

Institute for Professional Certification and Accreditation



Complete Following Certification Evaluation form
Loss Prevention or similarly named programs

Oct 2016

NOTE: Some material adapted by permission from ABET, Inc.

General Instructions to Program Evaluator Team Members

1. Each Evaluation Team member is expected to complete both parts of the Program Evaluation Form (Part I is the “component assessment” and Part II is an “evaluation of shortcomings” of each component of the self-study) after his/her review of the program’s application, self-study and all supporting materials.
2. The Evaluation Team then meets to share each member’s conclusions and observations concerning the certification materials in order to determine a collective certification recommendation.
3. During the certification recommendation meeting, each Program Evaluation Team member is encouraged to revisit and perhaps revise his/her responses to Part I of the Program Evaluation Form – thus providing a “final assessment” for each component of the self-study.
4. The Program Evaluation Team Leader then records a recommended certification action on the form below.
5. The recommended certification action is then transmitted to the IPCA Director of Accreditation and the IPCA Executive Director prior to being communicated to the program.
6. Each Evaluation Team member is instructed to destroy all print materials associated with a given accreditation review upon completion of the review.
7. The certification recommendation and the Program Evaluation Form will become an important part of the IPCA internal Final Certification Report.

RECOMMENDED CERTIFICATION ACTION FORM

(To be completed by the Program Evaluation Team Leader)

Institution:	
Program:	Evaluation Date:
Evaluator Team Leader:	Recommended Action:

	Action Definition
GC	Grant Certification. This action indicates that the program is in full compliance with the applicable standards. This action is taken only after a general review of an initial (new) certification application and has a typical duration of five years.
DNC	Do Not Certify. This action indicates that a program initially applying has deficiencies such that the program is not in full compliance with the applicable standards and is not certifiable. An on-site visit may be required to evaluate the actions taken by the institution to remove the deficiencies. Programs may reapply, but this action has a typical duration of one year.
RC	Renew Certification. This action indicates that satisfactory general review of program materials for a program that was previously certified. This action extends certification to the next general review and, thus, has a typical duration of five years.
RKC	Revoke Certification. This action indicates an unsatisfactory review of certification materials for a program that was previously certified. This action is taken only after typical general review for recertification. An on-site visit may be required to evaluate the actions taken by the institution to remove the deficiencies. Programs may reapply, but this action has a typical duration of one year.
SC	Suspend Certification. Usually applied to programs with existing certification, this action indicates that compliance with applicable standards is sufficiently weak so as to put into question the likelihood that the program is able to consistently meet all standards. This action offers non-compliant programs the opportunity to redouble compliance efforts, and ensure that the quality of the program will not be compromised prior to the next review. The nature of the weaknesses is such that an on-site visit may be required to evaluate the remedial actions taken by the institution/program. This action has a typical duration of two years.
RIC	Reinstate Certification. This action indicates that a program that was issued either an RKC or DC or SC certification recommendation has subsequently come into compliance with all applicable standards. However, this action has the typical duration of three or four years and will require another general review at that time.
GPC	Grant Provisional Certification. Program has minor deficiencies but is in substantial compliance with applicable standards. Duration typically 1-3 yrs

PROGRAM EVALUATION FORM – Part I: Component Assessment *

(To be completed by each member of the Program Evaluation Team)

Institution:		
Program:		Evaluation Date:
Evaluator Team Leader:		Recommended Action:

Use “C” for concern, “W” for weakness, or “D” for deficiency in the appropriate line ¹ .	Final Assessment	
	Initial Assessment	Following Team Meeting
If the program has no deficiencies or weaknesses, or if they have been resolved , check this line at each appropriate time.		
1. Students		
2. Program Educational Objectives		
3. Program Outcomes & Assessment 3a. General 3b. Core Area		
4. Continuous Improvement		
5. Curriculum		
6. Faculty		
7. Facilities & Resources		
8. Nontraditional program delivery		
9. Institutional Support		

***Concern:** A concern indicates that a program currently satisfies a standard, policy, or procedure; however, the potential exists for the situation to change such that the standard,

policy or procedure may not be satisfied. No number of “C’s” will usually lead to a no-certify decision.

***Weakness:** A weakness indicates that a program lacks the strength of compliance with respect to a given standard, policy, or procedure. As a result, remedial action is indicated in order to strengthen the degree of compliance with the standard, policy, or procedure prior to the next accreditation evaluation. Although it is possible to certify with a “W”, several “W’s” may lead to a no-certify decision.

***Deficiency:** Missing indicates that a standard, policy, or procedure is not satisfied. Therefore, the program is not in compliance with IPCA requirements. One “D” is usually sufficient to warrant a no-certify decision.

***“O”** stands for an observation made by the evaluator. Observations are acceptable, but do not alter certification decisions. They should be made in order highlight something that can improve the program.

* Nomenclature adapted from ABET Applied Sciences Accreditation Commission.

PROGRAM EVALUATION FORM – Part II: Evaluation of Shortcomings

(To be completed by each member of the Program Evaluation Team)

Institution:	
Program:	Evaluation Date:
Evaluator Team Leader:	Recommended Action:

The following comments provide additional information on the shortcomings indicated on the Program Evaluation Form. "Finding" refers to the "W", "C" or "D" assigned by the evaluator. "O" stands for an observation made by the evaluator. Observations are acceptable, but do not alter certification decision. Comments are required for each D.

1. Students	Finding	Comments
Evaluation Processes Adequate		
Student Advising		
Policies for Acceptance of Transfer Students in Place and Enforced		
Process for Validation of Transfer Credits		
Process to Ensure All Students Meet All Program Requirements		

WE NEED DOCUMENTATION RELATING TO EACH OF THE 5 STANDARDS - the following are indicators that the standards areas have been met:

The student evaluation policy is clear and made available to students and faculty and an appeal process is available. This policy is clear, fair and conforms to policies of the institution and to the national and or regional institutional academic standards policies.

There is evidence provided that the program and institution make available enrollment reports, retention reports, policy for non-academic credit and the transfer policy.

There is evidence provided that all students in the program have access to appropriate to and effective orientation, academic advisement, career development, transfer and placement counseling

There is evidence provided that the institution systematically identifies the characteristics and learning needs of its student population and makes provision for responding to them by offering academic tutoring in the applied science major area.

There is evidence provided that the institution offers academic support services and prepares and distributes a student handbook which clearly indicates the level of support offered including financial aid counseling to students. This support level is in keeping with standards of the regional and or national accrediting bodies and complies with the American Disabilities Act (ADA) requirements.

There is evidence that the institution enters into articulation and joint admission agreements whenever possible to clarify curricular issues and academic expectations for both parties. These agreements reflect discussion of how best to advise and prepare students at two-year schools who are considering four-year degrees.

There is evidence that all students graduating from the program meet the requirements of the institution and the regional or national institutional accrediting agency granting institutional accreditation.

The institution specifies and publishes requirements for admission into, continuation in, termination from, or re-admission to its applied social science program(s), which are compatible with its educational purposes. Graduation requirements are clearly stated in appropriate publications and are consistently applied in the process for awarding degrees. Degrees awarded accurately reflect student attainments.

There is a policy that no credit toward graduation is awarded for pre-collegiate level or remedial work designed to prepare the student for collegiate study.

There is evidence that only credit from institutions that are accredited by their regional higher education accrediting body or an IPCA recognized national accreditation body are accepted for transfer into an undergraduate program. No academic credit is awarded by the program for life experience or for military, police academy, or other professional training except where specific IPCA approved academic/training partnerships exist such as in the case of professional certification which are offered in conjunction with a degree program at an accredited institution of higher learning and as such have an assigned transcript award.

There is evidence that the institution enters into articulation and joint admission agreements whenever possible to clarify curricular issues and academic expectations for both parties. These agreements reflect discussion of how best to advise and prepare students at two-year schools who are considering four-year degrees.

2. Program Educational Objectives	Finding	Comments
Published and Consistent with Mission		
Process in Place to Periodically Evaluate		
Integrates Needs of Constituencies		
Processes to Ensure Achievement		
Evaluation to Determine Achievement		
Results Used to Improve Effectiveness of the Program		

WE NEED DOCUMENTATION RELATING TO EACH OF THE 6 STANDARDS - the following are indicators that the standards areas have been met:

The institution provides a Mission and History statement supported by documentation which is available in print and or online.

The institution has indicated its accreditation status in print and online. This accreditation is through a regionally accreditation body, the US Department of Education or the Council for Higher Education Accreditation.

There is evidence provided that the program’s stated mission and set of purposes is derived from and consistent with the overall mission and purposes of the institution of higher education and that the program clearly specifies and publishes program goals, objectives (both program specific and student learning), and requirements.

There is evidence provided that the institution specifies and publishes requirements for admission into, continuation in, termination from, or re-admission to its applied social science program(s), which are compatible with its educational purposes. Graduation requirements are clearly stated in appropriate publications and are consistently applied in the process for awarding degrees. Degrees awarded accurately reflect student attainments.

There is evidence provided that the institution requires program review, program assessment and program certification and or accreditation for academic departments when available for that area of study.

The methods of evaluation of student performance are appropriate and consistent with established institutional and academic standards and are comparable to other programs throughout the institution.

There is evidence that the program uses results from assessments and program reviews to make program changes in appropriate areas.

The program has readily available valid documentation for any statements and promises made regarding such matters as program excellence, learning outcomes, success in placement, and achievements of graduates or faculty.

There is evidence that requirements for the program are based upon clearly defined and articulated learning objectives, including a mastery of the knowledge, methods of inquiry, and intellectual skills pertinent to the study of the causes, consequences, and responses to circumstance relative to the field of study and its interrelatedness to other areas of inquiry.

3. Program Outcomes & Assessment

3a. General (Graduate)	Finding	Comments
Assessment Process Exists		
Assessment Results Applied to Improve the Program		
Evaluation of General Outcomes-		
An ability to apply loss prevention concepts in a capstone experience; thesis, graduate research project or comprehensive exam.		
The ability to apply techniques, skills or tools common to either the social or physical science disciplines necessary for conducting research or systematic investigations.		
An understanding of professional ethics and how they apply in the field of loss prevention.		
An ability to apply knowledge of mathematics and science.		
An ability to work collaboratively.		
An ability to design, conduct and analyze exercises and scenarios applicable to the of loss prevention discipline.		
An ability to identify, describe and critically evaluate applicable loss prevention technologies.		
Knowledge of contemporary, or emergent threats, challenges or issues facing loss prevention.		

WE NEED DOCUMENTATION RELATING TO EACH OF THE 10 STANDARDS - the following are indicators that the standards areas have been met:

There is evidence that the program is based on expected and desired student learning outcomes and that there is a mechanism established and utilized to ascertain that these outcomes are present.

There is evidence that the assessment of student learning outcomes is made available to faculty, students and the public. These assessments are utilized in making decisions regarding curriculum design and program changes.

The institution makes available a statement regarding method used to ensure programs and courses are dynamic and responsive to new developments in the field and new modes of inquiry as well as ethical and non-discriminatory and the program maintains evidence demonstrating that that students' mastery of the program's stated learning objectives and outcomes are formally and systematically assessed prior to completion of the program with scientific methods and measures utilized

The institution periodically reviews the program under established, clearly defined institutional policies and uses the results to improve student learning and program effectiveness. The review includes requirements from IPCA and a professional association member society. The institution requires a written program assessment plan.

The institution or program makes available evidence demonstrating that the program is achieving its mission, goals, objectives and outcomes (both student and administrative).

The institution or program makes available results of program evaluation including graduate satisfaction with program, employer satisfaction with graduates; retention and graduation rates; placement rates and levels of employment.

The institution or program makes available analysis of student evaluations of teaching.

3b. Core Area	Finding	Comments
Evaluation of Specific Outcomes-		
1 – Business Fundamentals		
2 – Law & Policy		
3 – Communication through Writing and Speaking		
4 – Crime Prevention		
5 – Evidence-based Problem Solving		
6 – Investigations and Interviewing		
7 - Ethics		
8 – Information Systems and Computer Applications		

WE NEED DOCUMENTATION SHOWING THAT THE CURRICULUM MEETS THE ABOVE STANDARD RETATING TO MODEL CURRICULUM FOR ALL GRADUATES - the following are indicators that the standards areas have been met:

The program demonstrates that the content areas addressed in the standards created by the member society charged with developing curriculum standards are substantively addressed in the curriculum. Individual courses may address multiple content areas.

4. Continuous Improvement	Finding	Comments
Relationship with constituents and alumni		
Evidence of collaborative work with an industry advisory board & "closing the loop"		
Evidence of curriculum modification over time		
Evidence of professional engagement by students		
Evidence of professional engagement by faculty/staff		

WE NEED DOCUMENTATION RELATING TO EACH OF THE 5 STANDARDS - the following are indicators that the standards areas have been met:

The program integrates professional certifications for credit when such certifications are IPCA certified and a credit recommendation has been made by IPCA and the member society in the field.

The institution supports student participation and membership in professional societies.

The program encourages student learning and professional preparation by encouraging the completion of professional certifications offered by professional societies or associations in the field of studies.

The institution supports membership in honor societies affiliated with programs in the applied social sciences.

The program encourages student internships in the area of student study.

The program has an external advisory board made up of persons outside the world of academia but who are closely associated with the professional world in the field of study such as business and industry.

The majority of the faculty present papers or actively participate in national or international professional associations.

The majority of faculty present papers or actively participate in state or regional professional associations.

There is evidence that the faculty are involved in non-academic collaboration with business, industry, and governmental agencies.

5. Curriculum	Finding	Comments
Sufficient Number and Courses to Cover All Required Outcomes		
General Education Component Consistent with Program Objectives		
Comprehensive Project or Experience		

WE NEED DOCUMENTATION RELATING TO EACH OF THE 3 STANDARDS - the following are indicators that the standards areas have been met:

Evidence is made available regarding a comprehensive evaluation or capstone experience.

There is evidence that the program reflects consideration of core competencies which may be required for success in the program and in professional life after graduation and that learning objectives are integral to course adoption and sequencing. These objectives are measured and success rates are made available to those interested.

There is evidence provided that the program seeks to familiarize students with facts and concepts and teach students to apply this knowledge to related problems and changing situations through the development of critical thinking; the scientific method, communication, technology, and computing skills; quantitative and qualitative reasoning; ethical decision-making; and an understanding of diversity.

There is evidence provided that graduates are critical thinkers with effective oral and written communication skills that graduates are familiar with facts and concepts relative to the scientific understanding of Applied Social Science and can apply the knowledge to problems changing situations

The programs in applied social science are part of a broadly based degree program following guidelines established by an IPCA member society with a balance of general education, required and elective courses in applied social science and in related fields (cognates). Electives, wherever possible, relate to stated program goals and objectives, including those for concentrations and options.

6. Faculty & Instructional Staff	Finding	Comments
Sufficient Number and Competencies to Cover All Outcomes		
Levels of Student-Faculty Interaction		
Student Advising and Counseling		
University &/or Professional Service Activities		
Professional Development		
Interaction with Practitioners and Employers		

WE NEED DOCUMENTATION RELATING TO EACH OF THE 6 STANDARDS - the following are indicators that the standards areas have been met:

There is evidence that the has a policy which states that Faculty holding terminal academic degrees from an accredited institution in a discipline directly related to an Applied Social Science\Professional Studies program are preferred and actively sought when hiring.

All faculty in the program possess a minimum of a master’s degree in the area or a closely related discipline. When a faculty member holds a graduate degree in a closely related discipline, there should be evidence of experience, scholarship, and professional involvement, demonstrating a clear commitment to and identification with the field of appointment.

The program strives to have faculty members with terminal academic degrees (Ph.D., Ed. D). Degrees must be earned and be from programs accredited regionally or a national accrediting body recognized by U.S. Department of Ed. or CHIA. A Law degree or medical degree is (J.D. or MD) is not a terminal academic degree. IPCA, following the NEACJS standard, accepts a combination of a J.D. and a graduate degree in an Applied Social Science as the equivalent of a terminal degree. The program administrator or department chair must hold an academic terminal degree from an accredited institution other than from the institution in question.

A program’s faculty FTE to student ratio must comply with the standards of that region’s institutional accrediting body (e.g. Middle States Association).

The institutional policy must state that faculty assignments and workloads allow adequate time to provide effective instruction, to advise and evaluate students, to continue professional growth, and to participate in scholarship, research, and service compatible with the mission and purposes of the institution and program. This allows for a teaching load if no more than 12 credit hours per semester for 4 year programs and 15 hours per semester for two year programs.

Those faculty acting in an executive position in a professional association must be released from at least 1 course per academic semester.

Faculty categories (e.g., full-time, part-time, adjunct) are clearly defined, as to specify the role of each category in fulfilling both the program's and the institution's mission and purposes. Orientation, oversight, evaluation, and professional development opportunities are provided for all faculty, including part time and adjunct faculty.

When there are four or more faculty members in an associate degree program, twenty-five percent of the faculty should hold an earned doctorate in the discipline or a closely related discipline. A four-year program must have 75% of its full time and part time faculty with a terminal academic degree from an accredited institution.

There is evidence that the program relies on full-time faculty or retired formerly full time faculty to teach three quarters of core-courses and to deliver at least two-thirds of the teaching in the program. This standard may be met by using senior adjunct faculty or visiting faculty who are full time at any another accredited college or university who possess terminal academic degrees and have demonstrated expertise in the area of instruction.

There is evidence that faculty members are demonstrably effective in carrying out their assigned responsibilities. The institution employs effective and transparent procedures for the regular evaluation of faculty appointments, performance, and retention. Tenure and promotion are based solely upon these criteria.

There is evidence that faculty are involved with student advising and student mentoring when applicable.

7. Facilities & Resources	Finding	Comments
Classrooms		
Laboratories / Libraries		
Equipment and Tools		
Computing and Information Infrastructure		

WE NEED DOCUMENTATION RELATING TO EACH OF THE 3 STANDARDS - the following are indicators that the standards areas have been met:

The program provides an environment that fosters the intellectual and personal development of its students, consistent with its mission and purposes.

Facilities Classrooms, offices, laboratories, and associated equipment must be adequate to support attainment of the student outcomes and to provide an atmosphere conducive to learning. Modern tools, equipment, computing resources, and laboratories appropriate to the program must be available, accessible, and systematically maintained and upgraded to enable students to attain the student outcomes and to support program needs. Students must be provided appropriate guidance regarding the use of the tools, equipment, computing resources, and laboratories available to the program.

8. Institutional Support	Finding	Comments
Sufficient to Assure Quality and Continuity of the Program		
Sufficient to Attract and Retain a Well-Qualified Faculty		
Sufficient to Acquire, Maintain, and Operate Facilities and Equipment		

WE NEED DOCUMENTATION RELATING TO EACH OF THE 3 STANDARDS - the following are indicators that the standards areas have been met:

There is evidence that the institution provides for all students, faculty and staff to have access to library and information resources, collections and services that are sufficient in quality level, diversity, quantity, and currency to support and enrich the program's offerings and is in compliance with the standards of that region's institutional accrediting body (e.g., Middle States Association).

The program's resources comply with the standards of that region's institutional accrediting body (e.g., Middle States Association), the USDOE or CHIA.

There is evidence that the institution supports faculty development by making available funding for attendance of conferences in the area of appointment and participation in governance of professional associations in those areas of appointment and the institution supports professional development by having institutional membership in professional associations.

9. Nontraditional Program Delivery (if present)	Finding	Comments
Extent of Coverage of All Outcomes		
Faculty Qualifications		
Advising Adequacy		
Curriculum Equivalency		

WE NEED DOCUMENTATION RELATING TO EACH OF THE 4 STANDARDS - the following are indicators that the standards areas have been met:

The institution or program makes available evidence that students completing courses in non-traditional time periods and modalities, in different divisions, and at satellite or branch campuses acquire levels of knowledge, understanding, and competencies comparable to those expected in similar programs offered in more traditional time periods, modalities and locations.

There is evidence that faculty involved in the delivery of non-traditional course content have qualifications which are in keeping with the requirements for traditional faculty.

There is evidence that the non-traditional faculty participate in professional associations.

There is evidence that the institution encourages non-traditional and part time faculty to participate in professional development, and associations.

There is evidence that non-traditional students have available, appropriate and effective orientation, academic advisement, career development, transfer, and placement counseling.

There is evidence that a course curriculum is equivalent across modes of delivery in terms of learning objectives, learning outcomes, assignments, and assessment.