training Principal, the Director of Campus Services, the Director of Field Training, and the staff in the Office of Institutional Research and Accreditation. This group has the knowledge and information to assert which areas are essential in any given year to be in the program based on last year's evaluation and their campus-wide knowledge of the college.

In 2013-2014 a focus was placed on understanding the "cadets new to the college," meeting the needs of the adult learner, and in learning how to do SLO assessments. The faculty also agreed in advance to read "The Joy of Learning" as a way to focus specifically on the art of teaching and share the book at each of the sessions. The topic of assessing spiritual formation was added to the agenda since that was an affective issue the faculty has been addressing. It was decided that we would follow this same process each year in collecting topics and systematically ordering a program based on the needs as assessed by the participants and guided by the judgments of the professional staff on the Institutional Effectiveness Committee.⁵³

Addition of an Evaluation Component for the Faculty/Staff Development Program

In May of 2013-2014, a survey of the entire Faculty/Staff Development Program was completed by 31 of the 34 Officers and employees who were required to attend the program.⁵⁴ Respondents were asked to: assess the role of the program in their effectiveness in the eleven program areas that were emphasized and indicate whether the program assisted them in their teaching and/or staff duties and document the most significant new knowledge they gained and indicate how they applied the new knowledge. Eighty-five percent of the respondents indicated they completely agreed or agreed that their teaching and other duties had improved because of participating in the program. The survey results are being reviewed and scrutinized by the Institutional Effectiveness Committee to be shared with the Human Resources Committee, the College Executive Council, and the Academic Committee of the Crestmont Council for use in on-

⁵¹ Institutional Effectiveness Committee minutes, September 12, 2014

⁵² 2013-2014 Faculty/Staff Development Training Inventory

⁵³ 2013-2014 Faculty/Staff In/Service Training Schedule

⁵⁴ 2013-2014 Faculty/Staff Development Evaluation

going needs assessment and planning. The information is used to improve the overall impact of professional development on the curriculum and student learning. CFOT is evaluating the role of the faculty segment of the professional development program in increasing teaching effectiveness by linking cadet assessment feedback⁵⁵ to the faculty development program. Instructor evaluation by their supervisor is also a way of evaluating the role of the faculty development program.

2014-2015 Faculty/Staff In/Service Training Schedule

The listing of topics has already been collected and reviewed by the Institutional Effectiveness Committee for 2014-2015; one topic, Civility in the Classroom, had such significance that it was moved to the August training because of its priority.⁵⁶ The topics for the 2014-2015 year are contained in the footnoted listing.⁵⁷

Faculty Orientation Program/Related Employee Development Training

During the month of August prior to the opening of the college, selected training and orientation programs are offered for faculty, including continuing training in technology via Territorial Headquarters (THQ) sponsored web-based training available to all officers and employees.⁵⁸ The College also supports the professional development of its management and classified staff who may also participate in college-supported conferences, seminars, workshops, and conventions on and off campus. These opportunities also require that the participant complete an assessment of the value of that particular training and file it with the Territorial Education Department.

Scope of Assessed Training

The College also assesses the professional development needs of its officers and employees based on their feedback. At the conclusion of workshops and seminars, the presenter distributes a survey to the participants to solicit comments about the presenter, the topic, and suggestions for future trainings. The College also identifies training needs by the information on employee evaluations. Through the evaluation process, managers and faculty can identify needs to improve teaching and learning and encourage professional growth. Training also occurs for faculty and staff in the areas of ACCJC accreditation, assessment, integrated college strategic planning, field training, technology training, needs of individual departments, new employee orientation, sexual harassment, risk management and child safety.

Faculty/Staff Development Assessment Strategy for 2014-2015 Program

A matrix⁵⁹ has been created that documents the major topics to be addressed in each faculty/staff training program. For each topic the intended outcome and the measures that will be used to assess whether the indented outcome has been achieved and assess the overall effectiveness of the program is identified. In addition, the timing of the assessment is referenced in conjunction with the nature of the assessment measure:

⁵⁵ 2014 Annual Institutional Effectiveness Survey

⁵⁶ 2014-2015 Faculty/Staff Development Training Inventory

⁵⁷ 2014-2015 Faculty/Staff In/Service Training Schedule

⁵⁸ August, 2014 Cadet and Faculty Orientation Schedule

⁵⁹ Faculty/Staff Development Assessment Matrix

- A presentation evaluation.⁶⁰ This will give participants the opportunity to rate the effectiveness, relevancy, and application of the topic/presentation; and to identify new skills or knowledge they plan to incorporate into their teaching/assessment activities?
- The quarterly & annual Faculty/Staff surveys. These will enable faculty/staff to report their perceptions of whether 1) their knowledge, skills, and abilities were improved by attending the programs; and 2) they were successful when implementing new knowledge or approaches.
- Quarterly Course/Instructor survey. Completed by the cadets on a quarterly basis for each of course, these surveys be used to gather feedback from cadets on their instructors use of knew skills or approaches.

For example, on November 20, 2014, our Homiletics Chair, Major Brian Saunders, will make a presentation on “Preparing and Presenting an Effective Lecture.” The intended outcome is to enhance faculty skills in classroom organization and lecturing. The three measures will be used to identify what faculty plan to do to modify/improve their lectures, collect reflections from faculty on whether they feel they were successful in this endeavor, collect feedback from cadets to determine if the lectures improved in that course sequence as a result of the training.

Based on this outcomes based approach, the measures are matched with the nature of the topic and the intended outcome. This feedback will be helpful is assessing what areas of training were successful, and what areas need to be further strengthened. It will also allow us to determine how effective the varied measures are in producing useful feedback. The data will provide insight into areas where we need new programs for training and additional training in areas only partially covered. The data will be shared in June at our concluding year-end session to demonstrate the link between planning and assessment and to generate an agenda for future training agendas.

⁶⁰ Faculty Staff/Development presentation evaluation template

RESPONSE TO SUSTAIN CORRECTIONS TO DEFICIENCIES, 2007 COMPREHENSIVE VISIT

RECOMMENDATION ONE

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

Self-Evaluation Reference

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

Because CFOT only has one academic program, the course-level SLOs are inherently tied to the program-level review, although the use of SLO data in formal analysis in the program review could be strengthened. The team observed other, non-academic SLOs that were part of the Institutional SLOs. These non-academic SLOs are assessed through surveys and lack other qualitative and quantitative data. The team found evidence that genuine progress has been made with respect to course-level SLOs, although the information was not fully integrated throughout the entire planning process. Evidence of SLO data gathering, resultant discussion about improvement, and resultant changes at the Institution SLO level was not occurring. The team found that CFOT has partially addressed this recommendation.” (2013 Evaluation Report, p. 9)

Response

CFOT has continued to build on its progress with regard to course-level SLO assessment. With one exception (English 101), courses at CFOT are either taught to the whole cohort or split into two sections but with the same instructor(s) teaching both sections. This means that there is very limited opportunity for faculty to dialogue about SLO assessment data with other faculty who teach the same course. However, many courses have team instructors, teaching assistants (TAs) and Cadet Support staff (CSs). CFOT encourages dialogue among these individuals before submission of SLO assessment data and is currently developing mechanisms for ensuring this occurs and assessing its effectiveness in contributing to student learning. This will be part of a full evaluation of the course-level SLO assessment process scheduled for spring 2015.

Additionally, CFOT has now scheduled opportunities for college-wide dialogue regarding SLO data on a quarterly basis in the Academic Design Committee, Curriculum Council, CFOT Executive Council, and faculty/staff development programs and on an annual basis with Crestmont Council. The results of these dialogues will be integrated into the program review process.

A timeline for SLO assessment and opportunities for dialogue is published, along with the relevant processes, in the colleges “Guide to Assessment.”⁶¹

As recognized by the visiting team, CFOT has only one academic program. As such, it feels that program-level outcomes are sufficiently reflected in its course and Institutional SLOs. Additionally, as no separate and distinct academic departments exist and as cadets take all courses (with the exception of a two electives), CFOT feels that assessment of Institutional SLOs can be sufficiently accomplished by using course-level data. Again, CFOT’s ‘departmental’ goals are adequately expressed in the Institutional SLOs and assessment at this level is not required for sufficient assessment of the college’s Institutional SLOs. The decision not to use ‘departmental’ outcomes to allow a singular focus on successful implementation of the new Institutional SLO assessment procedure was supported by the Institutional Effectiveness Committee⁶² and approved by CFOT Executive Council.⁶³ This decision will be assessed during the formal evaluation of the Institutional SLO assessment process scheduled for spring 2016.

⁶¹ CFOT Guide to Assessment.

⁶² Institutional Effectiveness Committee minutes, September 12, 2014

⁶³ CFOT Executive Council minutes, August 13, 2014

RECOMMENDATION THREE

The team recommends the college implement a formal program review process for the instructional program, student support services, and the library and learning support services. This process should connect the evaluation of instruction and services, achievement of student learning outcomes and an ongoing cycle of evaluation, planning, and improvement. (IB.3, 2e, IIB.3b, IIC.2, ER19)

Self-Evaluation Reference

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

The team found evidence of program review processes for the course-level, academic program, and student support departments. The team could not find evidence of similar initiatives to measure and discuss institution SLOs and non-academic or spiritual/personal development outcomes. The team found that CFOT has addressed this recommendation on the surface and needs to mature the program review process so it is fully integrated with the systematic college planning and institutional-level SLOs.” (2013 Evaluation Report, p. 10)

Response

Addressing this recommendation requires the discussion of several different issues, some of which appear, in one form or another, in the more recent recommendations from the 2013 visit. As such, CFOT’s maintenance and continued progress on this recommendation has been described in the responses to those recommendations.

In its response to recommendation seven (p. 4), CFOT has addressed the issue of systematic and consistent use of qualitative and quantitative data in Program Review by introducing the use of a “Program Review Data Development Worksheet” to be used in preparation for conducting a program review. This worksheet was designed to assist programs/service areas in identifying (or developing if needed):

- Goals and objectives.
- How effectiveness/success will be measured (by identifying outcomes and/or evaluation questions).
- The data needed to adequately evaluate the achievement of outcomes and/or answer evaluation questions.

The use of this worksheet will ensure that program reviews produce data-driven recommendations of changes and improvements that can feed into the planning and resource allocation process.

In its responses to recommendations six (p. 2) and seven (p. 5), the college described significant improvements to both the program review and strategic planning processes. These improvements will ensure that program reviews produce data-driven recommendations that can be considered by all appropriate committees and councils in time for integration into strategic planning and resource allocation processes.

CFOT's responses to recommendations eight (p. 6) and seven (p. 5) detail the changes the college has made to its Institutional SLOs, the Institution SLO assessment process, and its program review process and forms. These needed improvements will increase the college's ability to conduct systematic dialogue regarding cadet achievement of Institution SLOs and "non-academic or spiritual/personal development outcomes" and for the results of this dialogue to be integrated into Program Review.

RECOMMENDATION FOUR

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

Self-Evaluation Reference

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

While the college has provided impressive levels of training related to course SLOs and the program review process, the visiting team found that results from program review were mainly used for course-level discussions, and there was not widespread institutional dialogue about the results of assessment and identification of gaps in student learning. As noted in the 2007 team visit and Standards, the college had not assessed the results nor created a systematic, comprehensive planning process using data-driven results for institutional advancement. The visiting team found that the institution partially addressed this recommendation through its offering an exemplary array of trainings, yet CFOT would benefit by further developing the program review process so that it is fully integrated with systematic college planning and institutional-level SLOs beyond the course-level assessments.” (2013 Evaluation Report, p. 11)

Response

The college’s Executive Council approved new program review materials in May;⁶⁴ the Crestmont Council at its June Council⁶⁵ meeting gave support to the new Academic Program Review Guide that contained the college’s redefined approach to SLOs and program review. The new approach differentiates between academic and non-instructional programs and provides a systematic approach to taking stock of programs and identifying ways that goals can be met more effectively. Program review provides a vital link between student learning in the classroom and the operation of the college through planning and budgeting. The recommendations and funding requests that emanate from program review are vital to planning and budgeting.

After considering a variety of quantitative and qualitative data, including SLO results, program review identifies changes to improve student learning and success in the program and its courses.

The Executive Council limited program reviews in 2013-2014 to the Academic Achievement Center and Field Training because of the program review process changes that were occurring.

⁶⁴ CFOT Executive Council minutes, March 5, 2014

⁶⁵ Crestmont Council Plenary Session minutes, June 2, 2014

Program reviews proposed for 2014-2015 include Finance, Mission and Ministry, Cadet Governance, and Spiritual Formation.

The chairs of the four reviews scheduled for 2014-2015 were trained in September of 2014 in the revised program review process so that their committees could begin working immediately in September. All faculty and staff via the Faculty and Staff Development Program will be given an update on the new program review process in November by the four chairs of the program review committees and the Institutional Planning and Accreditation staff.

Ultimately, the quality of the program review process will be determined by the products that are generated by the review committees for planning and potential resource allocation purposes. The processes should, indeed, be more systematic, should be more engaging in the use of data and judgments based on such data, and should reflect a more broad-based judgment about the needs of various programs that serve our cadets.

The college has also introduced a new evaluation process for the faculty/staff development program that enables the college to assess the impact of training on the faculty. When it is evident that we need to provide additional opportunities for our faculty to learn new skills to become more effective in the program review process, we will look to the Faculty and Staff Development Program as a vehicle for providing that learning opportunity. The college will then be able to close the loop on a fully integrated college assessment, planning, and evaluation cycle

RECOMMENDATION NINE

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

Self-Evaluation Reference

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

Survey data provided as evidence demonstrated that non-officer faculty and staff are still unsure about the decision-making process and the process for which decisions are made through the various roles of various committees on the campus. Because of their small size, informal communication takes place throughout the campus and this could be the reason for the survey results. While it is not explicitly stated in the recommendation, the team could not confirm any evaluation as to the effectiveness of the decision-making process as referenced in the Eligibility Requirements and Standards. The team found that CFOT has addressed this recommendation but in order to fully meet the Standards, an evaluation of the effectiveness of these processes, including the integration of data and SLOs, would benefit the long-term effectiveness of the college.” (2013 Evaluation Report, p. 13)

Response

Cadet response data from the 2014 Annual Institutional Effectiveness Survey⁶⁶ confirmed that the College was improving its communication regarding opportunities for participating in the decision-making process, with over 90% of all cadets responding that CFOT committees and councils had sufficient cadet participation. In addition, over 90% reported they perceived there was an opportunity to contribute to the decision-making process at the college.

Last fall, the College posted names of all cadet members on Crestmont Councils and Committees in the Library, and a presentation was made to cadets at Assembly on the college’s decision-making structure. In addition, cadet panels, including the two cadet representatives to the Crestmont Council, are being used increasingly in the Faculty/Staff Development Program as a means for getting cadet input and faculty feedback on proposed learning outcomes and the cadet academic experience generally. The college will continue to post cadet Council/Committee names in the Library, post the actual structure on key bulletin boards throughout the campus and conduct a decision-making overview at Assembly in its commitment to communicate about the decision-making structure. Likewise, the college will continue to assess cadet feedback regarding this important element of the campus.

⁶⁶ 2014 Annual Institutional Effectiveness Survey

Of the current officers assigned to the campus, approximately 85% are assigned to one of the governance Committees or Councils. All the officers in teaching and or administrative appointments are assigned to a governance committee or council. Over the years, the historical data collected on this group indicate that those who are on such committees and councils have a much higher respect for the decision-making structure and process than those who are not participants. At present, by almost any measure, officers who serve on the councils are satisfied with the effectiveness of the governance process. The College needs to better document this perception and will do it in the spring of 2015, at a time when the changes to the program review process, strategic plan activity and institutional SLO data system recommended by the visiting team have been more fully implemented and are being operationalized and institutionalized.

A Faculty Survey on Decision-Making and Governance will be sent to all teaching faculty (officer and non-officer) in May of 2015 soliciting feedback and comments on the decision-making structure and process, their roles, and their assessment of the effectiveness of the governance system of the college generally.

This same topic will be added to the Human Resources Survey so that support staff and employees can also express their opinions on this matter during that same timeframe.

Finally, the Crestmont Council working with the Executive Council will assess the decision-making structure of the college next year as one of their three-year reviews.

RECOMMENDATION TEN

The team recommends that the Crestmont Council establish a policy addressing a Code of Ethics and procedures to deal with behavior that violates its code. Further, the council should develop a self-evaluation process in its by-laws. (Standards IV, B1 g, and h.)

Self-Evaluation Reference

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

Crestmont Council By-Laws also state that an annual self evaluation will occur and the team verified that this has happened the past few years. There is no reference to the subject matter or the process for self-evaluation in the By-laws; there is only a statement that a self-evaluation will occur.

The team found evidence that CFOT has addressed the majority of this recommendation. To ensure long term consistency, the team felt that CFOT would benefit from (a) detailing the actual process for the Crestmont Council self-evaluation, in addition to stating that one will take place and (b) assessing the effectiveness of this self-evaluation process.” (2013 Evaluation Report, p. 14)

Response

(Amend the By-Laws Related to Ethical Conduct and Crestmont Council Self Evaluation)

At the September 15, 2014 meeting of the Crestmont Council,⁶⁷ the Council took action to amend the By-laws to incorporate language that expanded the Code of Ethics violation process and detailed the Crestmont Council self-evaluation process in terms of content and its on-going evaluation.

1. Article II, Statement of Ethical Conduct

Add 2.1 I on p. 3 to read "Ethical conduct charges involving a non-Salvation Army Officer member of the Crestmont Council require the Executive Committee (or its representatives) to investigate the charges, interview the person accused, provide reasonable and fair due process, and determine whether the charges are legitimate. If the charges are, in fact, upheld, then in concert with section 2.5 regarding removal, the Executive Committee would recommend such action in Executive Session to the full Council, and the Council member would be removed by a two-thirds vote of the Council membership.

No provision herein limits the jurisdiction of the Officer Review Board for any matters affecting Salvation Army Officer members.

⁶⁷ Crestmont Council Plenary Session minutes, September 15, 2014

2. Article V. Crestmont Council Self Evaluation

Add to CViii on p. 13 the following detail on the Council self-evaluation and the review process for the evaluation. "The Crestmont Council self-evaluation shall consist of an annual assessment by members of Crestmont Council which focuses on the following criteria: roles and responsibilities, the purpose and structure of the college, the accreditation and assessment process, the legal aspects of membership, the financial health of the college, planning in all areas, council structure and procedures, committee vitality and focus, orientation, written materials, and member recruitment. Survey results are summarized by the Institutional Research and Planning staff for the Crestmont Council Executive Committee at their September Council meeting; all data are shared with the full Board, including the THQ Chief Secretary." This assessment process is evaluated every three years by the Executive Committee of the Council to gain a perspective on how effective the governance process is functioning and what aspects can continue to be strengthened.

These two proposals were approved by the Crestmont Council Executive Council in early August, reviewed and approved by Legal Counsel and the THQ Board of Directors in Mid-August, and then approved by the Crestmont Council in its September 15, 2014, meeting. They are now part of the Crestmont Council By-Laws and are in active operation.

Conclusion: The Crestmont Council Executive Committee is charged with assessing the effectiveness of their self-evaluation system over the past three years by analyzing the recommendations that are made annually and determining to what extent these recommendations are implemented to improve the overall effectiveness of the Council and the College.

DIRECTORY OF EVIDENCE

Preparation of the Report

1. Deficiencies/Recommendation Matrix
2. Institutional Effectiveness minutes, September 12, 2014
3. CFOT Executive Council minutes, September 3, 2014
4. Crestmont Council Cadet-Life Committee minutes, September 15, 2014
5. Crestmont Council Academic Committee minutes, September 15, 2014
6. Crestmont Council Planning/Accreditation Committee minutes, September 15, 2014
7. Crestmont Council Plenary Session minutes, September 15, 2014

2013 Recommendations

Recommendation 6

8. Revised 2012-2015 Strategic Plan
9. CFOT Executive Council minutes, August 27, 2014.
10. Crestmont Council Academic Committee minutes, June 2, 2014
11. Crestmont Council Planning and Accreditation Committee minutes, June 2, 2014
12. Crestmont Council Plenary Session minutes, June 2, 2014
13. Revised 2012-2015 Strategic Plan
14. Crestmont News Special September Edition
15. Policy to Review the Planning Process in Three Year Cycle
16. Crestmont Council Plenary Session minutes, February 24, 2014

Recommendation 7

17. Academic Program Review Guide
18. Non-Instructional Program Review Guide
19. Institutional Effectiveness Committee minutes, January 17, 2014
20. CFOT Executive Council minutes, March 5, 2014
21. Crestmont Council Cadet-Life Committee minutes, June 2, 2014
22. Crestmont Council Academic Committee minutes, June 2, 2014
23. Crestmont Council Plenary Session minutes, June 2, 2014
24. Program Review Data Development Worksheet
25. Institutional Effectiveness Committee minutes, February 14, 2014
26. CFOT Executive Council minutes, February 19, 2014
27. Program Review committees.
28. 2014 Academic Achievement Center Program Review
29. 2014 AAC Program Review Data Overview
30. Field-training data sources
31. Field-education survey (Vance, 2012)
32. Program Review timeline

Recommendation 8

33. Institutional SLO Assessment Mapping
34. CFOT Executive Council minutes, February 12, 2014
35. Institutional Effectiveness Committee minutes, February 14, 2014
36. Curriculum Council minutes, March 20, 2014

37. Crestmont Council Cadet-Life Committee minutes, June 2, 2014
38. Crestmont Council Academic Committee minutes, June 2, 2014
39. Crestmont Council Plenary Session minutes, June 2, 2014
40. CFOT Executive Council minutes, August 13, 2014
41. Emails to faculty re: Institutional SLO assessment
42. Institutional Effectiveness committee minutes, September 12, 2014
43. CFOT Executive Council minutes, August 13, 2014
44. Spiritual Formation Profile and Assessment
45. CFOT Executive Council minutes, June, 4, 2014
46. Crestmont Council Plenary Session minutes, June 2, 2014
47. CFOT Guide to Assessment

Recommendation 9

48. Crestmont Council Academic Committee minutes, June 2014
49. Crestmont Council Plenary Session minutes, June 2, 2014
50. Crestmont Council Academic Committee minutes, June 2014

Recommendation 10

51. Institutional Effectiveness Committee minutes, September 12, 2014
52. 2013-2014 Faculty/Staff Development Training Inventory
53. 2013-2014 Faculty/Staff In/Service Training Schedule
54. 2013-2014 Faculty/Staff Development Evaluation
55. 2014 Annual Institutional Effectiveness Survey
56. 2014-2015 Faculty/Staff Development Training Inventory
57. 2014-2015 Faculty/Staff In/Service Training Schedule
58. August, 2014 Cadet and Faculty Orientation Schedule
59. Faculty/Staff Development Assessment Matrix
60. Faculty Staff/Development presentation evaluation template

2007 Recommendations

Recommendation 1

61. CFOT Guide to Assessment.
62. Institutional Effectiveness Committee minutes, September 12, 2014
63. CFOT Executive Council minutes, August 13, 2014

Recommendation 3 (None)

Recommendation 4

64. CFOT Executive Council minutes, March 5, 2014
65. Crestmont Council Plenary Session minutes, June 2, 2014

Recommendation 9

66. 2014 Annual Institutional Effectiveness Survey

Recommendation 10

67. Crestmont Council Plenary Session minutes, September 15, 2014