

Peer Review Team Follow-Up Report

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

This report represents the findings of the Peer Review Team that conducted a Follow-Up visit to The Salvation Army College for Officer Training Eastern Territory November 4, 2024. The Commission acted on the accredited status of the institution during its January 2025 meeting and this team report must be reviewed in conjunction with the Commission's Action letter.

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Team Chair

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The Salvation Army College for Officer Training

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Purpose of Follow-Up Visit

INSTITUTION: The Salvation Army College for Officer Training Eastern Territory

DATES OF VISIT: November 4, 2024

TEAM CHAIR: John Hernandez, Ph.D.

Purpose of Site Visit

The peer review team conducted its comprehensive peer review of The Salvation Army College for Officer Training from April 18 – 21, 2023. At its June 7-8, 2023 meeting, the Commission granted Candidacy and determined noncompliance with Standard(s) Standard I.B.2, II.A.11 (College Requirement 1), Standards I.B.3, (College Requirement 2), Standard II.A.9 (College Requirement 3), Standard II.A.12 (College Requirement 4), Standard IV.C.7 (College Requirement 5), Standard IV.C.9 (College Requirement 6), Standard IV.C.10 (College Requirement 7), and Standard IV.C.11 (College Requirement 8), and acted to require a Follow-Up Report due no later than March 15, 2025, followed by a visit from a peer review team.

Two members of the peer review team conducted its follow-up site visit to The Salvation Army College for Officer Training on November 4, 2024. The purpose of the visit was to verify that the Follow-Up Report prepared by the Institution was accurate, through examination of evidence, and interviews with Institution representatives, and to determine if the Institution now meets the Standards noted in the following compliance requirements:

Standard I.B.2, II.A.11 (College Requirement 1): In order to achieve initial accreditation, the Commission requires that the College 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).

Standards I.B.3 (College Requirement 2): In order to achieve initial accreditation, the Commission requires that the College 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.

Standard II.A.9 (College Requirement 3): In order to achieve initial accreditation, the Commission requires that the College documents its policy on clock to credit hours conversion.

Standard II.A.12 (College Requirement 4): In order to achieve initial accreditation, the Commission requires that the College formalizes processes that demonstrate alignment of their general education curriculum to their academic program.

Standard IV.C.7 (College Requirement 5): In order to achieve initial accreditation, the Commission requires 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.

Standard IV.C.9 (College Requirement 6): In order to achieve initial accreditation, the Commission requires that the Strategic Oversight Council (SOC) develops an ongoing training program for board development, including new member orientation.

Standard IV.C.10 (College Requirement 7): In order to achieve initial accreditation, the Commission requires 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.

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

During the visit, team members met with those involved in the standards that needed to be addressed including six faculty, administrators, and staff in group and individual interviews. The team thanks the Salvation Army College for Officer Training (Eastern Territory) staff for hosting the site visit, coordinating meetings, providing additional documentation, and ensuring a smooth and collegial process.

Team Analysis of Institution Responses to Compliance Requirements in Order to Achieve Initial Accreditation

Standard I.B.2, II.A.11 (College Requirement 1): In order to achieve initial accreditation, the Commission requires that the College 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).

Findings and Evidence:

The Salvation Army College for Officer Training (CFOT) formed a committee of faculty and employees to learn about the ACCJC's programmatic learning outcomes, how the current CFOT courses align with the programmatic learning outcomes, and how to develop a process to assess these learning outcomes now and to continue in the future.

Through the committee work, CFOT found that all current courses taught included learning outcomes that aligned with ACCJC programmatic learning outcomes. Through a robust inclusive process including presentations and trainings, the CFOT adopted the ACCJC programmatic learning outcomes as their general education guidelines and assigned current courses to each outcome. CFOT conducts ongoing review and assessments of their student learning outcomes. Faculty assess their course outcomes and share the results with Accreditation and Research Manager to review and analyze for program success and improvement.

The list of general education courses is shared in the 2024-2025 college catalog p. 26-33. The team learned on the visit that the general education courses are also available on the college website.

The team confirmed that the six general education competencies are featured and reviewed in the yearly Faculty Affairs Inservice meeting. Further, a clear and detailed General Education Course Chart was created to share the justification for how each course aligned within each program learning outcome. The team learned during the visit that the chart is shared with faculty as they review their courses yearly. CFOT's documentation and explicit alignment will ensure an ongoing process of aligning their General Education courses with ACCJC's programmatic learning outcomes.

Conclusion:

The institution has addressed the requirement and meets Standard(s) I.B.2 and II.A.11.

Standard I.B.3 (College Requirement 2): In order to achieve initial accreditation, the Commission requires that the College 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.

Findings and Evidence:

Based on the Follow-Up Report and evidence submitted, the CFOT Accreditation committee embarked on a thorough and inclusive approach to establish institution-set standards, appropriate to

its mission, for student achievement. The Cadet Council reviewed prior data on course success, 2-year retention rate, degree completion, Bible and Doctrine test success, transfer to 4-year college/university, and job placement. Through discussion, the Cadet Council recommended both institutional-set standards and stretch (aspirational) goals for each measure. The Director of Curriculum presented and discussed these standards and goals with all CFOT faculty, and, with the feedback, the standards were presented to Curriculum Council for a vote. The Strategic Oversight Council voted to accept them in April 2024.

Further, the CFOT has established an ongoing assessment schedule. CFOT Accreditation and Research Manager and Accreditation Liaison gathers data and assesses in summer and shares with faculty prior to fall semester for feedback and improvement changes, which could occur in Curriculum Council. Results are also shared with Strategic Oversight Council (SOC) for comments and approval. All these steps represent the goals of reviewing successes and making adjustments to curriculum, programs or standards through the input of college staff to ensure continuous improvements. Results are published on the college website, in the college catalog and in the faculty handbook, as well as in the ACCJC's annual reports.

Conclusion:

The institution has addressed the requirement and meets Standard I.B.3.

Standard II.A.9 (College Requirement 3): In order to achieve initial accreditation, the Commission requires that the College documents its policy on clock to credit hours conversion.

Findings and Evidence:

The CFOT shared in their Follow Up Report the use of a modified academic quarter schedule and the Carnegie System of counting hours to credit time since 2007. They have formally documented their policy on clock to credit hours conversions and it is present in the 2024-2025 faculty handbook and the 2024-2025 college catalog. CFOT has institutionalized this practice and the policy on clock to credit hours conversions will continue to be present in the faculty handbook and college catalog for the future.

Conclusion:

The institution has addressed the requirement and meets Standard II.A.9.

Standard II.A.12 (College Requirement 4): In order to achieve initial accreditation, the Commission requires that the College formalizes processes that demonstrate alignment of their general education curriculum to their academic program.

Findings and Evidence:

Based on the Follow Up Report and submitted documentation, the team learned CFOT has aligned their general education learning outcomes to the ACCJC programmatic learning outcomes. They have defined and formalized a process to demonstrate this alignment. CFOT's Curriculum Council determines the appropriateness of a course for inclusion in general education. The Curriculum

Council will review yearly and will assess course effectiveness and alignment with the general education competencies. Faculty who are assigned to a course will meet with Division of Study Chairperson to review and approve the Course Outline of Record (COR), the course text, the assessment tools to use to assess the learning outcome and the competency that will be assessed. This information is presented to the Education Officer, Director of Curriculum and Training Principal for final discussion, review and approval. This process ensures ongoing review and assessments and allows for improvements. The General Education requirements are listed, reviewed and updated in the college catalog yearly.

Through the interview process, the team learned that Curriculum Council reviews the general education curriculum as needed throughout the year. Further, they expressed a desire to implement best practices for training faculty by including the general education alignment in their faculty handbook and by offering additional trainings and reviews in faculty meetings throughout the year.

Conclusion:

The institution has addressed the requirement and meets Standard II.A.12.

Standard IV.C.7 (College Requirement 5): In order to achieve initial accreditation, the Commission requires 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.

Findings and Evidence:

The Strategic Oversight Council (SOC) has had a process for reviewing, revising, and reaffirming its policies and bylaws. Through a review of provided evidence and interviews, the team confirmed that a review schedule has been established whereby on a yearly basis the SOC reviews and as appropriate revises its policies and bylaws.

Conclusion:

The institution has addressed College Requirement 5 and meets Standard IV.C.7

Standard IV.C.9 (College Requirement 6): In order to achieve initial accreditation, the Commission requires that the Strategic Oversight Council (SOC) develops an ongoing training program for board development, including new member orientation.

Findings and Evidence:

The Strategic Oversight Council (SOC) developed an informational booklet (SOC Welcome & Orientation Handbook) and a Strategic Oversight Council Handbook as training guides for onboarding new and existing board members. These documents were both revised in October 2024. For example, the SOC Handbook incorporated frameworks and best practices that were identified from the SOC training session held in April 2024. Additionally, in designing their training framework, the SOC recognized the importance of assessing the experience of members who are transitioning off the council (offboarding).

Based on interviews and documents the team reviewed, CFOT established a framework for onboarding new members, training active members, and offboarding SOC members to address board development.

Conclusion:

The institution has addressed College Requirement 6 and meets Standard IV.C.9

Standard IV.C.10 (College Requirement 7): In order to achieve initial accreditation, the Commission requires 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.

Findings and Evidence:

The CFOT designed a survey for members of the SOC to solicit feedback and to identify topics for ongoing training sessions. Results from the survey identified the strongest areas of understanding for SOC member roles and responsibilities. Similarly, areas were identified to strengthen members' roles such as long-term planning, legal and financial matters. The chair of the SOC, the Training Principal and the Assistant Training Principal have incorporated several elements from the member feedback survey within the agenda of scheduled SOC meetings, such as fundamentals of finance and budget planning. Additionally, SOC has ramped up its onboarding process based on identified gaps in the member survey. Finally, the CFOT has begun to schedule the next layer of SOC training. A summary of the March 2024 SOC member survey responses is available to the public on the CFOT website.

Through in-person interviews, the team confirmed that CFOT has created a clear process to evaluate the effectiveness of the Strategic Oversight Council (SOC).

Conclusion:

The institution has addressed College Requirement 7 and meets Standard IV.C.10

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

Findings and Evidence:

The SOC developed a Code of Conduct and expectations for members of the Strategic Oversight Council (SOC). The Code of Conduct is reviewed annually at the October SOC meeting.

The team confirmed that the Code of Conduct includes a clear policy and process to address behavior that violates its code and implements when necessary.

Conclusion:

The institution has addressed College Requirement 8 and meets Standard IV.C.11